

IICE / IICAH HAWAII

The IAFOR Hawaiian Conference Series 2024

The 9th IAFOR International Conference on Education in Hawaii (IICE2024)
The 4th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2024)

January 03-07, 2024 | Hawaii, USA & Online

PROGRAMME & ABSTRACT BOOK

www.iafor.org/about/partners

IAFOR Global Partners



University of Belgrade



University of Zagreb





/iaforjapan



@iafor.official



@iafor (#iafor)



iafor.org

International Academic Board

Dr Joseph Haldane, IAFOR and Osaka University, Japan, & University College London, United Kingdom
Professor Jun Arima, President, IAFOR & University of Tokyo, Japan
Professor Anne Boddington, Executive Vice-President and Provost, IAFOR & Middlesex University, United Kingdom
Professor Barbara Lockee, Virginia Tech, United States
Professor Donald E. Hall, Binghamton University, United States
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging
Professor Haruko Satoh, Osaka University, Japan
Dr Grant Black, Chuo University, Japan
Professor Dexter Da Silva, Keisen University, Japan
Professor Gary E. Swanson, University of Northern Colorado, United States (fmr.)
Professor Baden Offord, Centre for Human Rights Education, Curtin University, Australia & Cultural Studies Association of Australasia
Professor Frank S. Ravitch, Michigan State University College of Law, United States

IICE & ICAH Conference Programme Committee

Dr Failautusi 'Tusi' Avegalio, University of Hawai'i at Mānoa, United States
Kālewa Correa, Smithsonian Institute, United States
Dr Joseph Haldane, IAFOR, Osaka University, Japan, & University College London, United Kingdom
Professor Curtis Ho, University of Hawai'i at Mānoa, United States
Dr Daniel Hoffman, University of Hawai'i at Mānoa, United States
Professor Barbara Lockee, Virginia Tech, United States
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging
Dr Alex Means, University of Hawai'i at Mānoa, United States
Professor Michael Menchaca, University of Hawai'i at Mānoa, United States
Professor Sela V. Panapasa, University of Michigan, United States
Tialei Scanlan, Brigham Young University-Hawaii, United States
Robin Watson, University of Hawai'i at Mānoa, United States
Dr Hiagi M. Wesley, Brigham Young University-Hawaii, United States

Letter of Welcome



Aloha and welcome!

It has become an IAFOR tradition to begin the new year with our Hawai'i conferences, and in 2024 we again welcome delegates from around the world to the island of Oahu, which translates as "the meeting place". This is aptly named, as we seek to bring people together, not only across the islands that form Hawai'i, but those elsewhere in the Asia-Pacific and even further afield. Indeed, this conference will see some 600 participants from more than 52 countries around the world.

This enormous diversity of participation has become a great strength of the International Academic Forum as it lives up to its name as one of the best spaces for comparative and contrastive discussions across and

through borders of nation and culture, as we learn from each other's experiences, and look to learn from each other.

IAFOR is now globally recognised for the "three I's": international, intercultural and interdisciplinary. IICE2024 and IICAH2024 are held together, underlining IAFOR's commitment to interdisciplinarity – a commitment that I hope you share, as you look to attend sessions and hear speakers not only in your own discipline, but in those of others in which you have a current or potential interest. IAFOR is a wonderful place to make both personal and professional connections, enabling new friendships and research partnerships to flourish.

I encourage your full participation in this conference, and remind you of the online and hybrid aspect of this conference, as well as the year-long professional opportunities offered by IAFOR membership.

My thanks to our wonderful partners at the University of Hawai'i at Manoa, and the local Conference Programme Committee members for their work behind the scenes, as well as to the IAFOR International Advisory Board, and to the great lineup of speakers, in the plenary and parallel sessions, and to the international audience in attendance.

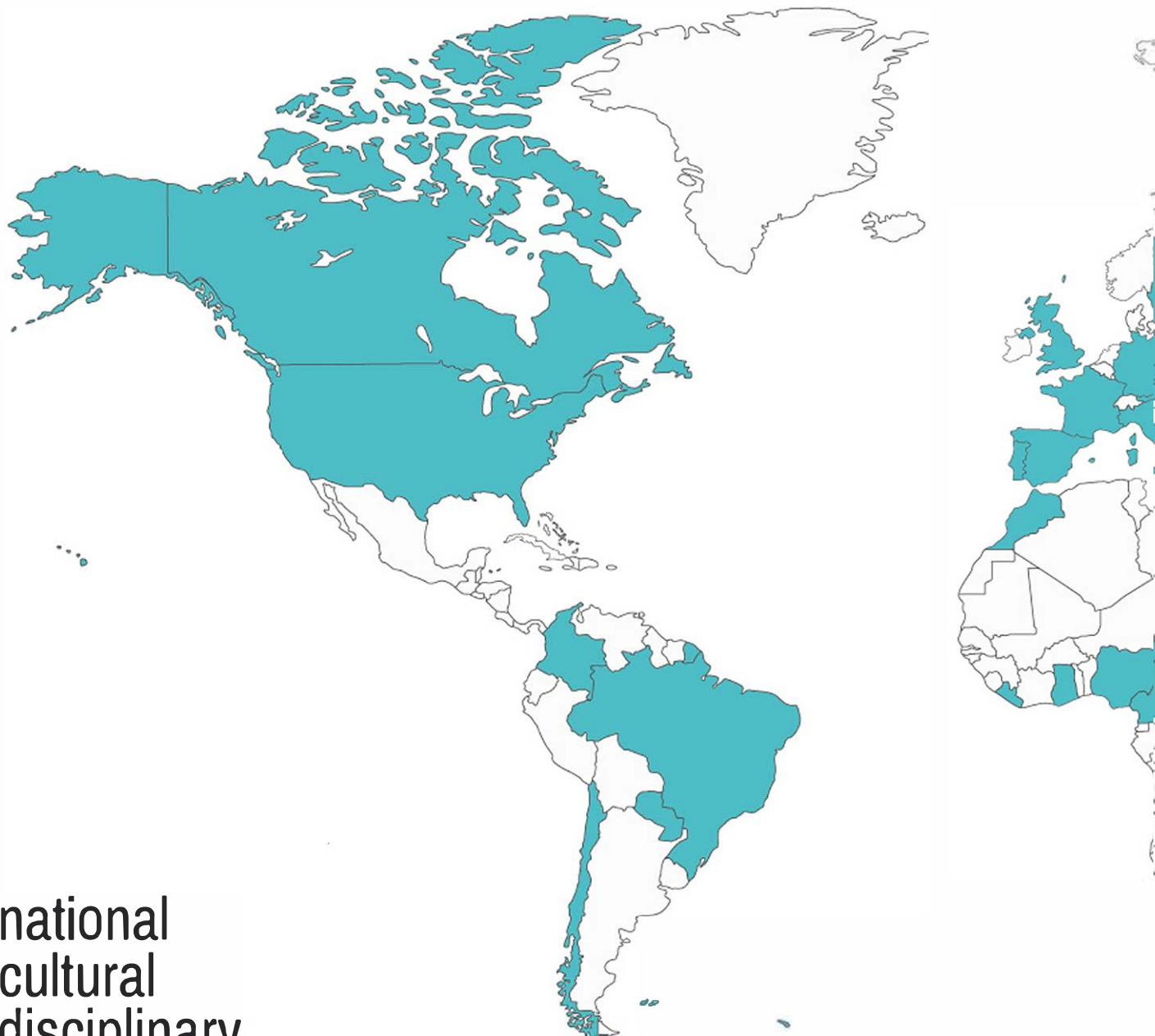
This year promises to be a wonderful event. I look forward to the chance of meeting you all.

Warmest regards,

Dr Joseph Haldane

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

Inspiring Global Collaborations

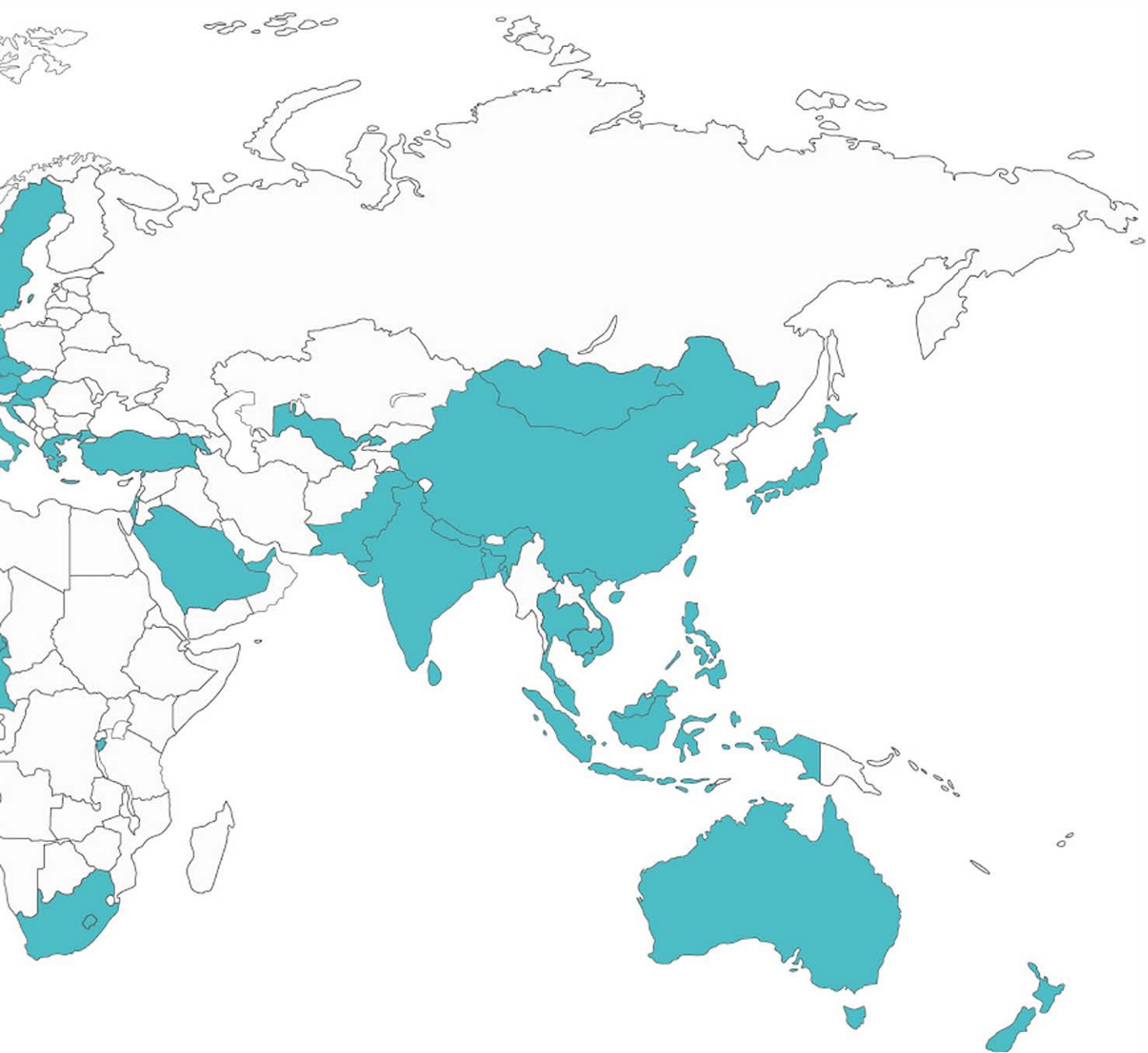


international
intercultural
interdisciplinary

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

IICE/IICAH2024 has attracted 600+ delegates from 50+ countries.

United States	228	Saudi Arabia	8	Greece	3
Japan	100	Hong Kong	7	Malaysia	3
Canada	65	Mongolia	7	New Zealand	3
South Korea	34	South Africa	7	Portugal	3
India	16	Ghana	5	Singapore	3
Philippines	14	Thailand	5	Colombia	2
Taiwan	13	Germany	4	Croatia	2
China	12	Pakistan	4	Israel	2
United Kingdom	10	Spain	4	Nigeria	2
Australia	8	Vietnam	4	Rwanda	2



Turkey	2	Hungary	1	Switzerland	1
Uzbekistan	2	Indonesia	1	United Arab Emirates	1
Armenia	1	Italy	1		
Bangladesh	1	Lesotho	1		
Brazil	1	Liberia	1		
Cambodia	1	Morocco	1	Total Attendees	604
Cameroon	1	Nepal	1	Total Onsite Presenters	390
Chile	1	Paraguay	1	Total Online Presenters	158
Czech Republic	1	Qatar	1	Total Audience	64
France	1	Sweden	1	Total Countries	52



Think Big.

IAFOR London Conference Series

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

The 12th European Conference on Education

The 12th European Conference on Language Learning

The 12th European Conference on Arts & Humanities

The 4th European Conference on Aging & Gerontology

Call for Papers Now Open

iafor

Where will your ideas
take you next?

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

A full-page background image of the Eiffel Tower in Paris, France, illuminated at night. The tower's golden lights contrast with the deep blue twilight sky. The structure's intricate lattice is clearly visible, and the tower tapers towards the top where a small cross is visible. The base of the tower is partially obscured by the bottom of the frame.

Ooh-La-La!

IAFOR Paris Conference Series

June 13-17, 2024 | Paris, France

The 3rd Paris Conference on Education

The 3rd Paris Conference on Arts & Humanities

Call for Papers Now Open

The IAFOR logo consists of a solid dark red square. Inside the square, the word "iafor" is written in a white, lowercase, sans-serif font. The logo is positioned in the lower-left corner of the poster, partially overlapping the base of the Eiffel Tower.

iafor

**Where will your ideas
take you next?**

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

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/



THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター





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

Conference Venue: Wednesday, January 3 to Saturday, January 6

Hawai'i Convention Center

Address: 1801 Kalākaua Ave, Honolulu, HI 96815

LEVEL 3





January 3 | All times are Hawaii Standard Time (UTC-10) Wednesday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

17:00-19:00 Pre-Conference Check-in & Welcome Reception | 319B & Children's Courtyard

This is a free event open to all registered delegates.

The Conference Welcome Reception is the perfect opportunity for conference delegates to get a head start on the conference and make valuable connections with other attendees. The Welcome Reception will feature live music from *Kings Kalohelani*.



January 4 | All times are Hawaii Standard Time (UTC-10) Thursday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

09:00-10:00 Conference Check-in & Coffee | Room 319

10:00-10:05 Announcements | 320 Theatre

10:05-10:25 Cultural Presentation | 320 Theatre

10:25-11:00 Welcome Address & Recognition of IAFOR Scholarship Winners | 320 Theatre

11:00-11:45 Featured Interview | 320 Theatre

Questions of Education, Curation and Artificial Intelligence

Kālewa Correa, Smithsonian Institution, United States

Joseph Haldane, The International Academic Forum (IAFOR), Japan

11:45-12:00 Conference Photograph | Grand Staircase

12:00-13:00 Conference Poster Session 1 | 3F Hallway

13:00-14:00 Lunch Break



January 4 | All times are Hawaii Standard Time (UTC-10) Thursday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

14:00-14:45 Panel Presentation | 320 Theatre

Practical Approaches to AI in Academia

Paul McKimmy, University of Hawai'i at Mānoa, United States

Chih-Pu Dai, University of Hawai'i at Mānoa, United States

Dorothy Hirata, University of Hawai'i at Mānoa, United States

Michael Menchaca, University of Hawai'i at Mānoa, United States (Moderator)

14:50-15:35 Panel Presentation | 320 Theatre

Hawaiian Culture and Learning from the Ocean

Esprit Saucier, Brigham Young University-Hawaii, United States

Kali Fermantez, Brigham Young University-Hawaii, United States

Tialei Scanlan, Brigham Young University-Hawaii, United States (Moderator)

15:40-16:25 Panel Presentation | 320 Theatre

Moananuiākea – A Voyage for Earth

Mark K. Ellis, Polynesian Voyaging Society, United States

Kai Hoshijo, Polynesian Voyaging Society, United States

Robin Watson, University of Hawai'i at Mānoa, United States (Moderator)

16:30-17:30 Conference Poster Session 2 | 3F Hallway

19:00-21:00 Conference Dinner | Roy's Waikiki

This is an optional ticketed event



January 5 | All times are Hawaii Standard Time (UTC-10) Friday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

08:30-09:30 Check-in & Coffee | Room 319

09:30-11:10 **Onsite Parallel Session 1**

Room 317B: IICE | Teaching Experiences & Modern Contemporary Issues

Room 318A: IICE | Teaching Experiences, Pedagogy, Practice & Praxis

Room 318B: IICE | Curriculum, Learning & Teaching Methods in STEM

Room 321A: IICE | Comparative Learning Methods

Room 321B: IICE | Education Policy

Room 322A: IICE | Multilingual, Multicultural, and Inclusivity in Education

Room 322B: IICAH | Teaching and Learning

Room 323A: IICAH | Arts - Arts Theory & Criticism

Room 323B: IICAH | Media, Film Studies, Theatre, Communication

11:10-11:25 Coffee Break | Room 319

11:25-12:40 **Onsite Parallel Session 2**

Room 317B: IICE | Literacy & Contemporary Issues

Room 318A: IICE | Foreign Language Education

Room 318B: IICE | STEM Education

Room 321A: IICE | Future Skills & Leadership in Higher Education

Room 321B: IICE | AI in Education

Room 322A: IICE | Design, Implementation & Assessment of Innovative Technologies in Education

Room 322B: IICAH | Teaching and Learning

Room 323A: IICAH | Arts - Teaching and Learning the Arts

Room 323B: IICAH | Media, Film Studies, Theatre, Communication

12:40-12:55 Coffee Break | Room 319



January 5 | All times are Hawaii Standard Time (UTC-10) Friday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

12:55-13:45 Onsite Parallel Session 3 (Workshop Session)

Room 317B: Action Planning for Leading Institutions Toward Anti-racism

Room 318A: Circle Work as a Relational Pedagogical Praxis to Facilitate Co-learning, Peer Support and Decolonization Within Higher Education

Room 318B: Scenario-Based Learning – The Key to Higher Ed Online Learning Success

Room 321A: Clashing Consciousness: A Counseling Psychology Educators Guide to Controversial Sexuality Issues

Room 321B: Embedding Restorative Practices into Strategic DEI Efforts in Higher Education

Room 322A: A New Face to Study Abroad: The Access, Attainment and Acquisition of International Education for Underrepresented Students

Room 322B: Exquisite Approaches to Education: Dream Writing and Illuminated Text

Room 323A: Metamorphosis of Education: How Cross-Cultural Communication and Inter-Humanism Help Bridge the Achievement Gap

Room 323B: Treaty Learning Journey (TLJ) – Let's Talk Truth (with Practical Applications for Educators)

13:45-14:00 Coffee Break | Room 319

14:00-15:40 Onsite Parallel Session 4

Room 317B: IICE | Education & Contemporary Issues: Culture and Community

Room 318A: IICE | Foreign Language Education

Room 318B: IICE | Teaching & Learning Experiences in STEM

Room 321A: IICE | Comparative Teaching & Learning Practices

Room 321B: IICE | Student Engagement and Motivations

Room 322A: IICE | Perspectives & Concerns in Education

Room 322B: IICAH | Teaching and Learning

Room 323A: IICAH | Arts - Literary Arts Practices

Room 323B: IICAH | Philosophy, Ethics, Consciousness

15:40-15:55 Coffee Break | Room 319



January 5 | All times are Hawaii Standard Time (UTC-10) Friday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

15:55-17:35 Onsite Parallel Session 5

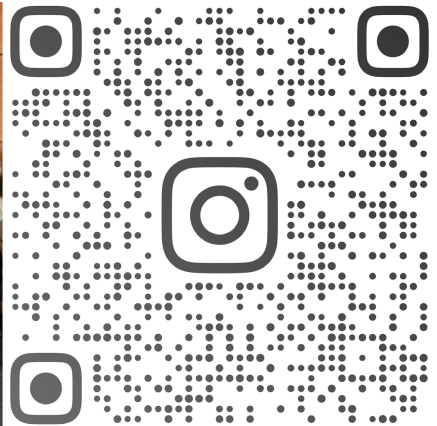
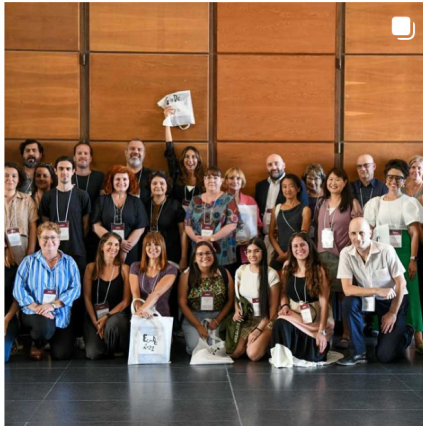
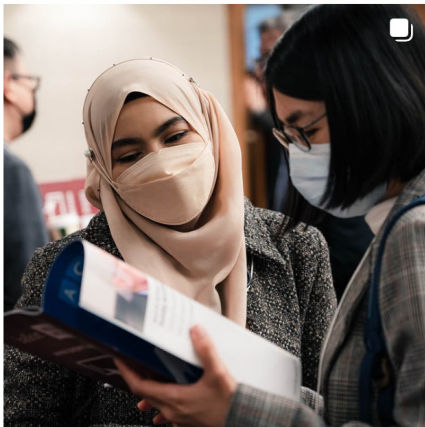
Room 317B: IICE | Education & Community: Inclusivity, Implications,& Perspectives
 Room 318A: IICE | Foreign Language Education
 Room 318B: IICE | Communication Skills Development
 Room 321A: IICE | Professional Training, Development & Concerns in Education
 Room 321B: IICE | Student Support in Perspectives
 Room 322A: IICE | Dynamics of the Teaching Profession
 Room 322B: IICAH | Environment & Humanities
 Room 323A: IICAH | Arts - Other Arts
 Room 323B: IICAH | Religion, Spirituality

17:35-18:35 Cultural Event | Room 323C

E Hele Mai a Hula: A Hawaiian Music and Dance Workshop (Part 1 of 2)
 Carolee Nishi, Hula Hui O Kapunahala (HHK), United States

This is a free event open to all registered delegates.

Carolee Nishi, a kumu hula at Hula Hui O Kapunahala, has dedicated over five decades to teaching Hawaiian Studies and hula at the Nu'uanu YMCA. Her journey includes a 41-year career at United Airlines, part-time work at Liberty House, and over 20 years teaching Hawaiian Studies in Hawaii's public schools. Carolee's teaching philosophy emphasises inclusivity and gratitude over competition. She imparts life lessons alongside Hawaiian language, music, dance, and cultural values. Recognised as a Living Treasure of Hawaii in 2020, Carolee is celebrated for her commitment to community service and preserving Hawaiian culture.



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



January 6 | All times are Hawaii Standard Time (UTC-10) Saturday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

08:30-09:30 Check-in & Coffee | Room 319

09:30-11:10 Onsite Parallel Session 1

Room 317B: IICE | Comparative Teaching Experiences & Education
Room 318A: IICE | Comparative Research on Reading
Room 318B: IICE | Online Education: Implications & Perspectives
Room 321A: IICE | Language Teaching & Learning
Room 321B: IICE | Primary & Secondary Education
Room 322A: IICE | International Education & Exchange
Room 322B: IICAH | Science, Environment, & the Humanities
Room 323A: IICAH | Social, Political, & Community Agendas in the Arts
Room 323B: IICE | Curriculum Design & Development

11:10-11:25 Coffee Break | Room 319

11:25-12:40 Onsite Parallel Session 2

Room 317B: IICE | Higher Education
Room 318A: IICE | Educational Research & Learning Experiences
Room 318B: IICE | Higher Education
Room 321A: IICE | Skills Development
Room 321B: IICAH | Nurturing Creativity & Innovation
Room 322A: IICE | Mind, Brain & Psychology within Educational Contexts
Room 322B: IICAH | AI & Education in Practice
Room 323A: IICAH | History/Historiography
Room 323B: IICE | Professional Training, Development & Concerns in Education

12:40-12:55 Coffee Break | Room 319



January 6 | All times are Hawaii Standard Time (UTC-10) Saturday at a Glance

Conference Venue: Hawai'i Convention Center (3F)

12:55-14:35 Onsite Parallel Session 3

Room 317B: IICE | Assessment Theories & Methodologies
Room 318A: IICE | Foreign Language Education
Room 318B: IICE | Leadership in Education
Room 321A: IICE | Education & AI
Room 321B: IICE | Inclusivity in Higher Education
Room 322A: IICE | Foreign Language Education & AI
Room 322B: IICAH | History/Historiography
Room 323A: IICAH | Literature/Literary Studies
Room 323B: IICAH | Issues on Learners' Wellbeing & Psychology

14:35-14:50 Coffee Break | Room 319

14:50-16:30 Onsite Parallel Session 4

Room 317B: IICE | Languages & Curriculum Design
Room 318A: IICE | Well-being in Education
Room 318B: IICE | Gifted Education, Special Education & Disability
Room 321A: IICE | Foreign Language Education
Room 321B: IICE | Design, Implementation & Assessment of Innovative Technologies in Education
Room 322A: IICE | E-learning: Strategies & Practices
Room 322B: IICAH | Media Arts Practices
Room 323A: IICAH | Literature/Literary Studies
Room 323B: IICE | Roundtable: Ethnic Studies Pedagogies in These Times

16:30-16:45 Onsite Closing Session | Room 318B

16:45-17:45 Cultural Event | Room 323C

Hele Mai a Hula: A Hawaiian Music and Dance Workshop (Part 2 of 2)
Carolee Nishi, Hula Hui O Kapunahala (HHK), United States

This is a free event open to all registered delegates.



January 7 | All times are Hawaii Standard Time (UTC-10) Sunday at a Glance

Conference Venue: Online via Zoom

13:10-13:15 Message from IAFOR

13:15-14:55 Online Parallel Session 1

Room A (Live Stream): IICAH | Arts Theory & Criticism

Room B (Live Stream): IICAH | Media Arts & Practices

Room C (Live Stream): IICE | Education & Differences: Learner's Diversity & Inclusivity

Room D (Live Stream): IICE | Mind, Brain, Psychology: Higher Education

Room E (Live Stream): IICE | Policy, Leadership & Experiences

14:55-15:10 Break

15:10:16:25 Online Parallel Session 2

Room A (Live Stream): IICAH | Teaching and Learning

Room B (Live Stream): IICAH | Political Science, Politics

Room C (Live Stream): IICE | Foreign Languages Education

Room D (Live Stream): IICE | International & Intercultural Issues in Education

Room E (Live Stream): IICE | Innovative Technologies in Education

16:25-16:40 Break



January 7 | All times are Hawaii Standard Time (UTC-10) Sunday at a Glance

Conference Venue: Online via Zoom

16:40-18:20 Online Parallel Session 3

Room A (Live Stream): IICAH | Sexuality, Gender & Families

Room B (Live Stream): IICAH | Visual Arts Practices

Room C (Live Stream): IICE | Interdisciplinary Humanities

Room D (Live Stream): IICE | Teaching & Learning Experiences

Room E (Live Stream): IICE | Education Policy, Leadership & Management

18:20-18:35 Break

18:35-19:50 Online Parallel Session 4

Room A (Live Stream): IICAH | Ethnicity, Difference, Identity

Room B (Live Stream): IICAH | Media Arts Practices: Television, Multimedia

Room C (Live Stream): IICAH | Religion, Spirituality

Room D (Live Stream): No Session

Room E (Live Stream): No Session

19:50-19:55 Message from IAFOR



General Information

Check-in & Information Desk

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

Wednesday, January 3 | 17:00-19:00 – Room 319 (3F)

Thursday, January 4 | 09:00-17:00 – Room 319 (3F)

Friday, January 5 | 08:30-17:00 – Room 319 (3F)

Saturday, January 6 | 08:30-16:00 – Room 319 (3F)

Sunday, January 7 | Sessions are online. There is no in-person registration

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

Name Badges

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

Online Schedule

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

Conference Survey

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





General Information

Refreshment Breaks

Coffee breaks are provided throughout the duration of the conference. General coffee breaks include coffee, tea, fruit juice, and light snacks. Lunch is *not provided* on any of the conference days. Delegates are encouraged to explore the surrounding area and Waikiki Beach for lunch options. The nearby Ala Moana Center shopping mall is a short walk from the conference centre and is home to a number of well-known American eateries and local Hawaiian restaurants. To minimise waste, we encourage you to bring a reusable water bottle and use the water bottle refill stations at the Hawai'i Convention Center.

Welcome Reception

There is a Welcome Reception on Wednesday, January 3 at 17:00-19:00 in the Hawai'i Convention Center Childrens' Courtyard (3F). Delegates can enjoy stimulating conversation while enjoying a variety of food and beverages.

Connecting to WiFi

Free Wi-Fi for light use like reading emails and web browsing is available in most public spaces in the Hawai'i Convention Center. If you want to stay connected in all common areas and lobbies, you can purchase Instant internet from your device. Streaming video will not be possible. If your presentation includes video, please bring it on a file that can be played without an internet connection. It is recommended to bring your presentation on a USB flash drive rather than relying on the internet to transfer or email. Additional Internet access can be purchased through the Smart City splash page when you open your browser or by selecting the network name, "Instant Internet", and following the on screen instructions.

Photo/Recording Waiver

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

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Friday, February 9, 2024**, through the online system. The proceedings will be published on **Friday, March 15, 2024**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Monday, January 15, 2024**.

Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All keynote presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Friday, February 9, 2024**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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



iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies (Scopus indexed)
IAFOR Journal of Education (Scopus indexed)
IAFOR Journal of Literature & Librarianship (Scopus indexed)
IAFOR Journal of Psychology & the Behavioral Sciences

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

Academic Grant & Scholarship Recipients

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

Owusu Panin Kwame Baah (Live-Stream Presentation)

75427 | *The Role of Technology in Art Education in Ghana*

Mr Owusu Panin Kwame Baah is a PhD student at Kwame Nkrumah University of Science and Technology, Ghana

Ada Baraguer (Virtual Presentation)

75560 | *Pinoy-made Nutricosmetics e-advertisements: A Critical Discourse Analysis*

Ms Ada S. Baraguer is currently teaching at Mindanao University of Science and Technology, Philippines

Jodi Basch (Live-Stream Presentation)

75406 | *Resilience, Well-Being, and Authentic Leadership Through the Transition to University*

Dr Jodi Basch is a Registered Psychotherapist and completed her PhD at Queen's University, Canada

Navya Dennis (Virtual Presentation)

75465 | *Chavittunadakam in Flux: Interrogating the Folk-Classical Binary in the Context of Caste*

Ms Navya Dennis is an Assistant Professor at St. Joseph's University Bengaluru, India

Lauren Fletcher (Oral Presentation)

75309 | *Disrupting Safe Activism: Cycles of Critique, Hope and Action in Intersectional Environmental Justice*

Dr Lauren Fletcher is an Assistant Professor in the Teacher Education Department at California State University Stanislaus, United States

Khalid Laanani (Live-Stream Presentation)

75362 | *Unheard Voices: A Narrative Exploration of Science Learners' Experiences With French-Medium Instruction Policy*

Mr Khalid Laanani is a PhD student at the Hassan II University Mohammedia, Morocco

David Mpettey (Virtual Presentation)

71833 | *Assessing the Responsibility of Project Leadership on Project Management Success in Global Multinational Organizations*

Mr David Agyei Mpettey is currently a PhD Student of IIC University of Technology, Cambodia

Tuyishimire Olivier (Virtual Presentation)

75288 | *E-learning in Secondary Schools: Survey of Students in Kigali, Rwanda*

Mr Tuyishimire Olivier is currently a University Librarian at Mount Kigali University, Rwanda

Lawal Bolanle Saidat (Virtual Presentation)

73686 | *Committee System in Lagos State Tertiary Institutions, Nigeria*

Ms Lawal Bolanle Saidat is currently a PhD student at Lagos State University, Nigeria

Tooba Saleem (Live-Stream Presentation)

75694 | *A Comparative Study on Social Support Agents and Academic Resilience of Students in Online and Face-To-Face Learning Environment*

Ms Tooba Saleem is a PhD scholar and Lecturer at Allama Iqbal Open University, Pakistan

Manish Sharma (Live-Stream Presentation)

73224 | *Relationships Between Music Genre, Human Moods-Based Music and Digital Music Playlist Exploration System: Case Study*

Mr Manish Sharma is currently a PhD Research Scholar at Lovely Professional University, India



Keynote & Featured Presentations

All times are Hawaii Standard Time (UTC-10)

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

Featured Interview: Kālewa Correa, Joseph Haldane Questions of Education, Curation and Artificial Intelligence

Thursday, January 4, 2024 | 11:00-11:45 | 320 Theatre (3F) and Online

During this interview, Joseph Haldane, Chairman and CEO of IAFOR, will be joined by Kālewa Correa, Curator of Hawai'i and the Pacific for the Smithsonian Institution's Asian Pacific American Center, as well as a special guest... the latest publicly available version of ChatGPT.

The discussion will focus around historically, politically, and culturally contentious questions of education and curation in the contemporary context, including the implications of AI and its growing authoritative role and voice. This will include an examination of the role of programmers and prompt engineers as curators and censors, and a questioning of the premise and promise of unfiltered access to knowledge.

This interactive discussion will invite questions from the audience, and not wishing to talk about AI without it joining in, invite ChatGPT to get involved.



Kālewa Correa

Kālewa Correa is the Curator of Hawai'i and the Pacific for the Smithsonian Institution's Asian Pacific American Center. He graduated from the University of Hawai'i at Mānoa Kamakakū'okalani Center for Hawaiian Studies, where he focused on Hawaiian traditional society and politics. He also holds advanced degrees in Information Science and Education Technology. As Curator of Hawai'i and the Pacific, Correa's primary program is the Digital Storytelling Initiative called "Our Stories." This initiative aims to elevate the voices of Pacific Islanders on a national and international stage through mixed media formats such as film, podcasting, composition, and mixed reality.



Joseph Haldane

Joseph Haldane is the founder, chairman, and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's global business and academic operations. Dr Haldane has a PhD from the University of London in nineteenth-century French studies (ULIP/RHUL), and has research interests in world history and politics; international education; and governance and decision making. Since 2015, he has been a Guest Professor at Osaka University's School of International Public Policy (OSIPP), and Co-Director of the OSIPP-IAFOR Research Centre since 2017.

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

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

Dr Haldane has been invited to speak at universities and conferences globally, including the UN HQ in New York, and advised universities, NGOs and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office, and oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.

**Panel Presentation: Paul McKimmy, Chih-Pu Dai, Dorothy Hirata,
Michael Menchaca**

Practical Approaches to AI in Academia

Thursday, January 4, 2024 | 14:00-14:45 | 320 Theatre (3F) and Online

Three educational technology practitioners with differing institutional roles (executive, system support, and faculty) from the University of Hawai'i at Mānoa share their advice for educators on coping with and leveraging Artificial Intelligence (AI) tools in academia. Panellists will provide brief comments on their approaches to AI, ideas on coping with academic integrity implications, and a favourite AI tool for making academic work more efficient. The following discussion will be moderated by Dr Michael Menchaca, Chair of University of Hawai'i at Mānoa's Department of Learning Design and Technology.



Paul McKimmy

Paul McKimmy is interim Associate Vice Provost for Academic Excellence at the University of Hawai'i at Mānoa where he leads the tenure and promotion process, chairs the distance learning advisory committee, acts on policy and contract cases, and coordinates professional development. Dr McKimmy has a combined thirty years of experience in higher education, including twenty years with the University of Hawai'i at Mānoa College of Education. As the College's Director of Technology & Distance Programs, his roles included planning and managing instructional support services, technical services, and development of distance programs. As a faculty specialist in the

Learning Design & Technology department, he also developed a curriculum and taught courses in instructional design, academic technology, and online learning. He continues to serve on doctoral committees with the department. Dr McKimmy holds a Doctorate in Educational Leadership from Western Michigan University, a Master degree in College Student Personnel and Guidance and Counseling from Bowling Green State University, and a Bachelor in Business Administration from Hope College.



Chih-Pu Dai

Dr Chih-Pu Dai is an Assistant Professor in the Department of Learning Design and Technology at the University of Hawai'i at Mānoa. His research interests include Artificial Intelligence (AI) in Education, Extended Reality, Game-Based Learning and Simulation-Based Learning. Specifically, he designs and studies immersive and experience-oriented advanced learning technologies to enhance teaching and learning in science, technology, engineering, and mathematics (STEM) fields for diverse K-12 and adult learners. He aims to improve learning by incorporating design features and solutions, along with applying AI and machine learning techniques

to advanced learning technologies. His research examines the effects of learning support for pre-service teachers when they practise teaching in virtual reality with AI-powered virtual student agents. Dr Dai uses quantitative, qualitative, mixed-methods, and AI and machine learning approaches to address research questions. His work has been published in academic journals such as *Computers & Education*, *Educational Technology Research & Development*, *British Journal of Educational Technology*, *Computers & Education: Artificial Intelligence*, and *International Journal of Artificial Intelligence in Education*. In addition, he speaks at conferences affiliated with the International Society of the Learning Sciences, American Educational Research Associations, and Association for Educational Communications and Technology.



Dorothy Hirata

Dr Dorothy So Hirata is the Instructional Design Manager with the University of Hawai'i System's Online Innovation Center where she leads the instructional design team. She works cross-functionally with diverse faculty, staff, and administrators to support system-wide strategic online learning initiatives and professional development opportunities that contribute to quality learning across the university system's ten campuses. Dr Hirata also serves as an adjunct faculty for the University of Hawai'i at Mānoa's College of Education, Learning Design and Technology Department and has developed and facilitated online graduate

courses. Her certifications as a Quality Matters (QM) Higher Education Master Reviewer and K-12 Course Reviewer provide her with the opportunity to conduct quality course design reviews with faculty interested in improving their online courses. Dr Hirata's interest also includes accreditation work, where she serves as a subject specialist with the Distance Education Accrediting Commission. Prior to joining the University of Hawai'i, Dr Hirata worked for 15 years at Kamehameha Schools, a private school that served Pre-K to 12 learners. She obtained three degrees from the University of Hawai'i at Mānoa: a Bachelor of Education in Secondary Education, a Master of Education in Educational Technology, and a Doctorate in Curriculum and Instruction with an emphasis on online learning.



Michael Menchaca (Moderator)

Michael Menchaca is Chair of the Department of Learning Design and Technology at the University of Hawai'i at Manoa. He specialises in distance education, and has designed, implemented, and coordinated online and hybrid programs for over 20 years. He has previously served as editor for the *IAFOR Journal of Education: Technologies and Education Special Edition*. He was an IT specialist for many years in the public and private sector and currently teaches and conducts research in the areas of online learning, technology integration, and social justice with technology.

Panel Presentation: Esprit Saucier, Kali Fermantez, Tialei Scanlan

Hawaiian Culture and Learning from the Ocean

Thursday, January 4, 2024 | 14:50-15:35 | 320 Theatre (3F) and Online

This joint session will focus on Hawaiian culture and coral reefs in the Hawaiian archipelago. Participants will learn about Hawaiian culture, history, values, and practices through oral and practical traditions of the Hawaiian People as expressed in their chants, songs, music, art, crafts, food, language, and hospitality. Coral reefs in the Hawaiian archipelago comprise over 80% of U.S. coral reefs and span over 2,000km (1,200 miles). This session will also cover basic coral reef ecology and will help participants examine the population and species level differences of deep-sea coral. Hawaiian reefs possess some of the most abundant levels of marine endemic species in the world and shelter over 700 species of fish, 400 species of algae, and over 2,000 species of invertebrates. Our coral reefs are not only important to protecting our shoreline from storms and wave damage but also provide economic benefits to our local communities through marine tourism and nearshore fisheries.



Esprit Saucier

Dr Esprit Saucier is an Associate Professor at Brigham Young University-Hawaii (BYU-H). Her master's research included studying adaptations of intertidal sea anemones. She completed a PhD studying gene flow of isolated populations of deep-sea coral. Her research interests involve using phylogenetics and morphological characters to understand the evolutionary history of anthozoans, particularly deep-sea corals; exploring the invasions and radiations of shallow water anthozoans to deep oceans and visa versa, and examining the population and species level differences at both the genetic and morphological level.



Kali Fermantez

Dr Kali Fermantez is an Associate Professor at Brigham Young University-Hawaii (BYU-H) and enjoys working in his home community (he is from Hau'ula). He has been teaching in the Jonathan Nāpela Center for Hawaiian & Pacific Studies since 2009. His research has consistently focused on the connections between place, culture, and identity in Hawai'i and the broader Pacific.



Tialei Scanlan (Moderator)

Tialei Scanlan is an Assistant Professor at Brigham Young University-Hawaii, United States. Tialei obtained her Global Master of Business Administration with an emphasis in accounting from the University of Hawai'i at Mānoa, Shidler College of Business and is a Certified Public Accountant (CPA). Tialei began her career in auditing at Deloitte's Honolulu office. She is currently pursuing a PhD in Learning Design and Technology at the University of Hawai'i at Mānoa. Her research interests include academic success for ethnic minorities and gamification in higher education.

Panel Presentation: Mark K. Ellis, Kai Hoshijo, Robin Watson

Moananuiākea – A Voyage for Earth

Thursday, January 4, 2024 | 15:40-16:25 | 320 Theatre (3F) and Online

This panel consists of educators who are also Polynesian Voyaging Society crew members and have sailed on the Moananuiākea Voyage. The panellists will give an overview of the voyage and share their insights that they have learned from the legs of the voyage that they have sailed on. Legs span from the far north towns of Yakutat, Alaska to large metropolitan cities in Southern California. Panel members will also talk about the next steps of the voyage and future legs.



Mark K. Ellis

Mark K. Ellis was born, raised, and currently lives with his 'ohana in Nu'uano, O'ahu. He is a husband and father of four children. Mark is a crew member and student of navigation with the Polynesian Voyaging Society. He is a past Fellow of the First Nations' Futures Institute at Stanford University. Mark received a bachelor's degree in Organisational Development and a master's degree in Instructional Technology and Design. He is currently a Senior Instructional Designer with Kamehameha Schools.



Kai Hoshijo

Kai Hoshijo is 25 years old and hails from Niu Valley, Oahu. She is a student of navigation and a volunteer crew member with the Polynesian Voyaging Society on wa'a kaulua Hōkūle'a and Hikianalia. She currently works on projects with the Hawai'i Coral Reef Initiative as well as outreach and restoration efforts with the Maunalua Fishpond Heritage Center. Kai received her Bachelor of Science and Masters of Science in Natural Resources and Environmental Management in 2019 and 2022 respectively. Her work compiled Konohiki fishing practices and governance of Niu ahupua'a through archival data and interviewing. Kai loves being in the ocean: in her free time, she goes voyaging, surfs, dives, teaches pottery and loves working in her yard.



Robin Watson (Moderator)

Robin Watson is a PhD candidate in Learning Design and Technology at the University of Hawai'i at Mānoa. Her research interests include educational technology, teacher professional development, online learning, socio-emotional learning, and educational leadership in Asia and the Pacific. Her dissertation examines post-pandemic online teacher professional development in the Pacific region. Robin has conducted international teacher professional development in partnership with Teachers Across Borders Southern Africa. More recently, she provided online teacher professional development in partnership with the Comprehensive Center Network and Pacific Resources for Education and Learning. She has spent nearly 30 years

in the classroom and is a National Board Certified Teacher. She currently teaches 6th grade English/ Language Arts at 'Iolani School in Honolulu, Hawaii. This is her third year working with the Hawai'i Conference Programme Committee.

Notes

[illegible]



Poster Presentations

**12:00-13:00, 16:30-17:30 | 3F Hallway
Thursday Poster Session**

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

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

Arts - Teaching and Learning the Arts

77347 | *Effective of Introducing Deep Learning-Based Emotion and Concentration Detection into Media Arts Education*

Haocheng Feng, Japan Advanced Institute of Science and Technology, Japan

Takaya Yuizono, Japan Advanced Institute of Science and Technology, Japan

Tzu-Yang Wang, Japan Advanced Institute of Science and Technology, Japan

Shan Huang, Shenyang Normal University, China

As art education becomes more widespread and significant, there is a growing trend among researchers to improve the quality of art education. Art encompasses multiple forms, and these diverse manifestations hold the potential to offer extensive possibilities for both human society and individuals. Among these, media art holds a significant position in the digital age, particularly in guiding and nurturing the inherent creative potential, as well as unique cognitive abilities and insights possessed by each individual. In this context, this study aims to analyze and explore the utilization of Convolutional Neural Network (CNN) model outputs as criteria for classroom assessment in media arts education within higher education institutions, with a view towards establishing a more efficient media arts education setting. The participants in this study are students from Chinese higher education institutions. We have conceptualized the output generated by the CNN model and its associated knowledge within a meticulously planned multi-stage task-based media arts educational setting to arouse participants' emotions and concentration, with timely feedback recorded at each stage. We found that the guidance and textual annotations provided by teachers at different stages significantly facilitated participants' comprehension of the CNN model output content. Furthermore, teachers in this setting assisted participants in establishing a connection between media art creation and the CNN model outputs, thereby reducing participants' negative emotions and enhancing their concentration. This educational setting guides how questions are posed, viewpoints explored, and conflicts avoided, thus elevating efficient discourse between students and teachers.

Ethnicity, Difference, Identity

74239 | *A Study on the Perception of Happiness of Korean Medical Students Using Concept Mapping Methodology*

Kyung Hye Park, Yonsei University Wonju College of Medicine, South Korea

Sanmi Lee, Yonsei University Wonku College of Medicine, South Korea

Jaemu Lee, Busan National University of Education, South Korea

Background: Happiness differs according to the population groups and cultures. For medical students, there are more studies on negative emotions than on happiness. This study explored medical students' overall perception to derive the concept and standards of happiness from various angles in the Korean context. Methods: To examine the concept of happiness that medical students think, a concept map analysis consisting of 5 stages was conducted for medical students at Yonsei University Wonju College of Medicine in Korea. In phase 1, focus questions were generated, and 23 students participated in individual brainstorming in phase 2. In phase 3, 50 statements were confirmed. In phase 4, 16 students assigned an importance score to each statement and participated in the individual sorting of statements and naming of categories. Concept maps were interpreted after multidimensional scaling analysis and hierarchical cluster analysis. Results: The perception of happiness of medical students was divided into two dimensions, "Study-Life" on the X axis and "Self-Relationship" on the Y axis, and was expressed in 5 sub-categories and 3 upper categories. The subcategories "Self-management" and "Quality of life" were grouped under "Personal development." "Social support" was named as a single category. "Guaranteed future" and "Academic achievement" were grouped together as "Professional fulfillment." The most important subcategory for medical students was "Social support," and the most important statement was 'When I have a healthy body and stamina,' which belonged to "Quality of life." Conclusions: This study showed that for the happiness of medical students, not only the simple individual level

Humanities - Science, Environment and the Humanities

77415 | *Analysis of Determinants of Willingness to Pay Carbon Tax*

Miri Kim, Ajou University, South Korea

Seoyong Kim, Ajou University, South Korea

Sehyeok Jeon, Ajou University, South Korea

Joo Sung Hwang, Ajou University, South Korea

Recently, the United Nations Headquarters in the United States stated that the era of global warming has ended and the era of the boiling earth has begun. With the advent of the climate crisis, demands for greenhouse gas reduction are increasing around the world in response to this, and carbon taxes are being discussed as a way to achieve carbon neutrality. Carbon tax refers to a tax levied based on the amount of use of various fossil fuels such as coal or oil that emit carbon dioxide to respond to climate change. Finland was the first to introduce a carbon tax in 1990, and as of the first half of 2023, 28 countries are introducing carbon taxes. Carbon taxes can curb fossil fuel consumption and encourage efficient use, and are presented as a way to simultaneously solve the climate crisis and poverty issues, and are being announced as the best means of reducing greenhouse gas emissions. The purpose of this study is to present policy recommendations by analyzing the determinants of carbon tax payment as part of a policy to reduce greenhouse gas emissions. Factors at the individual cognitive level and environmental psychological level are used as determinants of the willingness to pay carbon tax. Using survey data from the general public in Korea, we can suggest the following theoretical and practical implications. First, the multidimensional factors determining the willingness to pay carbon taxes can be explored. Second, policy direction can be established in promoting carbon tax policy.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

77516 | *Construction and Analysis of an Integrated Explanatory Model for Climate Change Response Actions*

Miri Kim, Ajou University, South Korea
Seoyong Kim, Ajou University, South Korea
Joo Sung Hwang, Ajou University, South Korea
Sehyeok Jeon, Ajou University, South Korea

Although efforts have been made globally to achieve carbon neutrality since the Paris Agreement in 2015, the severity of climate change is increasing. According to WHO's 2021 Global Climate Status Report, greenhouse gas concentrations and sea water temperatures, which show the severity of climate change, were at record highs. Ultimately, in order to solve the problem of climate change, discussion is needed on ways to increase the effectiveness of response actions. In Korea, various policies such as the Carbon Neutral Framework Act and the Climate Response Fund are being promoted, but the effectiveness of the actions is lacking. There is a need to consider predictive factors that can increase individual climate change response behavior. This study seeks to analyze the impact of climate change awareness on future climate change response behavior through predictive factors from various models that explain human behavior. In this study, an explanatory model for climate change response behavior was developed based on the predictive factors of the Theory of Planned Behavior Theory(TPB), Norm Activation Model(NAM), Values-Identity-Personal Norms Theory(VIP), and Values-Beliefs-Norms Theory(VBN). After examining the model through a separate approach, an integrated approach is sought. Using survey data from the general public in Korea, we can suggest the following theoretical and practical implications. First, predictive factors of response behavior can be examined using separate and integrated approaches in relation to various behavioral theories. Second, through the integrated model, the relationships between various influencing factors can be identified in defining climate change response actions.

77416 | *Do Local Identity and Distance Matter for Solar Energy Acceptance in South Korea*

Seoyong Kim, Ajou University, South Korea
Ju Sung Hwang, Ajou University, South Korea

This study analyzes the direct and indirect functions of psychological distance and identity. This study is set in the context of Korean society. South Korea aims to increase renewable energy to 21.6% of its electricity generation by 30 years, and has decided to adjust the solar and wind power generation ratio to 60:40 by 2030. Therefore, the reliance on solar power is expected to increase. In the new energy transition, solar energy acceptance is receiving increasing attention. Due to its nature, solar power is typically located close to where people live. It is believed that this proximity may contribute to shaping perceptions and attitudes toward nuclear energy. Identity refers to the frame of reference by which one's existence can be identified and its meaning. Local identity is also expected to influence solar acceptance. In constructing the analytical model, we include as independent factors perceived paradigm (perceived risks and benefits, trust, knowledge, and emotions), local landscape, local egoism, energy justice (distributive and procedural justice), and norms as competing dominant theories as well as psychological distance and local identity in explaining solar Acceptance. The study also analyzes how physical distance and local identity moderate the other independent variables. This study utilizes survey data collected by the survey method. The population is Korean citizens, and the total sample size is 1554. The analysis methods are Anova-test, Pearson correlation, and regression analysis. We believe that this study will shed light on the variables that should be considered in localizing solar installations.

Immigration, Refugees, Race, Nation

76753 | *Education of Migrant Children in Japan*
Hiromi Masuda, Prefectural University of Hiroshima, Japan

Migrants in Japan are categorized into "newcomers" and "oldcomers" in accordance with when their family arrived in Japan. "Old-comers" is a term that is used to refer to the migrants from the Korean peninsula, China, and Taiwan who came to Japan prior to World War II and their descendants. As of December 2020, 338,950 of the total 2,382,822 registered aliens in Japan are these "oldcomers," the other 86 percent of Japan's immigrant population is made up of so-called "newcomers." "Newcomers" is the term used to refer to foreign workers who have been coming to Japan since the 1989 revision of the Immigration Control Act. In other words, in contrast with the "oldcomers," who have settled down and assimilated into Japanese society over the course of several generations, the "newcomers," most of whom arrived in the 1990s, have difficulty in learning Japanese and thus tend to be relatively isolated from the local Japanese community, more likely to encounter conflicts with local residents, has emerged as a major issue in the Japanese society today. This presentation focuses on the experience of new migrants, or "newcomers," as citizens living in the Japanese community, discusses the reasons behind the government's decision on acceptance of migrants from abroad and surveys the educational issues of migrant children. This report also considers the scale and socioeconomic backgrounds of migrants in Japan, issues faced by migrant children and government policies and the engagement of NPO groups and college students as a new "social actor" toward resolution of these issues.

Language, Linguistics

77258 | *Pragmatics Strategies Seen in the Act-Promoting Expressions on Public Signs in Japanese and French: Analysis from the Perspective of "Footing"*

Seiko Kishimoto, Aichi Prefectural University, Japan
Tomoko Tani, Kansai Gaidai University, Japan

In this presentation, we make a comparison of the pragmatics strategies between Japanese and French, mainly focusing on the act-promoting expressions used in public signs. We investigate the strategies from the perspective of "footing" (Goffman 1981) and try to find out the culturally specific strategies to effectively make the receivers perform the intended actions. Goffman defines footing as "the alignment we take up to ourselves and the others present as expressed in the way we manage the production or reception of an utterance". For example, in Japanese, there are many signs using the expression "masyou" which expresses someone's involvement to perform specific actions together, such as "Toire wo kireini tsukaimasyou" (Let's use the toilet cleanly). We can say that the sender of the message takes the footing of a person cooperatively performing the action with the recipient. On the other hand, in French, we have such expression as "Je monte, je valide." (I get on, I validate.) (This sign is found on a bus.) Although the first person pronoun "je" is used in this expression, pragmatically, it is understood as the act-promoting expression; "When you get on please validate your ticket." The sender takes a footing of the receivers themselves who are expected to perform the action. In conclusion, in French, the actors' own will is important in communication and this is influenced by the individualism society. In contrast, the essential element of the expression in Japanese is "the existence of others," which is posited to reflect a collectivist social orientation.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

77242 | *Assessing the Influence of Syntactic Priming on ChatGPT's Language Production*

Jonghyun Lee, Seoul National University, South Korea
Jeong-Ah Shin, Dongguk University, South Korea

This research paper explores the syntactic priming in ChatGPT, a prominent language model, by utilizing a psycholinguistic approach traditionally employed to investigate human language processing. The study focuses on the model's responses to structural priming, a phenomenon where exposure to a specific syntactic structure influences subsequent language production, and examines whether its language processing mirrors human-like characteristics. ChatGPT was tested using prime and target fragments designed to elicit either a prepositional-object dative (PO) or a double-object dative (DO) structure, across varied verb types and grammatical aspects (tense, aspect, and number). The model was subjected to four experiment materials, each with 32 pairs of items, and iterated ten times per set. Each test involved presenting the model with a prime fragment designed to induce either a PO or DO structure (e.g., PO-inducing: "The racing driver gave the helpful mechanic ..."), followed by a target fragment (e.g., "The patient showed ..."). Findings indicate that ChatGPT does exhibit a tendency to maintain syntactic structure between prime and target more than the baseline and showcases a priming effect even amidst varying verbs and grammatical contexts. Consequently, these results highlight two key insights: (i) ChatGPT's production is significantly influenced by its previous syntactic structures, and (ii) it processes verbs, taking into account their structural features, rather than treating them as purely isolated lexical items. This investigation not only enhances understanding of ChatGPT's linguistic capabilities but also opens avenues for further exploring the underpinnings of syntactic processing in artificial language models.

Media, Film Studies, Theatre, Communication

76929 | *Cognitive Differences in Processing Visual vs. Textual Narratives: VisText Equivalence Dataset*

Jonghyun Lee, Seoul National University, South Korea
Young-Sung Kwon, Dong-A University, South Korea
Seohyun Park, Seoul National University, South Korea

Narrative plays a pivotal role in human communication and memory. With the advent of technology, the 'Alpha Generation', born amidst smartphones and visual platforms, has witnessed an increasing dependency on visual media for information. While many studies have critiqued visual media for its potential negative effects such as declining literacy, few have probed the intrinsic cognitive difference between visual and textual narratives. This study is a step in that direction, aiming to understand if visual and textual narratives elicit different cognitive responses, even when conveying the same message. To accomplish this, a dataset consisting of visual and textual narratives was developed, focusing on real-life schematic events. These events are sequences of actions such as dining in a restaurant or entering an airport, which are inherently structured and familiar to the majority. This approach was adopted to maintain core message consistency regardless of narrative variations. Fourteen such events were chosen, based on movie script theory. For each, four representative video segments were extracted from movies and dramas. Then, participants identified core events and summarized the plots after watching the videos. Based on summarized plots and representative events, storytellers created textual narratives. A subsequent evaluation by participants confirmed that these textual translations effectively mirrored the message of their visual counterparts. In the near future, this dataset will be made public, facilitating further exploration into the cognitive distinctions between visual and textual narratives, providing insights into how each medium is cognitively processed and understood.

Political Science, Politics

77423 | *A Study on the Relationship Between Local Self-interest and Solar Acceptance*

Seoyong Kim, Ajou University, South Korea

Solar power is expected to play an important role in the energy transition. Despite the cleanliness of solar energy, it is common for local residents to be opposed to solar power and have a low acceptance to solar power. This study aims to analyze how local self-interest in solar energy can be overcome based on empirical data. For this analysis, we use the concept of local self-interest to measure solar energy acceptance. The independent variables include environmentalism, citizenship, perceived risk, perceived benefit, identity, citizen participation, and landscape degradation. We assume that overcoming local self-interest involves economic rationality of benefits and costs, but is also linked to fundamental values. The results will be used to draw policy implications for promoting solar acceptance at the local level.

Teaching and Learning

74102 | *Talk Before Teaching: Strategies to Identify and Mitigate the Effects of Vicarious Trauma on College Composition Faculty*

Christine Oskar-Poisson, Columbia College, United States

This research synthesized a meta-analysis of 65 empirical studies around vicarious trauma with the lived experiences of college composition instructors. The results reinforce previous conclusions that students and faculty in college composition courses are exposed to student-disclosed trauma during personal narrative essay instruction (Barlow & Becker-Blease, 2012; Bohannon et al., 2019). Repetitive and long-term exposure to student-disclosed trauma leads to vicarious trauma and burnout in college faculty, including writing instructors (King & Wheeler, 2019; Nikischer, 2019). Three strategies emerged for recognizing and mitigating the effects of vicarious trauma when teaching the personal narrative essay and will be shared in this presentation. These strategies include: 1) mindfulness training for writing faculty, 2) establishing trauma-informed practices as part of teaching pedagogy; and 3) teaching writing faculty to identify protective factors when exposed to student-disclosed trauma. This presentation will also highlight one final strategy that emerged in this research: the value of including pre-writing conferences in college composition courses to prepare faculty for exposure to student-disclosed trauma. The presentation will also identify areas for future research.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

Adult, Lifelong & Distance Learning

77518 | *Precise Exercise Guidance Uses Adult Education Models to Improve the Elderly's Grip Strength and Lower Limb Muscle Strength*

Lee-Lan Cheng, National Chung Cheng University, Taiwan

The aging problem has become a global trend. Governments or civil society groups in various countries are learning how to create community spaces for healthy aging. Taiwan's elderly population exceeded 7% in 1993. In 2022, 21.69% of Chiayi County will enter the "super-aged (>20%)" society, and government departments are thinking about how to allow the elderly to age healthily in place. The government department cooperated with the Department of Adult Education of National Chung Cheng University (passed IRB censor) to propose the "Precision Sports Instructor Training Plan", hoping to use the academic community to help train high-quality instructors and introduce them to the community to conduct 12 weeks of interactive activities with the elderly to explore different communities And the effectiveness of the elderly's physical functions (grip strength, lower limb muscle strength, etc.) under the guidance of different instructors (personal characteristics, different education methods). The results found that: grip strength increased by nearly 1.5, and lower limb muscle strength increased by nearly 2.0. The next stage will be to plan and implement the "Precision Exercise Plan" in the community so that the elderly in the community can move healthily, learn happily, and age happily.

Assessment Theories & Methodologies

75599 | *Utilizing Self-Assessments of Creative Ability As Heuristics to Improve Architectural Design Education*

David Sledge, California State University, United States

Creativity is routinely listed as one of the most important talents architecture students must possess to become successful designers. Indeed, without an abundance of innate creativity and focused tutelage to cultivate it in school, architecture students' design education would be stunted, and their projects negatively impacted. Tools such as self-assessments used as heuristics can help students target and develop a creative mindset, enhance creative agility, and build creative self-efficacy to improve the overall educational experience. To help achieve these aims, this research explored self-perceptions of creativity in architectural professors and students using mixed-methods research design. This study blended cross-sectional statistical analysis applied to quantitative data from the (RDCA) Reisman Diagnostic Creativity Assessment, with Grounded Theory and axial coding matching the 11 factors of the RDCA to qualitative data from semi-structured interviews. The RDCA taps personality attributes that have been shown to be correlated to creative ability. A theoretical sample of architecture professors and students (n=20) provided the quantitative and qualitative data concurrently to answer two questions regarding architectural design education: What are the self-perceptions of architecture professors and students of their creative strengths, and how do they perceive creativity in architectural design education. Eight conclusions point towards future research and application of creativity.

77292 | *Using the Partial Credit Model and Rasch Model to Examine the FOCIS Survey*

Xin Xia, University of Virginia, United States

This study examined the dimensionality and effectiveness of the five categories Likert Scale of the framework for observing and categorizing instructional strategies (FOCIS), a survey that measures students' preference for learning activities in science instructions, developed by Tai et al. in 2012. The data included 6546 students from 3rd to 12th grade including 4 school districts. The results show that the FOCIS survey has 7 dimensions measuring students' preferences. This study only tests the effectiveness of the Competing dimension. Compared to the Partial Credit Model (PCM) model and Rasch model, condensing down the categories to dichotomous items fits the data better. The AIC and BIC decreased, and the infit outfit improved on the Rasch model.

Design, Implementation & Assessment of Innovative Technologies in Education

75444 | *Designing of Innovative Technologies in mHealth Education*

Chun-Ja Kim, Ajou University, South Korea

Moonsun Kim, Ajou University, South Korea

Gayoung Lee, Ajou University, South Korea

Background: The innovative technologies such as the use of mobile technology applications for healthcare, have been applied to deliver health education for people with health problems. This study aimed to assess the quality of mobile health applications (mHealth) available Korean service for metabolic syndrome. Methods: The authors searched available apps service in the Google Play store. Initially, 500 apps were found, of which 15 apps met the inclusion criteria. Two researchers independently assessed each apps using the Mobile Application Rating Scale: engagement, functionality, aesthetics, information, and subjective quality. The final assessment scores were obtained from the consensus of the two reviewers. Results: The average assessment score was 3.96 out of 5. 'Functionality domain' (performance, ease of use, navigation, and gestural design) was the highest with 4.07, whereas 'engagement domain' (entertainment, interest, customization, interactive, and target group) was the lowest at 3.80. The most common strategy was 'monitoring' in all apps (100%), followed by coaching (80%), education (information provision, 73.3%), goal setting (53.3%), feedback provision (mission or alarm, 60.0%), and community activities (26.7%), emotional support (6.7%). The most three components for monitoring were diet (93.3%), blood glucose (86.7%), and body weight (86.7%), followed by physical activity (80.0%), medication (73.3%), and blood pressure. Conclusion: The study findings indicate that both frequently used strategies and quality assessment are essential to design the user-tailored mHealth apps. Future mHealth apps need to improve the quality of 'engagement domain' such as entertainment, interest, customization, interactive, and target group in designing mHealth education.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

76925 | *Artificial Intelligence (AI) in Early Childhood Education: Exploring AI Techno-Pedagogical Knowledge and Skills for Educators of Young Children*

Esther Ntuli, Idaho State University, United States

The current developments in AI education suggest that early childhood educators need evidence-based information that encourages them to integrate AI tools into their curriculum and be able to assess the effectiveness of such tools. This presentation reports on a study that explored evidence-based studies that used AI tools in teaching and learning with young children. Findings from a systematic review of 22 studies suggest that AI tools are already in use with young children in homes and schools. The benefits identified range from AI tools' responsiveness to the unique needs and characteristics of young learners to development of the theory of mind and several inquiries such as creative inquiry, emotional inquiry, and collaborative inquiry skills. Several threats identified include limited access to AI tools, lack of consensus on teacher guidelines and competencies, and a general lack of teacher AI technology pedagogical knowledge and skills. Implications for practice will be discussed and informed by theories of how young children learn, research in early childhood technology use, and technology standards in early childhood education.

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

75072 | *Effect of Care Competence Promotion Program for Care Staffs Worked in the Postpartum Care Center*

Ju-Eun Song, Ajou University, South Korea

Hyun-Ju Chae, Sangmyung University, South Korea

Min Kyong Lee, Ajou University, South Korea

Soyeon Lee, Ajou University, South Korea

Mi Ae You, Ajou University, South Korea

Aim(s): The aim of this study was to develop and test the effect of care competence promotion program for care staffs worked in the postpartum care centers in South Korea. Method(s): This study is a nonequivalent control-group pretest-posttest design. For this study, we developed care competence promotion program based on the staff's educational needs explored in the previous study and tested the effects on caring competency and job satisfaction. This program was two weeks on-line education program consisted of 15 lectures related to the supportive care for the parent and the newborn stay in postpartum care center. Forty-two participants (18 in the experimental group and 24 in the control group) were successfully finished the study. Data were collected using a self-report questionnaire from October to November, 2022 and analyzed using SPSS 25.0 Win Program. Result(s): Baseline demographic characteristics and study variables were not significant different between experimental and control group. After receiving two-weeks on-line intervention program, care staffs in the experimental group showed the higher level of caring efficacy ($t=-2.932$, $p=.006$) and job satisfaction ($t=-2.558$, $p=.014$) compared than those of control group. Conclusion(s): The care competence intervention program to reflect their educational needs and to include the care skills should be actively applied in the postpartum care center to support the successful transition to parenthood of parent in the postpartum care centers. On-line education program will be one of the effective methods for care staffs because repeated learning without the limitations of time and space is possible at any time.

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

76689 | *ESD Mainstreaming in Standards and Curricula of High School Mathematics and English in Mongolia*

Ganzorig Banzragch, Mongolian University of Science and Technology, Mongolia

Ariuntsetseg Bat-Orgil, Mongolian University of Science and Technology, Mongolia

The study discusses how the ideas of Education for Sustainable Development have been mainstreamed and integrated into national standards and curricula of high school mathematics and English in Mongolia. Within the objectives of the study, the terms such as 'Sustainable Development', 'Education for Sustainable Development' was defined from Mongolian nomadic perspectives. The term 'Sustainable Development' in Mongolian context is, on the one hand, the integration of nature and quality of a matter (content and form), and on the other hand, it is the integration of 'arga' and 'bilig' (intelligence and heart). To live in one world, it is absolutely essential to stabilize the socio-ecological inequality for dealing with the urgent ecological crisis (Jadamba, B., Tungalag, B. 2015:26-28). Secondly, based on the Mongolian context, the study defined the most important elements covering the three pillars of sustainable development that were to be used as the main indicators for an assessment of ESD mainstreaming into standards and curricula of high school mathematics and English in Mongolia. With the help of clearly defined elements, we revised the education policy documents, the existing standards and curricula for high school mathematics and English in Mongolia; carried out an assessment of ESD mainstreaming into standards, and curricula of high school mathematics and English in Mongolia; and prepared recommendations on how to improve the mainstreaming of ESD in standards and curricula.

76366 | *Active Learning as Part of an Environmental Education Course*

Iain Davey, Kyoto University of Foreign Studies, Japan

This poster presentation illustrates the main active learning components of an environmental issues content-based class run at the presenter's university in Japan. The course is an elective course aimed at students with a good command of English that will allow them to manage the authentic and challenging native level texts and audio-visual materials which make up the bulk of the course's content. The presentation details an active learning assignment, which requires students to collaborate with their group in order to complete the project successfully. The focus on active learning is through a project that requires the students to present a detailed account of a community-based activity that they have planned, developed, and if possible, enacted during the 14-week course. Examples of the guide materials, students' work, and some basic quantitative research will all be included as part of the presentation.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

70133 | *Foundations for Cultural Differences in Psychology: 9 Basic Issues and How They Matter*
Randall Osborne, Texas State University, United States

To build a more "global" perspective on the History of Psychology, this educator adopts a "Basic Issues" approach that allows one to address how psychology in different parts of the world or at different points in time can be understood no matter which major "thinkers" one chooses to discuss or which major "moments in time" one chooses. This poster outlines how these Basic Issues can serve as a foundation by which we can compare psychology as it has developed in various parts of the World. The 9 Basic Issues are: 1.) Mind - Body: How are the mind and body related? Is there a connection or are they separate? 2.) Subjectivism - Objectivism: Should an approach to psychology be objective in nature or should private inner experiences be considered? 3.) Quantification - Qualification: is rigorous, numerical measurement the only manner in which psychology can be considered scientific? 4.) Reductionism - Non-reductionism: Is psychology a "stand alone" science or is there a more basic level of analysis? 5.) Molar - Molecular: What is the unit of analysis for psychology? The whole? The parts? 6.) Determinism - Teleology: Are human beings simply products of their past or should we consider future goals, etc.? 7.) Utility - Purity: What is the goal of psychology? - knowledge or applicability? 8.) Nativism - Empiricism: What is the nature of knowledge and where does it come from? Inside us or from experience? 9.) Reward-Non-reward: Is reward and reinforcement necessary to understand learning?"

76661 | *Access to Quality Education in Rural Bangladesh: A Model for Inclusive Development and Community Empowerment*
Sardar MD. Shaheen, SIMEC Institute of Technology, Bangladesh
Ratan Kumar Roy, BRAC University, Bangladesh
Mohammad Monirul Islam, International University of Business Agriculture and Technology, Bangladesh

Inclusive and sustainable development for Bangladesh cannot be attained without quality education across rural and marginal locations. A large number of the population including the youth live in the rural areas of Bangladesh while quality education is still a challenge for the nation. Various initiatives by the government and development organizations have helped to improve the literacy rate in the villages but still, there is a lack of comprehensive action plans for quality education for rural students. This poster presentation, based on an in-depth study critically examines the initiatives and programs undertaken for the development of rural education in Bangladesh. Focusing on the primary education sector, it investigates various challenges of dropout, early marriage, lack of quality teachers and socio-cultural compositions of rural Bangladesh. The poster presents a model for inclusive development in the rural community taking into consideration an interventional initiative by a philanthropic organization for improving the possibilities of rural students while providing them with quality education and training. This poster also outlines an evidence-based understanding of sustainable development with quality education for the rural population who falls within economically weaker sections of society. It suggests an inclusive strategy focusing on community empowerment through quality education and knowledge can be highly beneficial for education policy and national development.

Educational Policy, Leadership, Management & Administration

77599 | *Retrenchment in Higher Education*
Bill Joyce, Bemidji State University, United States

The covid19 pandemic along with changing attitudes has forced many rural public universities to retrench faculty and staff. As enrollments decrease, institutions of higher learning must adapt and change to the changing demographics. While retrenchment is only one of several alternatives to dealing with declining enrollment, retrenchment has been an all-to-frequent means of addressing this problem. As colleges and universities consider retrenchment as a means to dealing with declining enrollments and associated revenues and budgets, certain considerations should be considered. As the retrenchment process is conducted, the president, provost, and executive vice presidents need to review several actions and decisions. In addition, the executive management team needs to assure that the retrenchment is a developed active answer to the situation. Formal and informal communications to faculty, staff, students, and community must be maintained and possibly expanded. Most importantly, the continued education of the students should be completed in as normal a manner as possible.

73318 | *Factors Related to Assertiveness Among Young Nurses*
Eiko Suzuki, International University of Health and Welfare, Japan
Sachiko Tanabe, Teikyo University, Japan
Kyouko Karasawa, International University of Health and Welfare, Japan

Objective: This study aimed to identify characteristics of assertiveness of young nurses.
Methods: A self-rating questionnaire survey was conducted with novice nurses of five hospitals where nursing directors expressed cooperation, from September to November of 2019. The questionnaire included the Nurse Assertiveness Scale (NAS), the emotional intelligence scale, and the team collaboration scale. Results: The mean scores of NAS and emotional intelligence of females and males were different. The participants were 805 female and 72 male nurses: mean age 22.60 ± 3.07 ; mean NAS 67.4 ± 10.1 , and mean intelligence score 11.3 ± 2.2 . The results of a multiple regression analysis using the total score of assertiveness as the objective variable showed that those with neurotic tendencies, women, those who were physically and mentally exhausted, and those who were cooperative had difficulty asserting themselves, those with extrovert tendencies, and those with open tendencies. It was clarified that those who are self-assertive, those who are confident in nursing practice, those who have long nursing experience, and those who are highly diligent. Female nurses were less assertive than males, with statistically significantly higher total NAS and subscale non-assertive scores than males ($p < 0.01$).
Discussion: Assertiveness is strongly related to personality tendencies, and females nurses are less assertive than male nurses.

12:00-13:00 | 3F Hallway

Thursday Poster Session 1

75400 | *Is Public Education Spending per Level of Education Adequate? – Focusing on the Case of South Korea*
AeJin Kim, Gyeongsang National University, South Korea

This study aims to analyze the efficiency of education finance expenditures and to derive a method for calculating and allocating education finance grants. The total fertility rate is expected to reach a "record low" of 0.78 children in 2022, which is less than half of the OECD average of 1.59. South Korea has consistently ranked at the bottom of the OECD for the past 10 years in terms of total fertility rate. Currently, South Korea operates a decentralized education system. However, from the perspective of efficiently utilizing all public resources, the current system of separating general local finance and education finance prevents competition between the provision of education services and other public services. This separation distorts the allocation of public resources and creates moral hazards, hindering the efficiency of education finance operations. The analysis of expenditure efficiency is conducted by deriving an estimation function through international comparisons of public education expenditure and government expenditure. The analysis reveals that Korea's public education expenditure per student is higher than the OECD average for primary and secondary education, but lower for tertiary education. Additionally, scenarios involving the maintenance and abolition of the grant system were created, leading to the conclusion that the size of the grant should be reduced proportionally due to the rapid decline in the school-age population in recent years.

73640 | *Difficulties in Instructing Novice Nurses as Perceived by Preceptors*
Sachiko Tanabe, Teikyo Heisei University, Japan
Eiko Suzuki, International University of Health and Welfare, Japan
Harumi Kawamura, Showa University, Japan
Saori Nakazawa, Showa University, Japan
Kyoko Karasawa, Jikei Kashiwa Nursing School, Japan

Preceptors of novice nurses are expected to play an important role as part of the continuing education of novice nurses who have just become nurses after graduating from school. Since preceptors may experience a variety of difficulties in instructing novice nurses, it is necessary to provide support for preceptors to alleviate the difficulties in instructing novice nurses. This study aims to elucidate the difficulties perceived by preceptors in instructing novice nurses. An anonymous self-administered questionnaire survey was conducted from February to March 2021 to investigate the difficulties perceived by preceptors. The data were qualitatively and inductively analyzed. The survey items included: demographics (age, gender, professional experience, length of working as a nurse, length of working as a preceptor, hospital wards assigned to, and final education); and experiences with difficulties in instructing novice nurses. Demographic characteristics of the participants were: mean age 30.6 years, mean nursing experience 6.7 years, and mean preceptor experience 3.1 years. The described data were organized into categories and subcategories according to similarity of meaningful contexts. Eighty-nine contexts and three categories were identified: "Difficulties related to the attitude of novice nurses when being instructed," "Difficulties in performing the role of preceptor," and "Difficulties due to disagreements with seniors/supervisors about instruction policies." The findings show the necessity to provide support for preceptors to improve their nursing practice skills and educational skills to educate novice nurses with confidence. Entire organizations, including senior nurses and nursing managers, need to establish education policies and support arrangements for preceptors of novice nurses.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

Educational Research, Development & Publishing

74775 | *The eHealth Literacy Among Korean Adolescents*
Mi-Ae You, Ajou University, South Korea

Purpose: eHealth literacy is important because health information can affect the health-related decision-making and health outcomes of health consumers. The purposes of this study was to examine the e-health literacy among Korean adolescents. Methods: The study design was cross-sectional survey. The subjects of this study were 149 middle school students from a selected region. eHealth literacy was measured using the eHealth Literacy Scale (e-HEALS), developed by Norman and Skinner (2006). The data was collected using self-reported questionnaires from October 11-31, 2022. The collected data were analyzed using a descriptive statistics, independent t-test and One-way ANOVA. Results: Among the subjects, 40.9% were boys, and 59.1% were girls. The subjects' average age was 14.81 years. The participants' mean score for e-health literacy score was 25.84 ± 6.06 . There were significant differences in e-health literacy by economic status. Participants have high economic status than middle and low economic status were more likely to have higher score of e-health literacy. There is no difference in sex, grade, school achievement, hospitalization experience, perceived health status and key informant person. Conclusions: It is necessary to develop health education program for adolescents that can enhance their e-health literacy.

77303 | *An Attempt to Develop a General Spoken Collocation List*
Shusaku Nakayama, Osaka University of Economics and Law, Japan

This study is an attempt to develop a collocation list for high-frequency words in spoken contexts. The primary aim of the study is to help learners of English speak the language fluently and make themselves understood easily by interlocutors. This is behind one well-known idea that expressions consisting of multiple words that often go together in real-world conversations are beneficial for language use. To make a completed collocation list worthwhile, particularly for novice learners of English, node words were selected from a list of high-frequency words in spoken contexts, namely, the New General Service List – Spoken (NGSL-S), which consists of 721 high-frequency words and is capable of providing at most 90% coverage for unscripted spoken English. This study focused solely on collocations involving nouns, verbs, adjectives, and adverbs, in order to exclude meaningless collocations such as “in the” or “of a.” The identification of collocations for the NGSL-S words in the four parts of speech was performed using the Spoken BNC2014, a corpus of contemporary British English containing over 11 million words from spoken contexts. In doing so, two different criteria were taken into account: the frequency of occurrence of the collocation and the strength of association between the collocation constituents. As an initial step of the research project, part of the project, focusing specifically on verb collocations, will be reported in the presentation.

77254 | *Development of Joint Estimation Algorithm Using Numerical Discriminator-Generative Adversarial Networks and Healthcare Teaching System Utilizing GPT*

Tae-Koo Kang, Sangmyung University, South Korea
Kyoung-Geun Cho, Sangmyung University, South Korea
Taek-Gwon Nam, Sangmyung University, South Korea
Zahra-Batool Jaffrey, Sangmyung University, South Korea
Seo-Young Won, TDI Co., South Korea
Yeon-Tae Lee, GOYOUNG Robotics Co., South Korea

To address the issue of vision-based joint estimation AI systems being unable to recognize obscured body parts, this paper presents research on estimating the endpoint coordinates of obscured joints using a MediaPipe-based generative AI approach. The goal of this study is to develop a platform that can estimate joint endpoint coordinates in scenarios where joints are hidden due to traditional clothing such as Hanbok (Korean attire) and utilize it for educational services. To facilitate learning using generative AI, a variety of dance videos with different movements were employed. Endpoint coordinates were generated using ND-GAN (Numerical Discriminator-General Adversarial Networks) in situations where the lower body was concealed, assuming scenarios like wearing a skirt, based on videos where joint coordinates could be accurately estimated. Through experimentation, it was confirmed that real-time estimation of endpoint coordinates, which MediaPipe could not achieve, is feasible using the proposed method. The accuracy of joint coordinate estimation using ND-GAN was validated by comparing the generated joint coordinates with the estimated coordinates from the original video. The estimated joints obtained through this algorithm were developed for use in home training while watching healthcare educational videos. By utilizing the GPT API to recognize user movements and provide guidance on improvement based on a comparison with educational videos, it can also serve as an educational platform. These experimental results suggest the potential for application and advancement in fields such as the biohealthcare industry, where accurate recognition of movements and service provision are critical.

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

76709 | *Educational Implications Involving the Features, Functions and Definitions of Online Learner Dictionaries*
Robert Dilenschneider, Jichi Medical University, Japan

Presently there are several types of learner dictionaries on the Internet that can be accessed either from their homepage through a laptop computer or from a tablet or smartphone application. However, although these types of dictionaries are now easily accessible, their resources and the readability of their definitions can vary considerably. Therefore, to compare the pros and cons of different online dictionaries for ESL instruction, this presentation will share three components. First, this presentation will reveal the different features and functions online learner dictionaries provide to assist with vocabulary teaching and learning. Second, the presentation will share the findings from quantitative analyses regarding the readability of definitions sourced from several dictionaries as well as qualitative surveys regarding the types of definitions learners prefer. Third, based on features, functions, readability and preferences, the educational implications of how online learner dictionaries can be used to adapt and create learning materials will be shared. Viewers of this presentation will gain a clearer understanding of the kinds of online learner dictionaries that may align with their teaching needs.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

77017 | *ChatGPT as a L2 Writing Assistant Tool: A Critical Exploration into its Application in Foreign Language Writing Classrooms*

Jonghyun Lee, Seoul National University, South Korea

Jeong-Ah Shin, Dongguk University, South Korea

The advent of ChatGPT has significantly influenced multiple disciplines, notably foreign language education. Rather than banning its use, there is a critical need to shift the focus towards teaching students the proper utilization of this advanced tool, given its potential indispensability in future educational frameworks. This study explores the application of ChatGPT in L2 writing classrooms, assessing its feasibility as a writing aid for second language learners. In the study, 22 undergraduate L2 learners underwent a tutorial on how to utilize ChatGPT for various writing stages, including idea generation, drafting, revising, and evaluating and on potential drawbacks such as hallucinations, grammatical imperfections, and related ethical issues such as plagiarism. Participants were then asked to write an academic essay on a provided topic, based on their independently written thesis statements and topic sentences while consulting ChatGPT. Subsequently, participants submitted their essays, chat logs during the writing process, and a post-experience survey. In the survey, participants shared their experiences and opinions on ChatGPT's usability, learning benefits, and its application in writing, addressing concerns such as plagiarism, fairness, and potential threats or opportunities. Qualitative analysis showed participants adeptly used ChatGPT after a single training session, often tailoring its application. A few, however, overly depended on ChatGPT, neglecting critical evaluation of its suggestions. Survey highlighted participants' appreciation of ChatGPT as a valuable writing tool, anticipating its use in forthcoming academic tasks, and an increased writing confidence. However, they felt it did not aid their English learning, often reporting diminished motivation to study English writing.

Higher Education

73467 | *Investigating the Benefits of Nature Connectedness and Mindfulness on the Mental Health and Wellbeing of University Students*

Molina Walters, Arizona State University, United States

Cyna Schuster, Arizona State University, United States

There are increasing internalizing difficulties, particularly anxiety, and depression, reported in university students. University students negotiate multiple domains—including academic, health, social, cultural, work, and personal relationships—that alone or together can cause stress. The mindset students have during any situation they encounter will influence their stress level associated with that negotiation (Crum, Akinola, Martin, & Fath, 2017). Emerging adulthood (ages 18-30 years) is a critical developmental period characterized by mental health challenges, particularly for college students who experience distinct mental health challenges. Mindfulness-based approaches have been associated with mental health benefits such as decreasing stress levels, anxiety, and rumination while increasing self-compassion and self-esteem. Nature also contributes to a person's well-being. Biophilia is a theory that suggests humans have an innate tendency to connect with nature or other living things. Connecting with nature includes stress reduction, improved attention, positive influence on mental restoration, and a coping strategy for attention deficit (Grinde & Patil, 2009). Mindfulness practices and nature connectedness are critical components of this study. With the importance of mindfulness and nature connectedness as a coping strategy, this study examines 1) the perception of mindfulness practices experienced in a natural environment by students and 2) the outcomes (consequences) associated with incorporating nature and mindfulness into the university Environmental Education course curriculum. The findings from this study can inform teaching practices, curriculum development, and implementation, the importance of coping strategies as life skills, our individual mindset, and nature's importance in our lives.

74902 | *Examining the Impact of Mindfulness Course on Undergraduate Students*

Erick Kong, California State University East Bay, United States

Alexandra Sandoval, California State University East Bay, United States

This study will examine the impact of an introductory mindfulness course on undergraduate students. This course introduces mindfulness, meditation, spirituality, and creativity techniques used in Recreation Therapy and it is taught completely online. It includes expressive art, guided meditation, and mindfulness that is self-cultivation of spiritual practice where participants are required to practice and reflect on their experiences. Participants will be measured at the beginning and at the end of the semester using a survey. The survey design will include the short version of the Freiburg Mindfulness Inventory (FMI). The FMI is a useful, valid, and reliable questionnaire for measuring mindfulness, the 14 items survey cover all aspects of mindfulness. Correlation and t-test will be utilized for data analysis in assessing the level of mindfulness pre and post course. Also, descriptive data such as demographic information on the participants will be analyzed to have overall information on the participants. The results of this study will identify if the mindfulness course improves participant's overall mindfulness. Furthermore, the findings may propose further demonstrate the need of mindfulness practices. Lastly, it may provide additional evidence for the connection between meditation, mindfulness, and spirituality.

77432 | *Associations Among Cannabis Use, Perceived Peer Cannabis Norms, and Identification with the Reference Group Among 2-year College Students*

Jennifer Duckworth, Washington State University, United States

Kristi Morrison, Washington State University, United States

Christine Lee, University of Washington, United States

Although two-year college students are at heightened risk for cannabis use, little is known about risk factors for use among this large, heterogeneous population. Research with 4-year students indicates perceived peer norms are strong predictors of one's own use. We examined associations between cannabis use and perceived norms among 2-year students and the moderating role of identification with the reference group. Participants included 211 2-year college students (60% female) aged 18-29 ($M=21.7$; $SD=2.9$), attending 2-year institutions near Seattle, WA. Participants self-reported typical hours high per week, perceived hours high of peers of the same gender, and identification with typical young adults of the same gender. Regression models examined associations between norms and use controlling for participant age, gender, and institution, and the moderating role of identification with the reference group. On average, participants were high for 14.6 ($SD=21.8$) hours per week and perceived their same gender peers were high for 12.6 ($SD=11.67$) hours. In regression analyses, controlling for covariates, perceived norms were positively associated with number of hours high per week ($p<.01$). Moreover, identification with the reference group moderated associations between norms and use such that associations between norms and use were more pronounced among those with higher levels of identification with the reference group ($p=.01$). Peer norms were positively linked with use among 2-year students, especially among those with higher levels of identification with the reference group. Normative feedback interventions aimed at correcting misperceived norms may be an effective strategy for decreasing cannabis use among this high-risk, underserved population.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

76870 | *Efficacy of ChatGPT in Higher Education*

Monideepa Becerra, California State University, United States San Bernardino

Sage of stage approach to teaching do little to engage students and even traditional peer-to-peer interactions may limit those with language barriers and innovation of novel ideas for the sake of group dynamics. Integration of AI provides a critical answer to creating a more inclusive classroom for non-native speakers or those with different linguistic background, tailored and instant feedback (including those based on past interactions), as well as novel ideas of addressing ongoing global health burden. The current project integrates ChatGPT as part of student learning by enabling students to lead their own case studies to solve global crises. Results presented will highlight student feedback on efficacy of ChatGPT as well as effectiveness in ChatGPT in instructor support.

77252 | *Empowering Diversity: Enhancing Japanese Language Education for an Evolving University Landscape*

Keiko Okumura, Meiji Gakuin University, Japan

Today, riding the wave of globalization, the number of people moving across national borders is increasing at an accelerating pace, and it can be said that many people realize that the "settlement in one place" of the past is no longer the essential ideal for human beings. The transformation of the family and the nation causes migration, and the cycle of migration giving birth to new families and new nations is taking place in many places, both large and small. As a result, the student body at Japanese universities is becoming increasingly diverse. Today, university education in Japan needs a new form that meets the needs of individual students. In this presentation, I will consider how to adapt Japanese language learning to students' cultural and linguistic backgrounds. First, I will explain how the target audience of Japanese language education at universities has diversified. Next, I will give an overview of learner-centered "cooperative learning" that has developed within the framework of constructivism. Prior examples of cooperative learning that make the most of students' cultural and linguistic diversity will also be discussed. In addition, an overview of "international co-curricular activities" that have been practised since the Japanese government's Global Human Resource Development Project will be presented. Finally, the possibility of new learning opportunities will be discussed by introducing a year-long Japanese language education practice incorporating peer learning at a Japanese university's undergraduate English degree program in international studies, where students with diverse linguistic and cultural backgrounds are enrolled.

75225 | *Exploring Early University Class Exposure: Impact on Academic Self-Efficacy and Intentions*

Olimpia Racela, Mahidol University International College, Thailand

Wallapa Suengkamolpisut, Mahidol University International College, Thailand

This study investigated the impact of 'mock-up' classes, organized by Thai universities as a means for prospective applicants to experience their instructional techniques, on attendees' academic self-efficacy and intentions to study. Data were collected from three mock-up classes, with each session attended by approximately 30 high school students, at the beginning and conclusion of the classes. The three mock-up class groups were well-matched in terms of creativity, English proficiency, social skills, and academic diligence. However, one group comprised students of lower average age. Using repeated-measures analyses based on data from 88 participants, the findings revealed that the mock-up classes enhance academic self-efficacy and strengthens the intention to study majors such as Marketing and International Business among upperclass high school students. Conversely, for underclass high school students, the mock-up class has a counteractive effect, leading to reduced academic self-efficacy and study intentions. Furthermore, the study explored the preferences of high school seniors and underclassmen regarding the most influential features of the mock-up classes. For upperclassmen, the ease of understanding the professor emerged as the most vital aspect. Conversely, underclassmen were notably influenced by the quality of buildings and facilities. Understanding these nuances can help universities tailor their recruitment strategies effectively, fostering a positive learning environment and attracting prospective applicants to their desired academic majors. By considering the distinct needs and preferences of students at different stages of their high school journey, universities can optimize the impact of mock-up classes as a valuable recruitment tool in the university admission process.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

75477 | *Trilateral Approach for the Families of Preschool Children with Special Needs*

Mee-Ryoung Shon, Morehead State University, United States

Miranda Lynn Newland, Morehead State University, United States

This research involves a strong partnership of the families of preschool children with special needs, their preschool teachers, and a higher education faculty under funding from the state of Kentucky. The preschool teachers invited interested families and trained those families with selected target learning materials over a year. At home, each family played with those guided materials with their child and shared/ reported their playtime experiences with their preschool teachers. The higher education faculty provided needed feedback as well as teacher training to those preschool teachers as she monitored the whole procedures and endeavors. This two-year data demonstrated not only the growth of target preschool children with special needs but also the overall growth of all participants: the participating family, preschool teachers, and a higher education faculty as a team. The families indicated they had better understand about the quality of play time, early educational goals for their children, and positive change of family's playtime at home setting, impacting other siblings. The teachers stated they shaped better understating on family dynamics through multiple trainings and build strong bonds and supports to those families as they both witness the progress of the preschool children. The project faculty in higher education reassured the importance of dynamic approaches in early childhood education field as the changes of social structure, education system, and parenting nature evolves, especially after pandemic.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

77307 | *Literature Review on Measuring the Amount of Nursing Care in Chronic Psychiatric Conditions*

Terado Satoko, Yokohama Soei University, Japan
Eiko Suzuki, International University of Health and Welfare, Japan

This study aims to determine the significance of nursing care amount measurements in the chronic psychiatric conditions through a literature review. There were three original articles on "amount of nursing care," "nursing need (Iwasawa 2014)," and "schizophrenia," and 46 articles related to "amount of nursing care." The amount of nursing care was measured by Menninger patient classification tables (Patricia J.S 1982) (2 articles), recording frequency (3 articles), Global Assessment of Functioning scales (3 articles), chlorpromazine conversion (1 article), and number of hospitalized days (including days with restraint and isolation, 2 articles). There were no articles that focused on patients in the chronic conditions. Psychiatric chronic inpatients whose symptoms have calmed down somewhat try to return to the community with the help of occupational therapy. However, it is still difficult for them to return to the community due to the absence of understanding by their family. One of the indicators for the patient successfully returning to the community is that their hallucinations and delusions have calmed down somewhat, and even if they still have delusions, the amount of nursing care should be equivalent to that when their symptoms are under control. This suggests the necessity of measuring the amount of nursing care in the chronic psychiatric conditions. Because the decrease in the amount of nursing care suggests the possibility of independent living of the patients, we have decided to develop a scale for measuring the amount of nursing care provided for psychiatric patients in chronic conditions as an indicator for a successful return to the community.

Learning Experiences, Student Learning & Learner Diversity

76744 | *A Quantitative Study of Student Experiences of Remote and Face-to-Face Classes at a Japanese Women's College*

Kazumasa Naruhashi, Doshisha Women's College of Liberal Arts, Japan
Yuko Kurahashi, Doshisha Women's College of Liberal Arts, Japan
Lisa Rogers, Doshisha Women's College of Liberal Arts, Japan
Namie Saeki, Doshisha Women's College of Liberal Arts, Japan
Hidemi Hashimoto, Doshisha Women's College of Liberal Arts, Japan
Yumiko Imai, Doshisha Women's College of Liberal Arts, Japan

Japanese universities adopted new ways of conducting classes because of the COVID-19 pandemic forcing them to move classes away from campuses. Faculty and students were suddenly forced to learn new technological skills and how to use virtual spaces for learning. Impressions have been mixed with many stories of successes and failures. A team of seven researchers from six departments within six different faculties at Doshisha Women's College of Liberal Arts (DWCLA) conducted research to discover what students thought of face-to-face classes compared to remote-learning classes. We carried out a mixed-methods study with a survey and interviews in 2022. This poster presentation will describe the results from the quantitative survey: 752 students responded to a survey that consisted of 32 items related to how much effort students put into face-to-face classes and remote classes. Findings were varied, especially based on whether students took many classes with practical training like lab work or whether they attended classes requiring more discussions and presentations. Another difference was whether students had very large basic education classes or whether they attended smaller seminar-style classes. More students preferred in-person style classes for smaller specialized seminar classes compared to larger general education classes. However, considering the number of students who preferred one style, the other, or both, it becomes necessary to consider classes that include more than one style of instruction in the future for more effective education.

75350 | *Preparing Diverse Women Educators and Researchers Through Collaborative Experiential Learning*

Mulumebet Worku, North Carolina Agricultural and Technical State University, United States
Chastity Warren English, North Carolina Agricultural and Technical State University, United States
Theresa Cooper, Iowa State University, United States
Susan Lamont, Iowa State University, United States

A diverse and well-trained STEM talent pool is essential to address emerging opportunities and needs globally. Innovative partnerships are needed to address the underrepresentation of women and racial and ethnic minorities. A bi-institutional collaboration between an 1862 and an 1890 land grant institution was undertaken to increase the number, diversity, career preparation, persistence, and success of women leaders in animal sciences. Four women faculty developed a proposal to 1. Recruit an excellent and diverse group of Fellows; 2. Provide Fellows with multidisciplinary training, institutional awareness, and global awareness; 3. Provide experiential learning opportunities that can be used to solve problems of animal enterprises; 4. Provide career planning to pipeline Fellows for PhD and 5. Disseminate and institutionalize products of this project to provide broader impacts. Ten undergraduate women students (6 Animal Science and 4 Agricultural Education), who were diverse in race/ethnicity and college year were recruited. Students participated in virtual, hybrid and in person experiential learning, laboratory research and presentations from experts. Students and instructors increased their understanding of issues related to race, ethnicity, and culture through lived experiences and attendance at the National Conference of Race and Ethnicity. Students prepared proposals, conducted research and presentations. Lessons learned and enhanced knowledge, professional skills, research competencies, leadership ability will be presented.

76867 | *Designing and Assessing Course for Community Cooperative Learning in Fukui Academic Alliance: Development of UR Sheets*

Yoichi Tanaka, Jin-ai Women's College, Japan
Osamu Yamakawa, Safeology Research Laboratory, Japan

From 2008 to 2021, higher education institutions in Fukui Prefecture collaborated to design and implement a PBL class (community-based collaborative learning) in which students from different universities teamed up to discover and solve local problems. The class design was based on Engestrom's inquiry-based learning and combined the 'questioning' design thinking and 'relationship-building' leadership programmes. This paper reports on the reflection sheet "UR Sheet" that we designed to facilitate the reflections along the ALACT model. The 23 students from four universities who participated in the class in the 2021 academic year showed a significant increase of 5% on the intrinsic motivation scale's 'sense of competence' and 'desire for competence' subscales as a result of taking this class. There was also a significant increase of 1% on the Emotional Intelligence Scale's 'self emotional appraisal', 'others' emotional appraisal' and 'use of emotion' subscales.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

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

76921 | *"Mother and Child Yoga" and the Change to Mothers' Stress Levels*

Yuko Horiuchi, Osaka Christian College, Japan

Haruka Yokoyama, Osaka Christian College, Japan

This research is focused on "Mother and Child Yoga". In recent years, the stress of parenting has been increasing due to changes in the environment in which children are raised. Crnic, Keith A. and Greenburg, Mark T. (1990) discuss the potential for this stress to influence microsocial processes within the parent-child relationship and to contribute to dysfunction in children and families. To help mothers reduce their daily stress, we planned a childcare support event called "Mother and Child Yoga". Nine mothers and their ten children (3 to 5-year-olds) participated and enjoyed doing yoga together. The purposes of this study were two-fold: to uncover the effect of the yoga on mothers' stress and to examine the course content for further development. A survey of participating mothers was implemented in written questionnaire format regarding stressors and individual psychological status, and social childcare support. The results indicated that the mothers' stress was significantly reduced after the yoga event, indicating a possible link between stress reduction and the joint yoga session. Additionally, as a Designated Nursery Teacher Training Facility, we were able to identify future directions of investigation by noting what needs the mothers reported. Based on these results, in the program's future, we would like to increase content on educating mothers in mental and physical health maintenance. Additionally, we intend to keep running such events and sharing the research results with future educators so that they can educate both children and their mothers.

73587 | *The Social-Emotional Skills of Preschool Teachers in Quebec: What Continuous Teacher Training Programs Needs?*

Marie-Andrée Pelletier, Université TÉLUQ, Canada

Preschool programs in Quebec emphasize the development of children's social-emotional learning (MEQ, 2021). For their part, practicing teachers say they are poorly trained to support children in this learning, because they haven't taken the time to reflect on their own social-emotional skills (Beaumont and Garcia, 2020; Pelletier, 2023). Yet teachers' social-emotional skills can have an impact in terms of managing psychological stress, adapting to the environment, the demands of the job, but above all positive relationships whether with children, parents or even colleagues (Langevin and Laurent, 2016; Pelletier and Goyette, 2023). With the aim of determining the continuous teacher training programs needs in relation to the social-emotional skills of the preschool teacher himself/herself, this poster presentation shows the results of an exploratory study conducted in the province of Quebec (Canada) by means of semi-structured interviews with 16 preschool teachers. Among other things, the results reveal needs relating to the five domains defined in several works by the Collaborative for Academic, Social, and Emotional Learning, namely self-awareness, self-management, social awareness, relationship skills and responsible decision-making (CASEL, 2013). The results suggest avenues for reflection and content to be integrated into continuous teacher training programs, whether in Quebec or elsewhere in the world.

77353 | *A Study on Young Children's Social Information Processing in Situations of Social Conflict Using Eye-Tracking Technology*

Hyorim Lee, Kyungpook National University, South Korea

Chunghye Chung, Kyungpook National University, South Korea

Boo Min Jung, Kyungpook National University, South Korea

This article presents a study on the social information processing of young children in situations of social conflict, using eye-tracking technology. The study is based on the Social Information Processing Model (SIP), which explains individual differences in social problem-solving situations. The study aims to investigate whether there are differences in eye movements during the input and encoding of social cues, interpretation of cues, and evaluation of responses (effect, moral judgment) in situations of social conflict. The study involved 62 five-year-old children from Daegu, South Korea, who were shown videos related to social conflict and asked questions about them. The eye-tracking device used was the Tobii Pro X3-120, which allowed the researchers to track the children's eye movements and fixation times on specific areas of interest (AOI). The results of the study showed that there were significant differences in fixation times on specific AOIs during the interpretation of social cues and evaluation of responses in situations of social conflict. The study provides insights into the social information processing of young children and can contribute to the development of interventions to improve their social problem-solving skills.

75293 | *Comparing the Impact of Resiliency on Anxiety and Depression in Adolescents Before and After the Start of the Global Pandemic*

William Merchant, The University of Northern Colorado, United States

Stephen Wright, The University of Northern Colorado, United States

Melanie Merchant, The University of Northern Colorado, United States

The relationship between resiliency, anxiety and depression is complex and multidimensional. Resiliency is the ability to adapt and recover from stress, adversity, trauma, or significant life changes. Anxiety and depression, are mental health disorders that can significantly impact a person's emotional, cognitive, and physical functioning. While the COVID-19 pandemic event has produced a tremendous shift in how many of us experience education and healthcare, it is not yet clear how these changes may have affected the ways in which we cope with mental health issues. This study uses a sample of 202 participants aged 14 to 23 with data collected between 2019 and 2021. Those who participated completed the GAD-7, PHQ9 and a resiliency measure containing a total score and multiple subscales such as self-awareness and social support. A path analysis model was constructed with anxiety and depression as outcome variables predicted by the resiliency sub-scales. A moderator variable specifying before and after nationwide lockdowns was included. Initial findings show significantly higher path estimates between resilience factors and anxiety and depression before COVID-19 rather than following. The lower effect of resilience on anxiety and depression suggests that certain protective factors that may have aided in the past are less impactful now. This information is valuable to all mental health professionals who work with adolescents and young adults as it suggests that coping with anxiety and depression has changed in the last three years. Further discussion for practice are included to determine which services and treatments may be most effective.

16:30-17:30 | 3F Hallway

Thursday Poster Session 2

Professional Training, Development & Concerns in Education

77600 | *Development of Patient Safety Simulation Program for New Nurses in the Intensive Care Unit*

Jin-Hee Park, Ajou University, South Korea

Sun Hyoung Bae, Ajou University, South Korea

Sujin Jung, Semyung University, South Korea

Intensive Care Units (ICUs) are departments that use high-risk drugs and medical devices. Therefore, patient safety holds more importance in ICUs than in other departments. However, new nurses in ICUs often lack patient safety competencies. Thus, it is necessary to improve patient safety competencies for new nurses working in ICUs. This methodological study was designed to develop a simulation program to improve patient-safety competencies among new nurses working in ICUs. To develop a patient-safety simulation program, we conducted a survey on educational needs and reviewed the core competencies of patient safety applicable to healthcare provider. Additionally, we conducted an expert validation process and a pilot test. A simulation-based patient safety program was developed which spanned 4 weeks (240 minutes). This was found to be an appropriate patient safety simulation program that considers the characteristics and competence levels of new nurses working in ICUs. This program is expected to improve the patient safety competencies of new intensive care nurses, thereby contributing to the creation of a safer ICU environment.

75320 | *Needs Analysis on an Overseas Dispatched-Type Faculty Development Program in the Initial Phase of Design-Based Research*

Mayumi Abe, Waseda University, Japan

Yusuke Morita, Waseda University, Japan

This presentation reports on the initial phase of design-based research aimed at developing a faculty development (FD) program with the goal of facilitating behavioral changes in university educators' teaching practices. It presents a needs analysis based on a pilot study of an overseas dispatched-type FD program conducted in 2023 and discusses possibilities for redesign. The program has been organized by Waseda University in Japan since 2014, sending a group of around a dozen faculty members to a two- to three-week training at Washington University in the United States annually. The objective is to acquire teaching approaches based on constructivism, and it has received high evaluations from previous participants. However, the 2023 program, which resumed after a two-year hiatus due to the COVID-19 pandemic, experienced increased diversification in participants' backgrounds and knowledge. Additionally, constructivism-based teaching approaches have become more prevalent. Participant surveys revealed that the evaluations regarding class observations and faculty interactions were particularly positive. Thus, the identified challenges included catering to faculty diversity and making the program more practical. Based on these findings, possibilities for redesign are discussed. First, to accommodate participant diversity, pre-travel programs in a flexible format blending on-demand content and face-to-face workshops could be introduced. Second, to enhance practicality, Kolb's experiential learning model could be adopted. The ultimate goal of this design-based research is to establish a model of an FD program that encourages teaching reform through faculty behavioral changes. This presentation serves to share the initial phase as stated above.

75474 | *Change in Perception of Interprofessional Education Among Nursing Faculty Through a One-day Training Program*

Young Ju Kim, Sungshin Women's University, South Korea

Yoon Hee Na, Sungshin Women's University, South Korea

Hyo Bin Song, Inha University, South Korea

Background: Interprofessional education aims to improve teamwork and communication skills to achieve patient safety as well as high-quality care. Despite the advantages of Interprofessional Education (IPE), healthcare faculty are not actively using IPE because of its difficulties and low awareness. Aims: This study was to explore barriers to integrating IPE into the nursing curriculum and to evaluate the change in nursing faculty's perception of IPE after a one-day IPE training program. Methods: This study was a multi-site cross-sectional study. Nursing faculty were recruited from three metropolitan cities in South Korea. A one-day IPE training program which included lectures for background and various team-building activities such as table-top simulation and games was implemented. The Perceptions of Interprofessional Education questionnaire, an 18-item and 5-point Likert scale instrument was used to evaluate the change in perception before and after the program implementation. Descriptive statistics and paired t-tests were used to analyze data. Results: A total of 69 nursing faculty participated in this study. Only 11.6% had prior IPE experience. Major barriers to IPE perceived by participants were difficulty in scheduling, lack of enthusiasm, exclusive attitudes, and lack of understanding about other disciplines. After training, participants' perceptions of IPE significantly increased in four subscales; importance of IPE ($t=-7.18$, $p<.001$), willingness to engage in IPE ($t=-8.17$, $p<.001$), effectiveness of IPE ($t=-6.03$, $p<.001$), and support for IPE ($t=-3.57$, $p=.001$). Conclusion: Successful implementation of the IPE program demonstrates that the IPE program can help overcome barriers and promote widespread use of IPE by nursing faculty.



Friday, January 5

Parallel Sessions

All times are in Hawaii Standard Time (UTC-10)

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

09:30-11:10 | Room 317B

Friday Onsite Parallel Session 1

Teaching Experiences & Modern Contemporary Issues

Session Chair: Warner Woodworth

09:30-09:55

75426 | *Student Perceptions of Sustainability: Do I Have to Bring My Own Straw?*

Martha Hubertz, University of Central Florida, United States

Elizabeth Hubertz, Washington University in St. Louis, United States

Sustainability has become a commonplace term at colleges and universities internationally. Many large universities are chasing a gold STARS rating; the Sustainability Tracking and Assessment & Rating System is an internationally recognized system for assessing and documenting schools' efforts within the context of sustainability. The United Nations has developed a set of 17 sustainable development goals (SDGs) that illustrate the range of issues that are included within sustainability, including poverty and gender issues. While students have little trouble understanding the relationship between recycling and sustainability, do they understand how complex the relationship is between all the SDGs? A wide array of research has shown that students become more motivated to learn when they can see connections between course content and real-world challenges (Cetin-Dindar, 2015; Williams & Williams, 2011), and these real-world connections can be particularly important in the context of online learning (Britt, Goon, & Timmerman, 2015). Here we will examine a large data set from undergraduate students at a large public university. Participants were surveyed on their attitudes about the complexities of sustainability as a concept as well as attitudes about specific SDGs. Students were asked about attitudes and behaviors that relate to sustainability beyond recycling, their beliefs about the environment systems, and a scale on early vs late adopters. They were then provided with a variety of different examples of classroom activities / assignments from different disciplines that pertain to sustainability. Results from this study are discussed along with implications for teaching sustainability throughout higher education.

09:55-10:20

76836 | *Moral Education for Teenager from Theravāda Buddhist Perspective: Concepts of Good and Bad, Social Ethics and Happiness*

Niloy Barua, Mahachulalongkornrajavidyalaya University, Thailand

The Buddhist emphasizes on the development of ethical values and mindfulness rooted in the teachings of the Buddha, this approach fosters a deep understanding of the interconnectedness of all living beings and the importance of cultivating wholesome intentions and actions. According to the Buddhist perspective, an action with craving, ill will, and ignorance is evil. On the contrary, an action with non-craving, non-ill will, and non-ignorance is beneficial. To develop Teenagers' minds and education, undertaking the five Buddhist precepts and practicing the four sublime states of mind: loving-kindness, compassion, sympathetic joy, and equanimity are essential components for a peaceful and happy life. Social ethics play a pivotal role, encouraging teenagers to engage in compassionate and responsible conduct towards others, thereby contributing to the well-being of society as a whole. Buddhism also places a significant importance on the equality of all peoples and condemns all forms of discrimination, which is prominently practiced all over Buddhist countries. However, the contemporary educational system has several noteworthy flaws, such as less emphasis on the holistic development of individuals or inner peace and less on human conscience and moral values. Hence, Buddhist ethical education provides a detailed and precise understanding of previous concepts to build a harmonious and cohesive society for teenagers. This paper will argue that Buddhist moral values can contribute to filling these gaps with the assistance of the Buddhist identification of right and wrong and the establishment of peace and happiness, as well as the importance of social aspects for Teenagers.

10:20-10:45

76954 | *Trapped Between Worldviews in Postsecondary*

Katie Archer Olson, Alaska Pacific University, United States

For thousands of years, Indigenous people have educated, cultivated, and thrived in traditional homelands around the world. Unlike the lower 48 states, many Alaska Natives live on ancestral territories off the road system in remote communities. Indigenous Alaska Natives embrace a close relationship with the land and waterways for subsistence and survival. Collectively, the village surrounds young people to provide authentic educational experiences embedded in a sacred respect and interconnection of all things. From grade school to postsecondary, this sociocultural learning model is disrupted by regimented and compartmentalized instruction from strangers outside of the culture. A qualitative portrait study explored the stories of Indigenous Alaska Native first-generation college students about lived experiences with Indigenous and online instructional practices in remote villages to enhance faculty interest in utilizing culturally responsive strategies on Alaskan academic campuses. The focus of this article and presentation is to share the findings and unveil the reality of Indigenous Alaska Native first-generation college students trapped between two worldviews in postsecondary classrooms.

10:45-11:10

71570 | *Teaching and Mobilizing Students to Become Social Innovators and Empower the Asian Poor*

Warner Woodworth, University of Utah, United States

My session will inspire and educate academic colleagues on teaching methods for mobilizing our students to go beyond academic concepts and theories to implementing societal change. My thesis: We can develop methods to motivate them in designing ways to use their newly acquired insights and skills to improve human society. This paper emphasizes both an international and practice approach and will focus on classroom experiences the author first launched that built awareness and developed ethical opportunities to make a difference, and secondly then traveling to Asia to implement multiple projects for years. Our work has gradually gone beyond the classroom and uplifted hundreds of thousands of poor families struggling in the Philippines. Attending faculty will learn how, after their own innovative in-class semester's work, they and their students may travel abroad to actually implement development strategies to various nations: Asia, Latin America, or Africa. My decades of teaching at multiple universities have shown that students are increasingly interested in education to do more than simply work on Wall Street, become a nurse, learn to be an artist, or gain other jobs. They want meaning in their work and lives. They increasingly seek personal fulfillment. Launching a class project that became an ongoing NGO has helped both Filipinos and my U.S. students with powerful results.

11:25-12:40 | Room 317B

Friday Onsite Parallel Session 2

Literacy & Contemporary Issues

Session Chair: Chloe Weir

11:25-11:50

76611 | *Equitable Literacy Practices: An Investigation of Effective Literacy Intervention in a High-Needs School*

Earlisha Whitfield, University of Central Florida, United States

Literacy interventions play a significant role in addressing educational disparities and providing equitable opportunities for students. Effective literacy interventions contribute to closing the achievement gap, embracing culturally responsive teaching practices, and building student self-confidence. However, many teachers in high-needs schools struggle with implementing small-group interventions, finding the process frustrating and overwhelming. High-needs schools have specific challenges beyond what is found in typical schools such as high enrollment of students with low-income backgrounds, special needs, and language barriers. This study examines how effective teachers utilized targeted interventions to improve outcomes for students with reading difficulties. The research questions guiding this study delve into the experiences and practices of effective teachers by exploring strategies they employ when implementing literacy interventions for Tier 2 students and how they create a supportive and inclusive learning environment. The research questions of this study provides insights and recommendations to help educators better support struggling readers and promote equitable literacy practices in high-needs schools. The theoretical framework of Reflective Learning Theory is utilized to explore these questions, drawing upon the works of John Dewey and Graham Gibbs. The methodology employed in this study is qualitative, allowing for meaningful descriptions of teachers' practice during intervention sessions. The data collection methods include interviews, observations, and document analysis providing a comprehensive understanding of teachers' practices in the natural setting of the everyday classroom. The findings of this study contribute valuable insights for educators and administrators seeking to enhance literacy development through effective interventions and reflective practice.

11:50-12:15

75260 | *All We Are Is Story: Using Story as a Catalyst for Change*

Morning Star Tom, Lakehead University, Canada

For Indigenous people across Turtle Island, stories and storytelling have been a means of transmitting knowledge for generations. A means that incorporates both teaching, and learning since time immemorial, a means that involves our whole being; the physical, mental, emotional and spiritual aspects. While the use of stories and storytelling as a re-search methodology are continually gaining traction by Indigenous scholars within western academia, I have yet to see how we can use these stories to create change. The project will be a compilation of stories gathered with Elders and Knowledge Keepers, and lessons on how sharing our stories can be used as a catalyst for change on the larger scale. Whether the larger scale involves the development of new policies, the creation of new programming, and/or informs new curriculum, how do we truly listen and learn from the stories of Indigenous peoples to better the current system structures.

12:15-12:40

75003 | *Our Story: Family Literacy*

Chloe Weir, Burman University, Canada

Morrett Weir, Planters Hall All Age and Infant School, Jamaica

Literacy development is foundational for success in school and it is a complex and dynamic process. It begins before formal schooling in many cases and it is both social and cultural. The home therefore provides a base for the multidimensional development and growth of literacy. In this paper, I examine the literacy development as experienced in a family setting. Through data collected from observing familial interactions, family interviews and observations, I provide vignettes through narrative description of the role of the family in literacy development. The literacy practices, inclusive of conversations, discussions, games, story sharing, listening and responding, provided an environment that fostered dynamic literacy development. When the family/home unit provides an environment for the many facets of literacy, students make good progress in school as the knowledge, experiences and skills that they learn before formal schooling play a role in fostering their literacy development. The advent of new technologies in and outside of the home adds to the diverse literacy landscape that families and schools must navigate to enhance literacy development. The nuances of the cultural norms of diverse families play a role in how children develop literacy, hence, the school and the home should collaborate to enrich the literacy development of children. I conclude that the family is an important facet of children's literacy development.

12:55-13:45 | Room 317B

Friday Onsite Parallel Session 3

Education Policy, Leadership, Management & Administration (Workshop)

12:55-13:45

74906 | *Action Planning for Leading Institutions Toward Anti-racism*

Consuelo Grier, Bellevue College, United States

Roderick Morrison, Tacoma Community College, United States

Institutional success is measured by the success of students who have been historically excluded and face the greatest systemic barriers to completion. As institutions examine their efforts to lead and support student success through the lens of anti-racism and racial equity, this session provides theoretical grounding, concepts, and key questions to guide learners through individual and team action planning for equity-focused leaders. Presenters from three different institutions will highlight how these shared principles have been applied in different institutional settings, and provide participants with an opportunity to ask nuanced questions as they consider application at their institutions. Participants will leave with the tools they need to plan strategically, and critically examine current efforts through centering racial equity. This sessions is especially helpful for senior equity and diversity officers, executive leaders, deans, department chairs, and those in supervisory leadership roles.

14:00-15:40 | Room 317B

Friday Onsite Parallel Session 4

Education & Contemporary Issues: Culture and Community

Session Chair: Landry Fukunaga

14:00-14:25

77440 | *Food Fuels Minds: A Social Action Arts Curriculum*

Jacqueline Thaw, Rutgers University, United States
Cara Cuite, Rutgers University, United States

An interdisciplinary team of artists and social scientists designed a socially engaged arts curriculum to address food insecurity, an economic and equity issue disproportionately affecting marginalized communities. This methodology fosters authentic collaboration across disciplines and institutions, embraces the languages and cultures of its participants and audiences, and addresses a large-scale societal problem through the arts. The project was sited in highly diverse Jersey City, New Jersey, with a large immigrant population, at a college where over 60% of students cannot consistently afford enough food. The project aimed to reduce stigma and stimulate awareness and use of food assistance resources. The project tested the effectiveness of a methodology that foregrounded creating, publishing, and disseminating student artwork and testimonies of lived experiences of food insecurity, embracing multiple languages and cultures throughout the process and the resulting artifacts. A survey of the art students (N=21) indicated that, as a result of the project, the majority felt they had an impact and were empowered to advocate for social justice. A survey of the entire student body (N = 1,035) demonstrated changes in behaviors and attitudes about available food assistance after program implementation. This project demonstrates the power of interdisciplinary, collaborative approaches to address complex societal challenges. It shows how prioritizing the voices, languages, and cultures of those with lived experiences can drive effective steps toward change.

14:25-14:50

75310 | *Cultural Preservation Through Education in Agriculture for Native Hawaiian, Alaska Native, and Native American Students*

Janyce Woodard, United States Department of Agriculture-National Institute of Food and Agriculture, United States
Kellyann Jones-Jamtegaard, United States Department of Agriculture-National Institute of Food and Agriculture, United States
Erin Riley, United States Department of Agriculture-National Institute of Food and Agriculture, United States
Prati Chitnis, United States Department of Agriculture-National Institute of Food and Agriculture, United States
Dorissel Resto, United States Department of Agriculture-National Institute of Food and Agriculture, United States
Ara Staab, United States Department of Agriculture-National Institute of Food and Agriculture, United States

The United States Department of Agriculture's National Institute of Food and Agriculture invests \$44,200,000 annually in the preservation of cultures for Native Hawaiian, Alaska Native, Insular Area, and Native American students. This session will highlight the Insular Island Area program, Alaska Native Program, and Tribal programs that the National Institute of Food and Agriculture funds. The Alaska Native-Serving and Native Hawaiian-Serving Institutions Education Competitive Grants program promotes and strengthens the ability of Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions to carry out education, applied research, and related community development programs. Resident Instructions grants and Distance Education grants focus on improving formal, postsecondary agricultural sciences education in Insular Areas. The Tribal College Equity Grants program focuses on the development of culturally responsive students and faculty who use students' backgrounds and identities to create a dynamic and engaging learning environment. The Tribal Colleges Extension program gives Tribal communities opportunities to develop projects focused on enhancing traditional ecological knowledge, agricultural productivity, community resilience, economic growth, food sovereignty, youth development, and cultural preservation by extending the reach of innovations in research and technology through informal, local educational programming. Successful projects that target the preservation of language, culture, and tradition will be highlighted in this session as well as future funding opportunities.

14:50-15:15

75884 | *Reflections in Waterholes: Reconceptualizing Young Indigenous Australian Success Through Young Mob Refractions*

Matilda Harry, Western Sydney University, Australia
Michelle Trudgett, Western Sydney University, Australia
Susan Page, Western Sydney University, Australia
Rebekah Grace, Western Sydney University, Australia

The life stage of young adulthood, including the transitional phase from secondary schooling, is critical to the establishment of a positive life trajectory. It is an important time for aspirational development and the pursuit of personal, educational and career opportunities. For many Indigenous Australian young mob, this is also a critical stage for combating or embedding inequities endured intergenerationally as they navigate complex environments and ongoing processes of colonization. While current scholarship monitoring post-secondary school experiences of Australian young people is insightful, literature examining Indigenous young mobs' aspirational development and success ideations is lacking. Of the limited literature, most discourse is dominated by neoliberal Western assimilatory constructions of success with Indigenous youth experiences often portrayed through deficit frames. Narratives of Indigenous youth success do not enjoy primacy in research and internationally this is also problematic for First Nations peoples. This paper is led by an Indigenous PhD candidate and is co-written by three doctoral supervisors—two Indigenous Australians and one non-Indigenous ally. This study draws upon a decolonizing qualitative approach to explore aspirational development with 15 young Indigenous Australian knowledge holders, creatives, entrepreneurs, changemakers and advocates. Through an Indigenist research lens, and reflections on the Palyku parable of the 'Crow and the Waterhole', we reconceptualize Indigenous success and explore complexities of success for Indigenous young people. By weaving through lessons in the Palyku parable and honoring the insights of young mob about issues that impact trajectories, this paper aims to be transformative in demonstrating new and strengths-based ways of conceptualizing success.

15:15-15:40

75318 | *'A'ohe Hana Nui Ke Alu 'ia (No Task Is Too Big When Done Together): Designing and Implementing Hawaiian Culture-Based Assessment*

Landry Fukunaga, Kamehameha Schools, United States
Shelli Kim, Kamehameha Schools, United States
Nicole Souza, Kamehameha Schools, United States

This presentation is unique in our focus on developing a standards-based assessment of complex cultural knowledge, values, and practices and steps to ensure instrument quality through a cultural lens. Assessments of culture-based education need to be specific to the schools served, reflective of priorities of the community, and culturally appropriate (Demmert, 2011). The assessment tool we developed is designed to measure the impacts of Hawaiian culture-based education in early learning, as a part of a larger initiative to benefit the continuum of students from pre-K through grade 12. We will present concrete methods for engaging multiple stakeholder groups to define a set of cultural standards; agree on developmentally appropriate indicators; and establish content, construct and response process validity. Data and findings from a pilot study and Year 1 implementation across 30 preschools will be shared with the goal of establishing validity and reliability of the assessment. Little research exists on Hawaiian culture-based assessments, and those that do focus on culturally and linguistically appropriate measures of core academic content and demonstration of equivalence with English-language assessments (Shultz & Englert, 2021). Although the content of this assessment is culture specific, the process of instrument design and quality is applicable to any institution seeking to develop and strengthen culture-based curriculum and assessment. Engagement of cultural subject matter experts representing diverse role groups has implications beyond Native American educational contexts (including Hawaiian, Alaskans, and Indians) to any program seeking to promote knowledge of elders, native value systems, and use of indigenous language and practices.

15:55-17:35 | Room 317B

Friday Onsite Parallel Session 5

Education & Community: Inclusivity, Implications, and Perspectives

Session Chair: Fadi Muheidat

15:55-16:20

76560 | *Current Status and Challenges of School Education Reform in Japan From the Perspective of Inclusive Education*
Norimune Kawai, Hiroshima University, Japan

The concept of inclusive education, championed by UNESCO, aims to offer equal educational opportunities to all children, regardless of their backgrounds or disabilities. This approach encompasses children encountering various challenges, such as disabilities, street life, child labor, and ethnic or cultural minorities with special educational needs. This vision was initially articulated at the 2000 World Education Forum, where the objective was set to ensure that all children would receive free and compulsory primary education by 2015, laying the groundwork for the "education for all" initiative. In Japan, a pivotal shift occurred in 2006 with the revision of the School Education Law, transitioning from special education to special "support" education. This transformation allowed children with disabilities, including those with learning disabilities, ADHD, and high-functioning autism, to receive specialized support within regular classes, marking a significant departure from previous practices. In 2014, Japan ratified the Convention on the Rights of Persons with Disabilities, prompting the development of domestic laws. However, aligning domestic practices with the convention's inclusive education ideals remains a challenge. While UNESCO envisions inclusive education as education for all, Japan primarily perceives it as education for children with disabilities. This disparity raises questions about the philosophy and execution of inclusive education in Japan. This study investigates the legislative framework, policies, and current implementation of inclusive education in Japan, comparing it to UNESCO's global vision. It also explores the obstacles and opportunities for reforming the educational system, with the ultimate goal of achieving authentic inclusive education for all students.

16:20-16:45

73665 | *The Impact of Civic Engagement and Community Education in Japan: Empowering Multicultural Families and Their Local Community*
Michi Ann Saki, Doshisha Women's College of Liberal Arts, Japan

This qualitative research study aims to examine the impact of multicultural families' participation and contributions within their local community. By carefully collecting and analyzing the perspectives of multicultural families, governmental/non-governmental organizations and other affiliated groups, this research project explores the issues of civic engagement among multicultural families and within their communities. It also investigates the benefits that arise from the involvement of foreign residents in local community events and community education activities. This research aims to highlight the positive outcomes of promoting mutual interaction and empowerment through community engagement for both multicultural families and the larger community. Through interviews conducted with multicultural families and representatives from public and private organizations, this study analyzes data to uncover how community engagement can address issues and promote social change within the local community. The results obtained from this study hope to provide a valuable asset for multicultural families, as well as local governmental and non-governmental organizations, who strive to foster multicultural coexistence within their communities.

16:45-17:10

75434 | *Civic Entanglement at the University: MichiGrants*
Brandon Pettit, Michigan State University, United States
Laura Jones-Pettit, Michigan State University, United States

Civic Entanglement at the University - the idea that colleges and universities globally are naturally entangled with place; that further developing purposeful and equitable entanglements with the people and organizations of that place can result in healthier communities. Place, in this sense, can be the immediate municipality, region, state, or even country. To civically engage is to purposefully participate in the betterment of one's location, whereas, to civically entangle, I argue, is to twist and knot together multiple public synergistic partnerships whose shared goals and resources benefit the community. Colleges and universities are the perfect organizations to ideate, design, engineer, deploy, assess and communicate an entire place-based civic entanglement apparatus through targeted curriculum choices, outreach, internship programs, and events that bring students and communities together. These institutions employ some of the brightest minds capable of creating and sustaining purposeful programs and partnerships that expand the capacity of governments, businesses, and nonprofits, all for the health of our communities. An example of Civic Entanglement might be a program facilitating student learning through a classroom-like professional internship, where learners work in small groups in partnership with municipalities across their state on real-world grant applications for needed community initiatives. Think of the impact! This brings me to the focus of my presentation: MichiGrants - an on-going initiative, in its "ready-to-launch but waiting on funding" phase. I'd like to discuss the project's vision and scope, internal/external interest, its public partnerships, and difficulties we've encountered with launching a civically-entangled program at a large land-grant institution.

17:10-17:35

77478 | *Cultural Compass: Navigating Diversity and Inclusion and Enhancing Cultural Competence Through Innovative Technology*
Fadi Muheidat, California State University San Bernardino, United States
Bharat Gupta, California State University San Bernardino, United States

In today's interconnected world, cultural awareness is paramount for fostering understanding, and collaboration among diverse individuals and communities. Universities are eager to foster global citizenship within their students, staff, and faculty through various opportunities, study abroad, international initiatives etc. We are developing a cutting-edge Cultural Awareness Application aims to bridge cultural gaps, enhance global communication, and cultivate a sense of belonging among people from different cultures. Utilizing Walker et al.'s cultural orientation model as a foundational framework, the application, designed for first year and transfer students, incorporates interactive modules and quizzes to broaden cultural understanding. Engaging with DEI experts to create realistic scenarios and curated educational resources to enrich the app's content. The app will offer users an opportunity to engage in immersive cultural experiences, to encourage open-mindedness, and create a more harmonious global community. The evaluation phase will analyze user feedback and academic performance metrics to assess the application's impact on promoting inclusivity and cultural understanding. The purpose of the Cultural Awareness Application is threefold: 1) Education: to provide users with accurate, engaging, and accessible information about various cultures, traditions, histories, and customs; 2) Interaction: to facilitate meaningful interactions between users of diverse backgrounds, enabling them to share experiences and perspectives, and 3) Empathy: to promote empathy and cross-cultural understanding by immersing users in virtual cultural experiences and scenarios. Anticipated findings could underline the positive correlation between cultural awareness, reduced stereotypes, and enhanced academic engagement, establishing a precedent for utilizing digital platforms in cultivating a globally competent student body.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

09:30-11:10 | Room 318A

Friday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Tony Cripps

09:30-09:55

74964 | *Dual Language Learners Training for Faculty*

Rebecca Roth, Taft Community College, United States

Elaine Correa, California State University, Bakersfield, United States

Bernadette Towns, Bakersfield Community College, United States

This presentation is sponsored by the Up-Lift California Grant (4.5 Million) from Early Educator Investment Collaborative (EEIC) to California State University, Sacramento. As sub-awardees on this grant, our presentation will showcase a Dual/Multi Language Training Course created in CANVAS that we have implemented to help support Faculty and prospective education students who will work with Dual/Multi Language Learners (DLL/MLL) and their families. The workshop session will include opportunities to actively engage in strategies for teaching DLLs/MLLs as well as provide participants with access to the CANVAS course and resources. This interactive session will cover specific student outcomes, examine DLL/MLL learner experiences, provide strategies to support the DLL/MLL and showcase resources that can be used immediately in the classroom. Attendees will actively engage in the workshop working in small groups and explore the 3 specific strategies presented by each of the workshop presenters. The Dual language learner CANVAS training is designed to be completed by faculty at their own pace and upon successful completion of the entire training, a certificate is issued. Participants will leave the workshop with strategies that can integrate into their classrooms or teaching practices. This interactive session will require active participation and movement by all attendees. Accommodations (based on space availability) will be made to assist individuals with disabilities who attend the session. All learning materials will be provided for the learning stations, and attendees will be asked to capture and document the deliverables created using their phones to be environmentally conscious.

09:55-10:20

75134 | *Graphing the Lemniscate to Enhance Student Engagement*

Jane Loftus, Utah Valley University, United States

Students pursuing degrees in non-STEM fields are often still required to complete algebra courses to fulfill their college degree requirements. These algebra courses include concepts such as graphing functions such as lines, parabolas, exponential and logarithmic curves in a Cartesian coordinate plane. Such graphs, and the applications associated with them, typically come from scientific fields and are often not meaningful to students whose majors are in the arts and humanities. To inspire these students, connections need to be made between the requisite math and their interests within their chosen majors. The lemniscate, also known as the infinity symbol (∞), is a well-known mathematical symbol with deep cultural roots in, spirituality, literature, history, art, mythology, and philosophy. Consequently, students can be asked to research the meaning and use of the lemniscate in their chosen fields before being introduced to the algebra behind the symbol. This presentation considers the history of the lemniscate as it relates to the arts and humanities and then demonstrates how the lemniscate can be graphed using techniques taught in a required, first-year, algebra class. Requisite mathematical concepts such as roots of equations, rotations, and other transformations can be used to graph recognizable shapes can be an engaging way of teaching students in all fields of study. The method presented requires only basic algebra and does not use the typical polar-coordinates method taught in trigonometry classes. Connecting the mathematical concepts with students' interests allows them to transfer knowledge from their field of interest to the requisite math.

10:20-10:45

71676 | *Leveraging Technology to Develop Equity Literate and Social Justice Educators*

Madeleine Mejia, California State University Fullerton, United States

This study describes the impact of preparing TK-12 educators with the knowledge of the Technological Pedagogical and Content Knowledge (TPACK) framework, principles of the Backward Curriculum Design process, and the Education 1.0, 2.0, & 3.0 communication to reconstruct and create a culturally sustaining curriculum that develops students' critical thinking skills. Findings from content analysis of educators' reconstructed curricula, critical self-reflective journals, and students' work samples show that teachers acquired new knowledge and language to name how their pedagogical content knowledge developed into more sophisticated practices that advocated for equity. Teacher reflections showed a critical awareness of the instructional decisions made at every step of instruction (e.g., planning, selection of materials, delivery of instruction, effective use of technology that moves beyond a broadcast of information, scaffolds provided, assessment practices, etc.). Results also show that students' critical thinking also improved due to the instruction received. Implications for instructional practices that promote equity practices that leverage technology, alongside a set of guiding questions for teachers to use, are also discussed.

10:45-11:10

75367 | *"I Don't Have Any Knowledge About Space. What Should I Do?": Helping Japanese Pre-service English Teachers Survive Their Teaching Practicums*

Tony Cripps, Nanzan University, Japan

Takao Imai, Nanzan University, Japan

Sean Toland, The International University of Kagoshima, Japan

The support structure for pre-service English teachers in Japan is notoriously weak. This, coupled with a short teaching practicum window of only two or three weeks, places aspiring English teachers in a difficult position. How can short practicums, which are an integral part of the teaching license system in Japan, possibly prepare pre-service English teachers for the realities of teaching at Japanese junior and senior high schools? This presentation outlines a support structure for pre-service English teachers which is being implemented at a private Japanese university as part of a Japan Society for the Promotion of Science (JSPS) research project. Through the design and delivery of practical teaching workshops the researchers are working to provide meaningful support. The presenters will identify the main challenges which Japanese pre-service English teachers face, before going on to describe the support framework which has been constructed for them. The presentation will then focus on a mini-workshop which was held before a cohort of pre-service English teachers (n=9) started their teaching practicums. The experiences of the pre-service English teachers' practicums will be examined through an analysis of the data that emerged from an online questionnaire and the participants' teaching diaries. The post-practicum oral feedback from an online debriefing workshop will also be highlighted. The participants' comments provide an insight into the challenges which pre-service English teachers face when being thrown into the teaching arena with minimal support. Lastly, suggestions are made as to how the support system for Japanese pre-service English teachers can be improved.

11:25-12:40 | Room 318A

Friday Onsite Parallel Session 2

Foreign Language Education

Session Chair: Hyein Amber Kim

11:25-11:50

76267 | *An Investigation on the Relationship Between Students' EMI Learning Experiences and Cultural Intelligence Using Social Cognitive Theory as Framework*

Tien Ai Chang, National Sun-Yat Sen University, Taiwan

Ya Chun Feng, National Sun-Yat Sen University, Taiwan

Social Cognitive Theory (SCT) explains how people's cognition and behaviors are retrieved from social learning and self-beliefs which will influence people's action, using three components: Individual, Environment, Behavior, to conceptualize how people are affected by them and vice versa. As English as a Medium of Instruction (EMI) emerges in tertiary education in Taiwan, it is possible that students' Cultural Intelligence (CQ) is influenced in a foreign language content-learning environment. To investigate how EMI affects CQ, learning experience in this study has been categorized into Student's Belief and Perception towards EMI as "Individual", Teaching Style and Learning Environment as "Environment", Learning Process and Outcome as "Behavior". This study collected 396 students' learning experience and CQ at two timepoints: the initial (Time 1) and the end of a semester (Time 2) in National Sun-Yat Sen University in Taiwan. In Time 1, the correlations between students' CQ and the three components in general learning experience in the university were shown to be significant. In Time 2, general and EMI learning experiences were respectively assessed whether they predicted a change in CQ after a semester. The result showed the change in EMI learning experiences within one semester significantly predicted a positive change in CQ while the change in general learning experiences did not. In-depth interviews were also conducted to shed a light of the way and extend that EMI education in university could possibly influence students.

11:50-12:15

77335 | *Using Storytelling as an Effective Activity for Promoting English Language Learning and Self-Regulated Learning Among EFL University Students*

Mayuko Matsuoka, Kwansei Gakuin University, Japan

Emmanuel Manalo, Kyoto University, Japan

This study examined the effects of narrative-based activities on English reading comprehension and self-regulated learning among EFL learners. Narrative-based activities refer to two aspects of storytelling: reading others' stories and telling one's own story. It was expected that by reading others' stories, participants would empathize with the protagonist, and by telling their stories, they would be encouraged to reflect on their own past experiences. The participants, 62 first-year students at a university in Japan, were divided into three groups: one group engaged in two types of activities to receive and send stories; another group engaged in story-receiving activities; and a third group read the story given without any additional storytelling activities. To evaluate the three groups, the effects of these activities on reading comprehension scores, reading goal achievement, and class participation were examined. The results showed that the participants in the group that read the story interpreting the protagonist's feelings and thoughts and expressing their own past similar experiences in a narrative essay obtained significantly higher scores in story comprehension tests than those of the other two groups. In addition, the participants in the group performing the two activities met the class goal to a significantly higher level in English reading classes and were absent significantly less often than those in the group reading the story without additional activities. These results suggest that storytelling activity can be effective in promoting achievement in English language learning as well as self-regulated learning, but only if narrative-based activities requiring active engagement are employed.

12:15-12:40

74961 | *Learners' Negotiation of Racial Identities Through Korean Language Learning*

Hyein Amber Kim, University at Buffalo, United States

K-pop, K-drama and Hallyu (Korean popular culture) has grown increasingly popular worldwide, and so has Korean language education. Previous research has focused on motivations of Korean language learners. Specifically, Korean language learner motivation and language learning strategies have been examined in relation to Korean popular culture and Hallyu (Kirkpatrick & Liddicoat, 2019). In the United States, many studies have explored Korean language learner motivation through the lens of Korean heritage language education and ethnic identity development among Korean immigrant communities. However, there are very few studies that investigate how Korean language learners negotiate their racial identities, specifically those who are mixed race or non-heritage learners of Korean (H. Kim, 2016; H. Kim, 2022). However, It is important to investigate racial identities of Korean language learners, as all learners continue to reflect on the meaning of being a part of a racial group and negotiate their racial identities inside and outside of the language classrooms (Kubota & Lin 2009; Motha, 2014). To this end, this qualitative study examined the experiences of non-heritage learners of Korean in a Korean as a Foreign Language (KFL) setting at a U.S. university. The findings show how learners of Korean understand the construct of race inside and outside of Korean language learning spaces; how learners' real and imagined communities influence their identities and language learning; and how learning Korean influences learners' racial identities, and how learners' racial identities plays a role in Korean language learning.

12:55-13:45 | Room 318A

Friday Onsite Parallel Session 3

Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

12:55-13:45

73246 | *Circle Work as a Relational Pedagogical Praxis to Facilitate Co-learning, Peer Support and Decolonization Within Higher Education*

Cheryl Aro, University of Victoria, Canada

Jennifer Nutton, University of Victoria, Canada

Gayle Ployer, University of Victoria, Canada

Working in circle within higher education creates a decolonial space of mutual respect, responsibility and reciprocity that facilitates co-learning and deep connections among learners and instructors. This practice is beyond simply facilitating a group in a circle. It ensures the essential abandonment of a secular space and opens the door to creating a sacred space connecting each member to the Indigenous peoples' protocols and connection to the lands since time immemorial, to one another, reflecting on one's positionality, inviting ancestors into the space, working with sacred ceremonial medicines, beings, and more. These deep connections not only centre human knowledge and relationships but also acknowledges responsibilities to land. Working in circle as a relational pedagogical praxis also disrupts institutional power dynamics by creating a physical, or virtual, space of co-learning and deep connections in the classroom. Inherent within circle praxis is to facilitate connections not just academically but emotionally, physically, culturally and spiritually. The authors include Indigenous and white scholars, reflect on their teaching experiences in circle and share a relational pedagogical praxis that has been successful in educating future social workers, environmental activists, and leadership in social, human, health, legal and political fields. In this workshop presentation, co-authors will invite participants into circle to move forward a praxis that centres social justice, equity, relationality and decoloniality.

14:00-15:40 | Room 318A

Friday Onsite Parallel Session 4

Foreign Language Education

Session Chair: Ryan Lege

14:00-14:25

73490 | *Impact of Classroom-Based Autonomous Learning Tasks on Students' Autonomy: Integrating Input and Output Frameworks*
Saori Tada, Kwansei Gakuin University, Japan

This study investigates the impact of classroom-based autonomous learning tasks on students' learning autonomy and explores how integrating both input and output learning frameworks influences their autonomous learning choices. Fourteen second-year Japanese private university students enrolled in an elective English course participated in the study. Benson (2011) highlights the significance of autonomous learning outside the classroom for language acquisition, but learners often encounter challenges in maintaining self-initiated study. Developing learner autonomy requires appropriate support from educators to achieve a balance of quantity and quality (Hutchinson, 2020, p.4). In this study, students designed their 10-week homework assignments, incorporating both input activities (reading, listening, grammar exercises) and output activities (speaking, writing). The pre-survey explored students' interests in English learning and preferred learning methods. Over half of the students expressed interest in speaking and writing, yet for out-of-class learning, most preferred input-focused approaches like TOEIC/TOEFL preparation. This discrepancy suggests a lack of learning autonomy in the surveyed student group. In the post-survey, over 80% of students increased their English learning time outside regular classes. Engaging in self-selected assignments may have contributed to a sense of enjoyment in the learning process. Furthermore, all participants positively acknowledged the input-output framework. Numerous students recognized the benefits of utilizing the knowledge acquired through input activities in their output tasks. Additionally, many expressed interest in continuing output learning. These findings suggest that autonomous learning through out-of-class assignments, including the input-output framework, has the potential to positively impact the quality and quantity of learners' autonomy.

14:25-14:50

74304 | *Reading Motivation of a Mainland Chinese EFL University Learner: A Case Study from a Complex Dynamic Systems Theory*
Jianjun Li, The Chinese University of Hong Kong, China
Prem Phyak, The Chinese University of Hong Kong, China

In order to fill the previous major research gaps on reading motivation (i.e. the overlook of reading motivation's dynamic and complex nature and the insufficient explanation of the cause-effect relationship between reading motivation and other variables by only adopting a quantitative approach), the present study adopted a longitudinal sequential mixed-method research (MMR) approach with a quan->QUAL design and a triangulation purpose (Riazi & Candlin, 2014; Riazi, 2017) to unravel a Mainland Chinese EFL learner's reading motivational complexity and dynamism over a half academic year (six months). The complexities and dynamism of participant's reading motivation are unravelled through the lens of complex dynamic systems theory (CDST) (Larsen-Freeman & Cameron, 2008; Larsen-Freeman, 2017). Alex, a male 20-year-old year-2 accounting major, was selected as the participant in this case study. The Chinese Reading Motivation Questionnaire (CRMQ) was administered first, followed by a concurrent semi-structured interview. This coupled data collection procedure was repeated four times over the half academic year. This study found that reading motivation manifested five typical CDST features, i.e. complexity, dynamism, attractor states, non-linearity and reliance on contextual factors. Reading comprehension and contextual factors (teacher, reading materials, teaching style, father's encouragement and international news) that showed variation over time intertwined to shape the reading motivational dynamic and complex nature in the time dimension. Self-regulation also plays a regulatory role in shaping the reading motivational development in the time dimension.

14:50-15:15

75348 | *Second Language Learner's Auditory Response to Acoustic Information of Different Focus Positions in Chinese Sentence*
Sun Hee Lee, Cyber Hankuk University of Foreign Studies, South Korea
Hyoeeun Lee, Hankuk University of Foreign Studies, South Korea
Seulgi Oh, Hankuk University of Foreign Studies, South Korea

When understanding the context in an entire conversation, it's not just about accurately hearing individual sounds of vowels, consonants, or tones, it's more important to understand the overall sound, such as the focus or rhythm of an entire sentence. In particular, "focus perception" is very important for the listener to grasp the meaning of the speaker in the context. Even within the same sentence, physical sound information, such as the intensity or length of speech, may vary according to the psychologically expressed semantic importance. This study aims to investigate whether the language experience influences the judgment of listeners' detection of the focal position in the sentence. To conduct the auditory discrimination experiment, we first recorded the stimuli sentence with Chinese native speakers. And then we adjusted the acoustic cues such as duration, pitch (F0), and intensity of each word position in three ways and in three steps. 12 Chinese natives and 12 Korean Chinese Language learners listened to those stimuli and chose the focus position of the sentence. The results are below: 1) Both listener groups failed to correctly judge the focus position when the acoustic information was manipulated to bring focus to the subject. 2) Both groups judged the focus position more accurately when all three acoustic information were manipulated. 3) In the case of 'subject-focused sentence', the acoustic information had to be increased by three steps to be able to judge it more accurately.

15:15-15:40

71096 | *Maker Education for Language Learning: Hands-on Projects for Language Learning and Skills Development*
Ryan Lege, Kanda University of International Studies, Japan
Euan Bonner, Kanda University of International Studies, Japan
Erin Frazier, Meiji University, Japan

Language learning and teaching is under increasing pressure to adapt and evolve in response to changing policies, rapid technological advances, and novel learner needs. Many educators have responded by adopting methodologies like Content and Language Integrated Learning (CLIL), which aim simultaneously to develop learners' linguistic abilities and content knowledge. However, in addition to language and content, soft skills such as problem-solving, critical thinking, and collaboration have also become necessary in our globalized society. A new pedagogical approach, Maker Education, which focuses on learning through constructing hands-on projects, has been explored as a way to nurture soft skills while learning STEAM content. Researchers have also observed that it can effectively promote language learning, as it situates language in an immediately relevant context (see Dubreil & Lord, 2021). However, aside from anecdotal studies, little research has been done on Maker Education's effect on language learners' linguistic output and skill development. Accordingly, the researchers conducted a large-scale study of the impact of implementing Maker Education in university EFL classes. Participants (N = 382) took part in vetted Maker Education activities and immediately reflected on their experiences in English. The researchers analyzed the reflections for evidence and alignment with core constructs derived from Maker Education frameworks and literature. Furthermore, the reflections' linguistic characteristics were analyzed using natural language processing (NLP) tools to examine the effects of Maker Education interventions on language production. The researchers will share the study results and discuss how Maker Education can be integrated into language learning curricula.

15:55-17:35 | Room 318A

Friday Onsite Parallel Session 5

Foreign Language Education

Session Chair: Ann Cai

15:55-16:20

76634 | *What Kind of Influence Does the Working Holiday Experience Have on the Formation of "Ideal L2 Self" and "Ought-To L2 Self" of the L2 Motivational Self System?*

Ryusuke Yamato, Kyoto Sangyo University, Japan
Haruka Sasai, Kyoto Seisho High School, Japan

The purpose of this study is to examine how Japanese English learners' experiences of working holidays (WH) abroad affected their motivation to learn English and their English proficiency development. To achieve this goal, the authors used a framework of an established motivational theory and qualitative research methods. Multiple analyses of the collected data revealed some important factors that influence the formation of participants' L2 selves and their commitment to learning English. In the initial stages of their working holiday, their "Ought-to L2 Self" and "Ideal L2 self" lacked concreteness and truthfulness due to vague expectations, anxieties, as well as inappropriate beliefs about "correct English" and "ideal English." However, through their diverse experiences, trial and error, and critical self-reflection during their working holiday, it became clear that they were driven by their desire to grow, to "reduce the gap between their real and ideal selves," and gradually moved from their "Ought-to L2 Self" toward their "Ideal L2 Self," becoming proactive in their activities. More specifically, the most valuable findings are included in the comments of three participants, such as "truly practical use of English while earning rewards," "multifaceted interaction with others," and "great pressure as a member of society." These elements are unique to working holidays and cannot be obtained in a general English learning environment in a classroom. These factors contribute to the formation of the participants' specific ideal selves and, at the same time, contribute to the improvement of their English ability.

16:20-16:45

73821 | *Place-Based ESL Learning: Designing a "Beyond ESL" Study Abroad Program*

Saori Doi, University of Hawai'i at Mānoa, United States

Universities in Japan and South Korea resumed sending students abroad to improve their English skills, to experience new cultures, to acquire global perspectives, etc. An intensive English program at a state university provides a 3-week English as a Second Language (ESL) program focusing on oral communication skills and cultural competency. The author received an add-on program request for interdisciplinary students to carry out experiential learning activities outside classrooms, learn presentation skills, and stay abroad for five weeks to meet their scholarship eligibility requirements. In response, she designed a 5-week exploration research and presentation course initially in 2022 and revised it in 2023. She adopted the place-based learning approach, in which students use their residing location as a resource to access locally relevant and culturally significant knowledge through authentic learning experiences (Sobel, 2005) and acknowledges "multiple knowledge sources, meanings, and human-place-animal-plant relationships as valid sense making tools" (McClain, Chiu, & Zimmerman, 2022). The course started with a series of outings in the community, which focus ranged from microplastic issues to entomology to stream biodiversity, and students conducted group research and final presentations on assigned locations. This course allowed the author to showcase culturally unique community locations and research organizations while students gained knowledge from field experts and research and successfully demonstrated research findings and future implications for their lives back home. Based on course evaluations, she will share with the audience a checklist for designing a place-based learning course to maximize students' learning outcomes and areas for future improvements.

16:45-17:10

75326 | *Reconnecting With New Zealand: There, Online, and Back Again for English for Specific Purposes Students with a Culture Focus, 2019–2024*

Tim Edwards, Victoria University of Wellington, New Zealand

From 2020 to 2022, worldwide, many educational programmes were online under emergency conditions and later under planned conditions. Most have returned to face-to-face or blended teaching. This presentation looks at changes made to one ESP and professional experiential learning course for Southeast Asian government officials as it went through various iterations during 2019-2023, student feedback on those iterations, and compares them to findings from other educational researchers and contexts worldwide during this period. For our programme, the presentation compares experiences before Covid-19, during the pandemic under emergency remote teaching conditions, in 2022/3 under planned online conditions, and in 2023 in a reinvented form of a face-to-face programme, the latter two each with a blended component. The study compares experiences between cohorts using post-course survey data, and post-course semi-structured interviews. Findings indicate that while language learning, and the course's additional specific goals of developing connections with and understanding of New Zealand society and culture, were felt to have been achieved by the online cohorts, the quality and amount of this were negatively impacted by the online mode. Accessibility and reliability of equipment and connectivity, and digital literacy, further impacted the programme. The presentation concludes with findings from the 2023 face-to-face programme in its new form and summarises student and staff responses to the different modes of teaching from 2019 to 2023. It also gives suggestions about how and why to prepare staff and students in future for online and blended learning through preparation for and familiarity with using technology and platforms.

17:10-17:35

77523 | *Language Study as a Window to Well-Being: A Case of Cross-Disciplinary Teaching*

Ann Cai, Northeastern University, United States

This study discusses the successful implementation of two projects, namely bilingual guided meditation and bilingual cultural comparison, as integral cultural learning components integrated into a language immersion program for North American undergraduates during their summer study abroad in China. The development of these projects was guided by integral education theory and a transdisciplinary approach to second language acquisition. Notably, the collaboration involved faculty members from four distinct disciplines, including Chinese as a foreign language education, evolutionary psychology, Buddhism philosophy, and quantum physics. The partnership between American and local professors facilitated a rich learning experience for American students, allowing them to benefit from the expertise of Chinese professors, engage with local communities, and interact with Chinese students. This unique collaboration bridged the gap between Eastern wisdom and Western modernity, blending ancient and contemporary approaches to well-being. The program was designed to provide students with an innovative opportunity to explore the philosophy, psychology, and science of Chinese civilization using the language as a medium of communication. The projects focused on three main aspects: (1) Cultural views of well-being, (2) Bilingual guided meditation to enhance psychological and academic well-being, and (3) Interdisciplinary dialogue aimed at comprehending well-being from multiple perspectives. The results of the projects were highly positive, as students reported significant benefits from their participation. Notably, the outcomes included increased language proficiency, heightened cross-cultural awareness, and an expanded understanding of wellness concepts. Overall, these projects exemplify the effectiveness of integrating cultural components into language immersion programs, enriching students' experiences and fostering a deeper appreciation for the interconnectedness of language, culture, and well-being.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

09:30-10:45 | Room 318B

Friday Onsite Parallel Session 1

Curriculum, Learning & Teaching Methods in STEM

Session Chair: Kirk Rogers

09:30-09:55

75135 | *Designing and Developing a Course in Numeracy aka Common Sense Mathematics*

Hazel McKenna, Utah Valley University, United States

Roughly 4 out of 5 adults in the UK struggle with mathematical literacy. The mean numeracy proficiency scores of 16-65 year-olds in the US is significantly below average. Technology is so advanced that it can calculate everything. Headlines like these should alarm us, but what can we do about innumeracy? Numeracy is the bridge between mathematics and the diverse contexts that exist in the real world. Put simply, numeracy is the ability to use and reason with numbers. Being numerate means that a person is confident in their ability to use math in the real world. Developing curriculum for a course in Numeracy included realizing that students should develop a sense of how numbers work for the purpose of being able to use mathematics effectively in their future roles in society, as well as establishing a foundation for further study. This talk explains why and how a university freshman course in Numeracy was designed and developed.

09:55-10:20

73853 | *Exploring Pre-service Mathematics Teachers' Knowledge of Multiple Solution Approaches to Tasks in Geometry*

Ernest Larbi, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Ghana

Concerns have been raised requiring mathematics educators to engage learners in solving mathematics problems using multiple solution strategies. Such practices enable learners to develop critical thinking skills and problem solving abilities. The aim of this study was to explore pre-service mathematics teachers' ability to solve geometry tasks in multiple ways. The study adopted the interpretive paradigm and was qualitative in nature. The participants of the study were 8 pre-service teachers who were purposively selected based on voluntary participation. Data were generated using three geometry questions that had the potential to be solved in multiple ways. One question each on parallel lines, triangles and quadrilateral. The participants were first required to provide solution to the tasks, after which they were interviewed if the tasks could be solved in another way(s). The results showed that some of the pre-service teachers had limited knowledge in devising strategies to solve the geometry tasks. It was also found that many of the participants had limited knowledge in using multiple strategies to solve the geometry tasks. It was recommended that mathematics teacher educators should make a conscious effort to expose or deepen their pre-service teachers' knowledge on multiple strategies of solving problems in geometry and mathematics in general. The study may be helpful to in-service teachers as they reflect on whether or not they use multiple approaches in devising solutions to mathematical tasks, particularly in geometry.

10:20-10:45

77487 | *Pathways to Beyond IM3: Centering the Math Experiences of Black High Schoolers*

Kirk Rogers, California State University, Dominguez Hills, United States

Algebra I is considered a "gatekeeper course" as it is required for students to gain access to higher-level coursework. 80% of K-12 students are eligible to take Algebra I in eighth grade, yet only 24% of eighth-graders actually take the course. Black students are even less likely than their peers to be enrolled in Algebra I in the eighth grade, which ultimately impacts their math options in high school. The purpose of this critical race mixed-methods (CRMM) study was to demonstrate how tracking policies and certain math pathways offer inequitable access to high-quality math teachers that push Black students out of the STEM pipeline by influencing their options before they even make it to high school. This presentation demonstrates how tracking policies and certain math pathways offer inequitable access to high-quality math teachers that push Black students out of the STEM pipeline by influencing their options before they even make it to high school.

11:25-12:40 | Room 318B

Friday Onsite Parallel Session 2

STEM Education

Session Chair: Kamini Jaipal-Jamani

11:25-11:50

75305 | *Supporting Japanese STEM Students in English Conference Presentations: A Collaborative Approach*

Madoka Kawano, Meiji University, Japan

James Elwood, Meiji University, Japan

Kentaro Fukuchi, Meiji University, Japan

This study reports on the development of a support program for STEM university students presenting research in English at international conferences. According to an in-depth needs assessment involving stakeholders in the field of STEM in Japan, it was found that undergraduate students had opportunities to present their research in English (Kawano, 2022). It is crucial to navigate guide students, who are novice, non-native English-speaking scholars, in following certain protocols within their genres during preparations (Noguchi, 2010; Shimamura, 2019). The authors, who include both discipline and English faculty members, collaborated to develop and implement workshops for Japanese undergraduate and graduate students in the field of information science in 2022. Six participants prepared slides and scripts, practiced their presentations, and received feedback on vocabulary, expressions, and delivery. Simulations of interactions with session chairs and questioners were also conducted. Post-presentation interviews were analyzed via text-mining and open-coding, which revealed that the workshops were effective in improving word usage, slide clarity, and delivery skills. However, the participants recalled that they faced challenges during Q and A sessions and were affected by technical difficulties caused by the online conference system. The collaboration of discipline and English faculty proved effective in supporting students' international conference presentations. It will be necessary to focus more on simulating conference communication and on spontaneous responses in Q and A sessions. From this study, the audience will understand the design, implementation, and evaluation of collaborative workshops in the context of an ESP setting in Japan.

11:50-12:15

75253 | *Mind the Gap: Enhancing AI and STEM Accessibility in Rural Pennsylvania*

Vishwas Mruthyunjaya, Independent Scholar, United States

Rachel Burcin, Carnegie Mellon University, United States

Catherine Evans, Carnegie Mellon University, United States

John M. Dolan, Carnegie Mellon University, United States

As we prepare students for a future where AI-powered tools like ChatGPT play a crucial role, it is vital for educators and policymakers to develop a deeper understanding of the implications and structures driving rapidly advancing technology. Persistent barriers to participation in STEM (i.e., access to resources, funding teachers, local implications & relevancy, outreach disparities) must be addressed to ensure equitable access to growing and in-demand jobs. At a time when gaps in educational opportunity are continuing to grow, additional research is needed to address the interwoven and intersectional challenges that rural communities are facing. Rural students continue to be disproportionately underrepresented in STEM, especially at R1, high research activity universities. This paper presents our experience of leveraging a social constructionist-infused approach to technology to build a foundation for ongoing engagement with rural K-12 educators, policymakers, and community members in Pennsylvania. Outcomes of our community-engaged co-design include a ChatGPT and AI workshop, teacher-centered AI educational materials, and student-facing classroom materials all developed for supporting rural STEM education. While the results of our continued partnership are informed by the unique context of the communities we engage with, we hope that our efforts may be used to facilitate similar, sustainable STEM initiatives in other rural community spaces.

12:15-12:40

75361 | *A Study Examining the Development of STEM Inquiry-Based Pedagogies with TVET Education Lecturers: An International Professional Development*

Kamini Jaipal-Jamani, Brock University, Canada

Hope Mayne, University of Technology, Jamaica

Sheliza Ibrahim, University of Toronto, Canada

The National Standards Curriculum implemented in 2016 in Jamaica includes expectations that STEM disciplines be integrated into the primary and grades 7-9 curriculum. This integration is framed on an inquiry-based model driven by problem-based and project-based learning. Lecturers therefore need to know about STEM integration and how to model this to preservice teachers. This paper reports on an international collaboration between faculty from a university in Jamaica and Canada, who facilitated a STEM professional development (PD) summer institute in June 2022 for lecturers teaching in the Technical and Vocational Education and Training (TVET) program at the Jamaican university. The study examined the lecturers' experiences (n=22) and the knowledge gained about STEM inquiry-based pedagogies and integration in TVET contexts. Data sources included a questionnaire on demographics and teaching practices, photographs and short video segments from workshops, written feedback after each workshop, and a workshop evaluation at the end of the three days. Findings indicated that participants found the workshops effective with respect to presentation and sequencing over the three days. Participants also indicated that workshops were effective at communicating knowledge about STEM instructional approaches which would be useful to them as TVET teacher educators. Findings contribute to the modest literature on faculty PD and international collaborations and provide insights on PD for lecturers to learn how to integrate STEM approaches in preservice courses. The study also provides a model for capacity building of faculty pedagogy in Teacher Education and contributes to capacity building of a workforce for STEM fields in Jamaica.

12:55-13:45 | Room 318B

Friday Onsite Parallel Session 3

Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

12:55-13:45

74880 | *Scenario-Based Learning – The Key to Higher Ed Online Learning Success*

Chris Chamberlain, California State University, United States

Alexandra Sandoval, California State University, United States

Erick Kong, California State University, United States

As many university students continue to prefer online courses after the pandemic, faculty have tried various ways to ensure students get the “in-person class” type of learning experience that uses role playing and the ability to try problem solving techniques in a safe online environment. Scenario-based learning has been employed in the Hospitality, Recreation and Tourism Department at California State University, East Bay since the 1970's. Updated and used in a variety of undergrad and graduate courses, student and alum survey data has provided valuable insight on the practice of test-driving real-world problem solving in the safety of the classroom and then discussing what was learned from the experience. Participants in this workshop will experience a sample scenario first hand, share their experience with fellow learners, and how they can employ similar scenario-based learning strategies in their institution.

14:00-15:40 | Room 318B

Friday Onsite Parallel Session 4

Teaching & Learning Experiences in STEM

Session Chair: Rosalind Hudson

14:00-14:25

76064 | *The Winning Formula: Examining the Long-Term Impact of Morehouse College Annual Math Competitions Bootcamp*

Juterh Nmah, California State University, United States

Tuwaner Lamar, Morehouse College, United States

Benedict Nmah, Morehouse College, United States

It has been well-documented of the educational attainment of students from underrepresented groups, particularly students of color in Science, Technology, Engineering and Mathematics (STEM). Initiatives such as the National Math and Science Initiative were developed to level the playing field in STEM education. The literature also emphasized the importance of black teachers in classrooms with black students where the success rates of racial matching leads to higher academic success rates. In this study, we explored the impact of built on the racial matching concept and STEM education by examining the impact of annually held math competitions at a Historically Black College University (HBCU). Through the lens of Bronfenbrenner's Bioecological Theory (1977) the study examined the students' experiences in the previous Morehouse College Annual Math Competitions Bootcamps as part of their ecosystems and the impact on their career exploration journeys. As part of the student participants' ecosystems, interviews were conducted in focus groups with other relevant stakeholders including the teachers, mentors, parents/guardians, and community members who also were part of the previous Morehouse College Annual Math Competitions Bootcamps. Utilizing an embedded case study design, focus group interviews were conducted with the aforementioned groups.

14:25-14:50

71709 | *Computer Self-Efficacy and Students' Readiness for Utilization of Computers for Learning Algebra in Mathematics in Abuja, Nigeria*

Emmanuel Kyangma Balla, University of Abuja, Nigeria

This research examined the level of Computer Self-Efficacy and Students' Readiness for the Utilization of Computers for Learning Algebra in mathematics in Abuja, Nigeria. The research design was a survey, with the senior secondary schools in Abuja as the population for the study. 395 students across 6 secondary schools in the 6 area councils of Abuja, formed the sample for the study. The cluster sampling technique was used to get the sample from the schools. The instruments for data collection were the questionnaires. Cronbach Alpha was used to analyse the reliability of the items and a reliability coefficient of 0.82 was obtained to show that the instrument was reliable. The data were analysed using mean and standard deviation and analysis of variance to establish the findings of the study which shows that there is a high sense of computer self-efficacy among the senior secondary school student in Abuja that influences their readiness to use computers in learning algebra in mathematics. Hence, their readiness is a function of their computer self-efficacy. It was recommended among others that teachers of algebra should improve on their methodology and equip themselves with modern technology to increase the self-efficacy of students, especially in rural areas since most of them were just a little above average. In conclusion, algebra teachers at the basic level should ensure that students are adequately prepared with the required computer and algebraic background to enhance better understanding at the higher levels.

14:50-15:15

75439 | *What Fourth Grade Elementary Teachers Are Identifying as Student Difficulties When Solving Mathematical Word Problems*

Rosalind Hudson, Louisiana State University of Baton Rouge, United States

Elementary classroom teachers increasingly report student difficulties with mathematical word problems. Teacher-reported difficulties, testing data from schools and school districts documented the decline in student performance when solving mathematical word problems in state standardized testing. Elementary classroom teachers' attention to mathematical word problem instruction has intensified in the last decades, paralleling the increase of high-stakes, standardized testing in the elementary grades. Across the United States, local education agencies implement math and reading curriculums to support student learning, however, students are still not able to describe their difficulties when solving mathematical word problems. Classroom teachers report students are having difficulties solving mathematical word problems. One of the reported significant difficulties is literacy. This qualitative case study was guided by Sweller's (1988) Cognitive Load Theory focusing on the relationship between students, teachers, and mathematical word problem-solving. Data sources for this study included semi-structured interviews with ten student participants and five grade four classroom teachers, observations, field notes, student work, and records of oral reading. Analysis of teachers' responses, when asked about the difficulties their students experienced when solving mathematical word problems, revealed three pressing themes of comprehension, vocabulary, and gaps from prior teachers. The purpose of this qualitative research study is to investigate what elementary teachers identify as fourth grade student difficulties when solving mathematical word problems. The student interviews provided insights on how to tailor instruction and the teacher interviews provided insights concerning difficulties teachers are seeing and explore what strategies teachers are using to remediate students' mathematical word problem difficulties.

15:15-15:40

75786 | *On a Theory-Construction Teaching Model in Arithmetic*

Katsunori Matsuoka, Naragakuen University, Japan

In the past, I focused on the gap between the teaching methods of arithmetic and mathematics and have practiced a "theory-dependent teaching model", in which teachers teach rules (formulas, definitions, and theorems) first. Children try to solve problems deductively based on the rules given to them. It became clear that abilities, such as thinking, judgment, and expression, were enhanced. However, a new teaching model incorporating inductive, analogical, and integrative inquiry is needed for a teaching model that leads to mathematical argumentation. Therefore, we decided to construct and pursue a "theory-construction teaching model" that leads to mathematics. The research method was to conceive of an arithmetic curriculum connected to junior high school mathematics and refine it as one with high validity and adaptability through the accumulation of lesson analysis. Then, focusing on knowledge management in the business world, the "SECI Model" was transferred to the educational world, and the process of creating new knowledge was analyzed through lessons. The "theory-construction teaching model" effectively enhances logical viewpoints and ways of thinking and can be used as a bridge to mathematics classes through the development of these classes. By applying knowledge management in the business world to the educational world, we can expect to find new perspectives on teaching methods and class analyses.

15:55-17:35 | Room 318B

Friday Onsite Parallel Session 5

Communication Skills Development

Session Chair: Anna E. Childs

15:55-16:20

76330 | *Strategic Communication and the Core Curriculum in the School of Professional Studies at Columbia University*
Kevin Visconti, Columbia University, United States

The Strategic Communication Master of Science Degree Program in the School of Professional Studies at Columbia University in the City of New York offers three paths of study: Full-time, Part-time, and Executive. Each path differs in modality of instruction, length of time to finish, and in the student profile it attracts. Currently, all three paths have the same seven core requirements: Strategic Communication Management, The Compelling Communicator, Digital Communication Strategy, The Authentic Leader, Digital Media & Analytics, Communication Research & Insights, and Capstone. Full-time has an additional core course: Industry Insider. Based on student evaluations of teaching, post-program surveys, and direct feedback from students and alumni, the Strategic Communication curriculum has performed reasonably well. However, because students in each path are at different points in their careers, there is opportunity to further differentiate the curriculum between paths to meet the needs of a rapidly evolving profession (e.g., redeveloping core courses, considering distribution requirements, designing potential electives). This study investigates the Strategic Communication core curriculum from a mixed methods approach: an online, quantitative survey of alumni and current students (N = 96) and in-person, qualitative focus groups with recent alumni (N = 16). In order to interpret key findings to better understand the needs of students and the demands of industry, an analysis of the data is performed. Findings from the research indicate the Strategic Communication Program at Columbia University could well achieve pole position in the domain of professional graduate education with continuous attention to and investment in curricular development.

16:20-16:45

75354 | *How Empathic Communication is Constructed in a First Encounter: A Cognitive-Pragmatic Analysis of Clinical Interviews by American Medical Students*

Risa Goto, Kansai Gaidai University, Japan
Hiroko Shikano, Jichi Medical University, Japan

Medical and health care universities often use simulated patients (SPs) in simulation practicums, which provide students with important opportunities to develop students' interactional competencies. This study uses 30 clinical interviews extracted from audio recordings in the practicums. We examine interactions between American Medical Students (MSs) and SPs and, aiming to clarify the process of their building empathic communication from a linguistic—especially from a cognitive-pragmatic—point of view. In other words, the focus of the analysis is on the utterances themselves, and their interrelationship with the emotional involvement of each participant. Positive emotions associated with laughter, as well as positive evaluative statements, are identified and made the cornerstone of the analysis. The opening of each interview session is the first encounter, a place that makes it difficult to build empathy in practice. The participants introduce themselves in relation to each other, and at this point, the path to successful empathy-building is established. How the first speaker (i.e., MS) designs his/her self-introduction also influences the reaction of the next speaker, the SP. In some sessions, a question-response interaction involving a basic medical questionnaire may give way to a more extended and developed interaction on a specific topic. In such cases, a sense of closeness and intimacy emerges, which aids in empathy building. A framework of a cognitive-pragmatic theory will also be used in order to clarify the mechanisms by which verbal exchanges of intimacy and laughter trigger positive emotions, as appropriate.

16:45-17:10

76232 | *The Critical Nature of Creativity in College Composition*
Anna E. Childs, Pellissippi State Community College, United States

For over three decades, researchers have emphasized reading, writing, creativity, and problem-solving as necessary proficiencies for high school and college students. At the turn of the twentieth and twenty-first centuries, individuals who developed the United States Department of Labor's Secretary's Commission on Achieving the Necessary Skills, or SCANS (1991) report, labeled reading, writing, creative thinking, and problem-solving as desired abilities for high school and college students. Researchers have highlighted the potential for students to gain such analysis and communicative abilities in college, emphasizing creativity's vital role (Fasko, 2001; Pascarella & Terenzini, 2005). Yet in several workforce studies, employers expressed that recently hired college graduates were unprepared for workplace writing (National Association of Colleges and Employers, 2018; Hart Research, 2015). To discern the extent to which creativity might associate with stronger writing skill development, in 2022, I conducted a qualitative study, asking college composition instructors to assign creative writing interventions and consider any impacts they saw on student communication. After their students had participated in creative writing interventions, the instructors indicated students exhibited stronger academic writing and critical analysis skills as well as an increased sense of connection and belonging. In this presentation, I will discuss how applying creative writing interventions in college composition could help instructors positively affect students' identities and abilities as writers and will share tips instructors might use to strengthen students' communicative skills.

17:10-17:35

77522 | *Fostering Lifelong Learning in Public Library Adult Education*
Fatma Ghailan, Columbia University Teachers College & Queens Public Library, United States
Gary Beharry, Queens Public Library, United States

This oral presentation will outline best practices for engaging diverse adult learners in public library education programs. As Director and Assistant Director overseeing ESOL, digital literacy, business skills, and other adult offerings, the presenters will share effective instruction and inclusion techniques. Key topics will cover tailored mentoring, culturally relevant programming, intergenerational learning, flexible spaces/schedules, partnerships to expand resources, trauma-informed practices, community needs assessment, and measuring success. Specific examples of how public libraries can support English language learners, literacy/HSE students, seniors, neurodiverse adults, and other unique groups will be discussed. Participants will learn creative strategies for contextualized instruction, family engagement, staff training, community outreach, and fostering welcoming environments that embrace learner diversity. The presenter will offer interactive exercises for exchanging best practices to bring back to programs seeking to better serve adults across cultures, languages, ages, and abilities. This practical 25-minute presentation aims to equip attendees with inclusive teaching methods, programming ideas, partnership models, and assessments to implement in their programs. Participants will gain new perspectives on promoting continued lifelong learning and growth for adults from all walks of life in their communities.

Notes

[illegible]

09:30-11:10 | Room 321A

Friday Onsite Parallel Session 1

Comparative Learning Methods

Session Chair: Andrea Markou

09:30-09:55

77298 | *Self-Reflection File Activities in a College of Music to Reduce the Number of Non-Credit-Earning Students*

Yuki Shinohara, Kunitachi College of Music, Japan

Rie Owaku, Kunitachi College of Music, Japan

Recently, the number of students dropping credits for reasons besides grades has been increasing at a private college of music in Tokyo. This study aimed to reduce their number using "Self-reflection File Activities" (SFA) with reference to previous research. We considered three points important: (1) helping students back into the habit of attending college, (2) cultivating a sense of autonomy regarding attendance and submission of assignments, and (3) increasing students' interest in English classes. In the second semester of 2022, we piloted SFA with about 100 students, surveying their attendance, assignments and submissions, class concentration, class comprehension, physical condition, and understanding of assignments via Google Forms, and asked them to write messages to themselves for the next class. We found strong relationships between physical condition and class comprehension and between physical condition and class concentration. The overall results showed an increased awareness of attendance, submission of assignments, and physical condition. Their messages to self were analysed using text mining, which directly revealed the thoughts of each student, rather than just the content of the messages viewed by the teacher. SFA was continued in the first semester of 2023 with the addition of survey items related to class content. The post-survey showed that interest in the course content had increased. Since SFA is continuing in the second semester, the results of the entire 2023 activity will be reported at the conference.

09:55-10:20

77367 | *Stretching the Zone of Proximal Development: Accelerating Learning through ZPD Elasticity*

Anastasia Betts, University at Buffalo & State University of New York, United States

Kieran Smith, Age of Learning, Inc., United States

Lacey Plache, Age of Learning, Inc., United States

Diana Hughes, Age of Learning, Inc., United States

Vygotsky's (1984) theory of the Zone of Proximal Development (ZPD) is often cited in pedagogical approaches that position the learning just above the learner's independent problem-solving level, but which the learner can do with the help of a More Knowledgeable Other (MKO). However, these approaches reflect only a partial understanding of Vygotsky's work, which describes learners of the same ability level as having ZPDs with vastly different potential for "stretching" to more complex content (Zaretskii, 2009). Learning situated at the outer limits of one's ZPD has the potential to increase the efficiency and quantity of learning over traditional methods of instruction. The present random control trial placed Pre-K to 2nd grade learners (N = 1516) into a business-as-usual control group, or a treatment condition designed to explore the elasticity of their ZPDs and its leveraging effects on their learning. Key findings showed that when compared to the control group, learners in the treatment group were able to significantly increase their learning pace and the amount of content learned, while continuing to demonstrate mastery of the content. Implications from this work suggest that better understanding and leveraging the ways in which learners' ZPDs demonstrate varying elasticity (ability to stretch) may provide opportunities to accelerate learning and mastery of content, especially for learners who are most at risk for not meeting grade level expectations.

10:20-10:45

72339 | *Peer and Cooperative Learning at the Freshman Level*

Narasimha Shashidhar, Sam Houston State University, United States

Cihan Varol, Sam Houston State University, United States

Khushi Gupta, Sam Houston State University, United States

Ishan Perera, Sam Houston State University, United States

The impact of peer- and cooperative learning is two-fold: Not only do the mentees benefit, but the mentor also has much to gain. This forms the basis for our research. We seek to imbue active-learning and community-engagement pedagogical techniques into the introductory digital forensics course series, DF1, and DF2, at our institution. These courses are required by the Digital Forensics major and seek to transform the freshman student into a digital forensic analyst by their junior year. Many students find this course series challenging. This leads to several issues: failure in subsequent courses, change of major, and a general degradation of student morale. An oft-repeated request from students is the availability of tutors/mentors for guidance. Lack of funding has been a primary impediment to alleviating this concern. Our research entails enlisting the DF2 students as mentors and pairing them up with specific mentees in the DF1 course, effectively creating a peer-learning community. The mechanics of our peer-learning implementation lends itself to making the classroom more responsive to diversity. It is well-known that instructors tend to orient themselves, in terms of both effort and positive affect, towards students whom they consider 'teachable' and steer away from students who they perceive to be difficult-to-teach. By pairing mentors and mentees with diverse backgrounds, and ethnicities, we are attempting to mitigate this issue and promote a robust and vibrant, diverse learning community.

10:45-11:10

75698 | *Enhancing Undergraduate Cell Biology Learning Through The Application of Gamification*

Andrea Markou, University of Surrey, United Kingdom

Shelini Surendran, University of Surrey, United Kingdom

Learning cell biology presents challenges for undergraduates due to its intricate nature, demanding comprehension of complex cell structures and functions within the human body. To address this, the integration of game design principles into non-game contexts, known as gamification, offers an innovative solution. While traditional learning methods encompass lectures and tutorials, the introduction of gamified elements can foster active learning and provide alternative didactic strategies. This presentation centres on evaluating the impact of gamification in improving students' learning experiences and comprehension of cell biology (n=72). The study employs gamification through collaborative creation of edible 3D cell membrane models, evaluated by instructional staff. This process is accompanied by quiz-style activities targeting cell functions, along with a pictorial-style component featuring various cell organelles. The session will offer insights garnered from this initiative, encompassing student and lecturer preferences, encountered challenges, identified opportunities, and the rationale behind its current structure, as well as future plans. The outcomes of this initiative revealed an improvement in collaborative teamwork, leading to enhanced communication skills and the reinforcement of fundamental subject knowledge. Challenges within the classroom context encompass student participation in activities and their preconceptions of an ideal undergraduate biosciences educational environment. By engaging students through active, game-inspired learning methodologies, educators can elevate understanding and engagement in intricate subjects like cell biology.

11:25-12:40 | Room 321A

Friday Onsite Parallel Session 2

Future Skills & Leadership in Higher Education

Session Chair: Sharon Lemac-Vincere

11:25-11:50

76329 | *Coaching Future Innovative Leaders Across Disciplines*

Marcel Lebrun, Plymouth State University, United States

This study focused how to coach and mentor students, faculty, leaders, administrators using three different Leadership Coaching models (FUEL, GROW and Transformational Leadership Model. Each Model will be presented in terms of their use, effectiveness, challenges, and weaknesses. Specific highlights will be presented from a 4-year study of Doctor of Education (EdD) students in a doctoral program at Plymouth State University. The study involved individual coaching and mentoring with students (n) 75 over a span of 4 years. The interviews began at the entrance and admittance of the program, each year throughout the 4-year program. Use of coaching model type was dependent on student need. Purpose of the study was to correlate coaching and mentoring with the successful completion of the EdD degree. Students met with the director of the program in regular intervals to discuss challenges with course work, dissertation work, interpersonal conflicts with others, stress, and post dissertation job transitions. These new coaching mentoring models were first piloted with a group of students in May 2019. Results of coaching mentoring models led to Cohort 2019 the first cohort to experience the new framework to have 100% completion rate. Subsequent cohort data is being collected in 4 other cohorts 2020-2023. Preliminary data is showing similar data results with the second cohort at a 95%-100% graduation rate as well. Third and fourth cohort are on track to have 100% completion rates. The use of these coaching models is leading to higher level of retention and graduation of doctoral students.

11:50-12:15

75380 | *Improve Employability Skills Within the Teaching and Learning Process*

Sahar Khajeh, University of Hertfordshire, United Kingdom

Improving the employability skills within the teaching and learning process, specifically in the creative field of studies recognised as an essential part of UK higher education (Boden and Nedeva, 2010; Miller et al., 2013). Due to the employability skill gaps in educational sectors (Jackson, 2010; Cappelli, 2015); as the CIB's survey - Confederation of British Industry - (2017) shows, we are observing graduate unemployment in relevant field of studies. This influenced my curriculum design for Foundation Degree Computing Technologies, including two pathways, Software development, and network and cyber security pathway, to reflect on a systematic approach on embedding employability skills in the curriculum (A1, V4). Besides the society digitalisation bias (Berger and Ferry, 2016), impact my approach to new ways of reskilling the learner through blended teaching (A1, K2). Various learning activities such as students' participation in lectures, work-based learning (WBL) projects, attending guest speakers' events -career advising-, and self-studies could help improve students' employability skills (A4). Significantly, the WBL modules can close the gap between the higher education learning outcomes and improve employability skills (Kornelakis and Petrakaki, 2020). As part of this approach, my focus on students' learning shifts from simply improving their knowledge to using their skills gained through the course, focusing on trial errors, and improving students' work experience. A report from UKCES – UK Commission for Employment and Skills - offered that students' work experience could be improved either by a 'work experience' or by an 'authentic classroom simulation based on real workplace' (UKCES, 2009) (K3).

12:15-12:40

73760 | *Designing a Metaverse for Future Thinking and Entrepreneurial Learning*

Sharon Lemac-Vincere, University of Strathclyde, United Kingdom

This paper will draw upon the findings from an entrepreneurial learning experience with 75 MSc students which incorporated state-of-the-art pedagogy practices and the latest technologies. The students were tasked with developing a business idea using space based technology to address a UN sustainable development goal, and to then bring the idea to life in a metaverse and use AI technology to bring that idea to life. To support the students on this learning experience a teaching metaverse was designed, AI technology was used to create learning models, and bespoke podcasts were also created. Students were able to learn and experiment in the teaching metaverse and to then translate that learning into their own business metaverse. Students reported that the learning experience was rewarding, challenging and life changing.

12:55-13:45 | Room 321A

Friday Onsite Parallel Session 3

Professional Training, Development & Concerns in Education (Workshop)

12:55-13:45

76607 | *Clashing Consciousness: A Counseling Psychology Educators Guide to Controversial Sexuality Issues*

Erin-Lee Kelly, Goldey-Beacom College, United States

This workshop is designed to help counseling educators strengthen their therapy instruction around controversial sexuality issues. Educators are tasked with providing guidance when a client's beliefs around sexuality conflict with the counseling student's sexological worldview. Awareness that a client's sexual beliefs are contrary to one's own can be the catalyst for developing new skills to ensure a safe space for both the client and the counseling professional. In this workshop, educators will learn techniques for teaching their students how to manage reactions, otherwise known as countertransference, and discover new ways to process and respond to disclosure of sexuality topics such as minor attraction, pornography, infidelity, sex work, and polyamory.

14:25-15:40 | Room 321A

Friday Onsite Parallel Session 4

Comparative Teaching & Learning Practices

Session Chair: Jessica Ritter

14:25-14:50

75378 | *Medical Student Transformation Through Experiential Learning and Reflection in a Japanese/Kenyan Reproductive Health Education Program*

Michael C. Boyce, Hamamatsu University School of Medicine, Japan

Recorded through a series of guided reflections and positionality statements, Japanese medical students experience transformation (Mezirow) and development while providing reproductive health training to elementary and junior high school students in informal settlements of Nairobi, Kenya. The International Service Learning (ISL) program is composed of three parts. The lecture component (ISL I) provides academic preparation for the social, cultural, and medical content challenges that the medical university students experience during the experiential, online (ISL II), and in-person Kenyan training sessions (ISL III). To achieve a realistic learning environment, medical education is greatly improved by real interaction with people and patients outside of the medical education world. In our increasingly VUCA (volatility, uncertainty, complexity, and ambiguity) world, experiential learning is becoming ever more critical for those being trained in health services to successfully pursue practice and research in their future. More importantly, it is through these practical experiences that students can recognize their own positionalities and possibly leverage this understanding to help fast-track their social development as they progress through their medical education. This preliminary reflective analysis of the medical students' progression through lectures, online training, and finally the reproductive health training and clinic support in Kenya has identified both positive and negative aspects that will be respectively amplified and mitigated in future iterations of the ISL program.

14:50-15:15

77465 | *Comparative and Content Analysis on Physics Laboratory Curriculum in Japan and the Philippines: An Assessment Policy Review*

Richard Sagcal, De La Salle University, Philippines

Denis Dyvee Errabo, Hiroshima University, Japan

The study primarily employs comparative and qualitative content analysis. We focus on document analysis to identify potential gaps in K-12 assessment policies in Japan and the Philippines laboratory curriculum while drawing insights from international educational frameworks in mathematics, science, and reading proficiencies found in international Large-Scale Assessments (ILSA). We analyze various education systems, including the K-12 Curricula of the Philippines and Japan, referencing documents such as SEA-PLM 2019, TIMSS 2023, PIRLS 2016 and 2021, and PISA 2015, 2018, and 2022. This analysis is a basis for determining policy continuity and improvements, ensuring gender-fair, inclusive, and quality physics education in both countries. We also evaluate policy alignment with the K-12 Law's intentions. In the initial coding phase, four dimensions are analyzed: 'Purpose,' 'Process,' 'Practice,' and 'Product.' The second coding phase focuses on three Sustainable Development Goals (SDGs) dimensions: SDG 4.0, aiming for inclusive and equitable education; SDG 5.0, aiming to empower women and achieve gender equality; and SDG 10.0, aiming to reduce disparities among student populations. This analysis assesses alignment with global standards and practices, ultimately providing recommendations for K-12 assessment policy improvement. The study highlights parallels and discrepancies in physics laboratory instruction and learning in Japan and the Philippines, emphasizing the importance of investing in physics laboratory curricula to enhance student engagement and achievement. Both countries can address educational challenges by collaborating to develop effective physics laboratory teaching and learning curricula that meet student needs and demands.

15:15-15:40

75289 | *Using Physician Aid-in-dying Laws as a Teaching Tool in Social Policy Courses to Increase Student Interest and Engagement*

Jessica Ritter, Metropolitan State University of Denver, United States

Kristin Danhoff, Metropolitan State University of Denver, United States

It can be challenging to engage students enrolled in classes on social policy and the political arena since many find the topic intimidating, distasteful, uninteresting, and/or irrelevant to their lives. This presentation will focus on how physician-aid-in dying laws can be an extremely effective case study approach when teaching students about the policy change process. The use of compelling narratives and stories as a pedagogical method can provide inspiration to students and help them see that policy change is possible, even in today's divisive political environment. Physician-aid-in-dying (PAD) laws allow terminally ill patients to end their life with a lethal dose of medication from a physician, under certain conditions. In the U.S., this practice has been legalized in ten states and the District of Columbia. The first state to pass a PAD law was Oregon (the "Death with Dignity Act") in 1997. However, it remains a controversial and divisive policy issue for many Americans. This presentation will demonstrate how Instructors can use this landmark policy to teach valuable lessons in political advocacy to students such as: creative tactics used by advocates to get PAD passed into law; how the issue was framed; the divisive politics surrounding PAD laws; how these laws work exactly; the role of values in end-of-life policies; and how to engage in policy analysis to assess the impact of these laws. Finally, PAD policies can be very effective in helping students engage in their own personal values exploration regarding policies that govern end-of-life decisions and care.

15:55-17:35 | Room 321A

Friday Onsite Parallel Session 5

Professional Training, Development & Concerns in Education

Session Chair: Kristina Valtierra

15:55-16:20

74078 | Preservice Teachers' Experiential Leading and Learning of Inclusion Strategies

Erin Keith, St. Francis Xavier University, Canada

Preservice teachers in the Bachelor of Education (BEd) program at St. Francis Xavier University, Antigonish, Nova Scotia (NS), Canada (StFX) are enrolled in a two-year program at both the elementary and secondary certification levels. Within their program, BEd students are enrolled in two Inclusion courses, one in Year 1 and one in Year 2. The Year 1 course primarily focuses on the theoretical underpinnings of inclusion including research and sense-making related to equity, culturally responsive and relevant practices, intersectional identity supports, universal design for learning, differentiated instruction, etc. Year 2 continues with further theoretical grounding related to exceptionalities, adaptations, individualized program plans (IPPs), behaviour / trauma-informed practices, provincial systems, etc. and provides some practice-based learning. Both courses weave in the guiding principles of Nova Scotia's (NS) Inclusive Education policy and engage students in understanding the Multi-Tiered Systems of Support (MTSS) approach that all schools in the province endorse. While BEd students are no doubt provided with rich learning and theoretical knowledge related to inclusion within their preservice education, there is a wondering that students have not yet developed the real-life, experiential self-efficacy to teach neurodiverse students in inclusive classrooms. The purpose of this oral paper presentation is to share an investigation on the relationship between preservice teachers' attitudes, funds of knowledge, and self-efficacy of using inclusive high-leverage instructional strategies while collaborating with others to curate an experiential collection of hands-on tools and artifacts to support inclusion. The findings will contribute to the expanding research on BEd inclusion programming and peer-led learning.

16:20-16:45

74555 | Purpose and Value of Lesson Study Practice in Egypt-Japan Schools: Analyzing a Perception Survey of School Teachers and Administrators

Yasmine Mostafa, University of Fukui, Japan

Lesson Study was introduced into Egypt-Japan Schools (EJS) in Egypt in 2018 as a new approach for the sustainable professional development of teachers to cultivate teachers' capacities and promote their professionalism and collaboration while implementing the newly developed national curriculum "Education 2.0" and the concept of 'Tokkatsu', which is derived from the Japanese education system. A study was made on the initial stage of Lesson Study in EJS and its development through the past five years (Yasmine Mostafa, 2023). This research aims at measuring the perception of teachers and administrators on the purpose and value of Lesson Study and their emotional state while conducting Lesson Study. The study targeted fifty-four teachers and administrators from four EJSs with whom the researcher is collaborating. Initial analysis showed different levels of perception: some understand the Lesson Study as a means of self-development and sharing experience between teachers; while others perceive it as a perfect lesson that must be prepared in advance and carried out as planned in front of the observers for evaluation purposes. Their emotional states varied between 'Confident', 'Anxious', 'Nervous', and 'Uncomfortable'. In this presentation, I will discuss the teachers' perception of Lesson Study based on the analysis of the data gathered from the survey and explore the reasons behind this perception, and suggest a more productive Lesson Study cycle with regard to the situation of each school.

16:45-17:10

76950 | Professional Development for Teachers with English Language Learners

Beatriz Desantiago-Fjelstad, Minnesota State University, United States

This quantitative research was performed to analyze practices, beliefs, and the impact of professional development for classroom and ESL teachers when teaching English Language Learners (ELLs). It identified successful practices in instructing ELLs in an urban setting of the Midwest of the United States. The following research questions guided this research: RQ1: Does a classroom teacher's knowledge of English language acquisition strategies affect or impact their academic expectations of ELLs? RQ2: Does knowledge of English Language acquisition strategies impact classroom teachers' comfort in serving ELLs? RQ3: Do teachers' mindsets about ELLs differ according to their years of teaching experience? RQ4: How do classroom teachers' English language strategies compare to the strategies of ESL teachers? A single online survey found that teaching ELLs includes many challenges, including teaching strategies, time commitments, and specific skills needed to close a growing academic achievement gap between native English speakers and ELLs. Co-teaching was one of the most common approaches for teaching ELLs for both groups of teachers. Also, this research identified that teachers believe the inclusion of ELLs into the mainstream classroom is essential. Still, there is a lack of preparation, time, and ability to serve students with limited English language proficiency for mainstream teachers.

17:10-17:35

75119 | Preparing Early Career Teachers to Thrive in an Era of Attrition

Kristina Valtierra, Colorado College, United States

As a teacher educator, I frequently ask my students why they want to teach. Aspiring teachers commonly remark that they love being with and empowering youth. They are passionate about the profession, were inspired by teachers from their past, and value teaching to contribute to positive social change. Yet, once they enter the workforce, new teachers undergo a reality shock as they learn to juggle the multifaceted professional learning curve and navigate educational reform efforts that often prioritize standardized test scores over the altruistic reasons that inspired them to teach. Navigating the tensions between one's professional vision and the complex reality of what it takes to be a teacher in contemporary times contributes to early-career teacher burnout and the endemic of teacher churn. In the United States, numerous studies have calculated that between 40% and 50% of novice teachers exit the profession within the first five years of teaching. Disheartened by the statistical likelihood that half of the aspiring educators I invest in could fall victim to teacher churn, this presentation shares a semester-long workshop framework for supporting preservice and early in-service teachers. The workshop series was co-developed by the author and participating teachers. I share our process and an overview of resources to help novice teachers identify their purpose, navigate the early career learning curve, manage school-based conflict, and prioritize their well-being. Salient trends and implications from analysis of workshop field notes, participant reflection journals, and focus groups will be discussed.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

09:30-11:10 | Room 321B

Friday Onsite Parallel Session 1

Education Policy

Session Chair: Andrew Toelle

09:30-09:55

76613 | *Self-Actualization Through Personality Psychology and Goal Setting*

Brandon Bigelow, Kansai Gaidai University, Japan

Higher education is a mechanism through which academic success, worldly knowledge, and career preparation are prioritized. However, there is a significant void in the area of personal discovery and fulfillment, or, self-actualization. It could be argued that the primary purpose of a college or university should be to help students realize their unique capabilities. In this presentation, a course titled Self-Actualization Through Personality Psychology and Goal Setting will be introduced. This seminar course, intended for upperclassmen with advanced English language proficiency, has been taught with favorable results at Kansai Gaidai University in Osaka, Japan. Students of the course learn the content through the medium of English discussions, lectures, group activities, and journal writing. Notable benefits of learning about self-actualization include the ability to fulfill one's potential, become self-confident, authentic, autonomous, compassionate, appreciative, and capable of forming meaningful relationships (Maslow, 1971). In addition, studying personality psychology aids in the appreciation for the uniqueness of individuals (Rogers, 1977), and participating in goal setting can provide students with a precise path toward reaching their chosen objectives. Additionally, the presentation will reveal illuminating student-survey results that highlight the positive outcomes of the course and areas that may need improvement. In sum, students effectively learn language through meaningful communication (Brown, 2000). Furthermore, students should also be empowered humans who are equipped to become the well-rounded people they truly want to be.

09:55-10:20

74512 | *Strengthening and Supporting Social Emotional Development in the Post-pandemic Learning Environment*

Jenna Escobedo, KIPP SoCal Public Schools, United States

Social-emotional learning (SEL) for students plays a crucial role in student success and well-being. This research investigates the challenges in social emotional development among students in the post-pandemic learning environment, specifically for a charter school in Southeast Los Angeles. According to the National Center for Education Statistics, 87% of public schools have reported the negative impact distance learning had on social emotional development. The literature review discusses the already existing research supporting the idea that implementing SEL has positive benefits for students' well being and success. With schools now completing their second year back in person, the need to continue developing social-emotional skills is crucial. I used this research to create an intervention that incorporates weekly goals and daily reflections to address three targeted areas; problem-solving, relationship building, and empathy. Intervention methods focus on weekly goals through community meetings and role playing scenarios. Progress was measured through a series of qualitative and quantitative data collection tools, including self-reflection, personal goal setting, and the collection of reported classroom incidents. The data concludes that Universal Design within SEL is effective in developing social skills as it provides opportunities for self-regulation. Post intervention data indicated that students increased their understanding of empathy, yielding a drop in classroom incidents, which then optimized instructional time. However, ongoing support and multiple intervention rounds are needed to ensure sustained progress. The findings offer insight for educators, emphasizing the need for SEL practices that are relevant, consistent, and inclusive for all students in the post-pandemic learning environment.

10:20-10:45

77255 | *Exploring How Educational Leaders Collaborate in Developing Policies for Recovery and Resilience in Education: A Case Study of Nepal*

Surendra Amgai, Kathmandu University, Nepal

Ganga Bahadur Gurung, University of Tasmania, Australia

The global education landscape has seen substantial transformation due to the COVID-19 pandemic, necessitating agile and effective policy responses. This study scrutinized collaborative efforts among educational leaders, policymakers, advocacy groups, and stakeholders in crafting recovery policies. It aimed to dissect the intricate dynamics, challenges, and successes within these multi-stakeholder partnerships. Using mixed methods, this study employed qualitative interviews, surveys, and document analysis to examine the intricate dynamics of collaborative policy-making. It explored the perspectives, priorities, and contributions of stakeholders, unraveling processes behind educational recovery policy development in Nepal. Interviews were conducted with School Principals, policymakers, and advocacy experts from Bagmati Province as part of the research. Additionally, a survey was administered among school management chairs, teachers, and students. Preliminary findings indicated that the strategies and attributes of educational leaders are crucial in mediating and facilitating successful collaborations for developing recovery policy. Moreover, these findings proposed actionable recommendations and strategies to advise and steer educational leaders, policymakers, advocacy groups, and stakeholders in Nepal towards their joint endeavor of revitalizing and strengthening the educational landscape. By honing in on Nepal's experience, this research contributes to the evolving discourse on educational policy development in post-crisis recovery. It offers a specific viewpoint on the collaborative procedures influencing recovery policies, providing insight into Nepal's distinctive challenges and successes. By shedding light on these collaborative processes, this inquiry becomes a valuable resource for leaders and stakeholders striving to revive and improve Nepal's educational systems after unprecedented disruptions.

10:45-11:10

73704 | *Listening in Florida: Getting Input from Constituents to Remove Barriers, Improve Programs and Increase Capacity*

Andrew Toelle, University of Florida, United States

Stacey Ellison, University of Florida, United States

Candi Dierenfield, University of Florida, United States

Mike Gutter, Virginia Tech, United States

Leaders need information that is informative and timely to make effective program decisions. Post-pandemic UF/IFAS Extension Florida 4-H began the process of updating its strategic plan to ensure it was serving all constituents and stakeholders effectively and efficiently. Beginning in 2022, Florida 4-H began conducting annual community conversations to discern emerging needs and macro-trends facing youth, families, and communities that would be important for 4-H to be aware of and potentially address over the next decade. This was targeted at current 4-H stakeholders and external audiences. The intentional inclusion of external audiences was designed to 1) offer outside perspective for issues facing youth, families, and communities and 2) provide an opportunity for like-minded individuals to discuss opportunities to leverage capacity to tackle similar community and global challenges. The information from these sessions is used to inform policy, resource allocation and discover opportunities to increase capacity through partnerships. Two community conversations were conducted per county visit- one with current 4-H stakeholders and one with external audiences with potentially overlapping interests. A thematic analysis revealed 4-H is perceived as where youth can go to learn life skills. Belonging is a very important aspect of 4-H. Communication is perceived as very important as well. The largest barriers to participation are convenience and cost. However, skills-based programs are perceived as best delivered in person. Approximately ten of the conversations ended with follow-up appointments being scheduled between 4-H faculty and staff and other entities to discuss further partnership opportunities.

11:25-12:40 | Room 321B

Friday Onsite Parallel Session 2

AI in Education

Session Chair: Yeoju Yoon

11:25-11:50

73034 | *Transformative Language Teacher Education for Transcultural Literacy*

Apasara Chinwonno, Chulalongkorn University, Thailand

Literacy and language diversity has emerged as a global challenge, leading to students' academic and socioeconomic advancement in almost every country throughout Southeast Asia. Given the inextricable connection to students' cognitive, interlinguistic, historical, sociopolitical, cultural, economic, and social reality, it tended to develop into the most influential factor to sustain human capital growth and educational systems worldwide. With the dramatic landscape change of English literacy to global language, language teacher education should be transformed to address the diversity of languages, cultures, and experiences in the transcultural communities. This mixed-methods study reported on the implementation of one 5-year preservice language teacher education program in Thailand. Phase I explored changes in Thai speakers of English student teachers before, during, and after a one-year-period teaching practicum. Findings from Repeated Measures indicated significant changes in their teaching practices over time. Changes in relationships with students, personal characteristics, and diverse needs achieved the highest during and after the teaching practicum, respectively. Phase II was a follow-up study to investigate how they implemented such changes while teaching at the urban public secondary schools. Based on teacher narratives from the Classroom Observations and Teacher Self-Development Reports, they differentiated language instruction to build teacher-student relationships with culturally relevant materials. They developed themselves to become culturally responsive teachers and provided feedbacks, critical literacy, and task engagement to address student diversity. Implications contributed to create spaces for language teacher education through transcultural literacy and teach for diversity in real teaching.

11:50-12:15

72878 | *A Culturally Responsive Approach to Enhancing Academic Vocabulary Acquisition for Indigenous Adolescents: From Personal Narrative to Academic Discourse*

Jia Li, Ontario Technology University, Canada

Novera Roihan, Ontario Tech University, Canada

Ether Geva, University of Toronto, Canada

Catherine Snow, Harvard Graduate School of Education, United States

Andrew Biemiller, University of Toronto, Canada

Inequitable access to learning resources and opportunities, along with diverse political, socio-economic, and historical issues, have led to Indigenous students' persistent academic underachievement (Ball, 2009; Peterson, 2016). "Indigenous students tend to have lower enrolment rates, higher dropout rates, higher absenteeism rates, higher repetition rates, lower literacy rates and poorer educational outcomes than their non-Indigenous counterparts" (Montoya, 2018, p. 209). Standardized tests have shown that Indigenous students underperformed in English reading and writing compared with their non-Indigenous counterparts, falling significantly below required benchmarks (Shalley & Stewart, 2017). The situation is more severe for Indigenous students living in "remote and very remote areas." Complex constraints have prohibited the development and implementation of effective programs that support their literacy progress. Given Indigenous students' increasing interest in digital technology use (Li & Brar, 2022; Li et al., 2022), this paper reports on a mobile instructional design, which utilizes a culturally relevant pedagogical framework to develop an innovative language and literacy learning intervention to support Indigenous students' learning of high-utility academic vocabulary. To create content, reflecting First Nation youth culture and values, and effectively engage, and support local teachers' instruction across subject content areas, we develop curriculum units through shared storytelling activities with Indigenous high school students. The scientific foundation and rationale of the instructional design will be presented based on vocabulary (Biemiller, 2010; Coxhead, 2001) and intervention research (Snow et al., 2009). This study not only will contribute to improve language and literacy skills for extremely vulnerable Indigenous adolescents, but also effectively promote literacy engagement and help Indigenous students overcome low socio-economic challenges and intergenerational effects of historical trauma that have negatively affected their well-being and academic achievement.

12:15-12:40

77430 | *Beyond "Closing the Gap": Empowering Linguistically Marginalized Children Through an Inclusive Artificial Intelligence*

Yeoju Yoon, California State University, Chico, United States

Poolip Dong, Changwon National University, South Korea

This research challenges the conventional narrative of "closing the gap" and explores the transformative potential of Artificial Intelligence (AI) in fostering inclusion and equality for linguistically marginalized children. With a specific focus on generative AI, such as MusicLM and Animated Drawings, this study investigates the rich multisensory and multimodal interactions that AI can offer to young users. The primary objective of this study is to challenge prevailing perceptions of immigrant and emergent bilingual children, advocating for their empowerment as capable learners rather than labeling them as inferior or deficient. Utilizing an ethnographic case study approach, the research employs a diverse dataset, including observations of AI tool usage in classroom settings by immigrant and emergent bilingual children with varying language proficiencies. The findings underscore AI's potential to facilitate multisensory and multimodal languages, encompassing movements, gestures, gaze, auditory cues, and visual elements. Furthermore, the study illuminates how AI encourages reflection, regeneration, and vitality in children, amplifying their rights to express themselves and be heard. In the discussion, the research urges a paradigm shift away from the sole notion of "closing the gap" in marginalized children's access to and experiences of AI towards a deeper understanding of the entanglements that AI creates and how these entanglements empower children, placing emphasis on their bodily capabilities and agency. The study advocates for an inclusive and empowering approach to AI integration in early childhood education, striving to magnify the voices and experiences of linguistically marginalized children.

12:55-13:45 | Room 321B

Friday Onsite Parallel Session 3

Higher Education (Workshop)

12:55-13:45

74905 | *Embedding Restorative Practices into Strategic DEI Efforts in Higher Education*

Consuelo Grier, Bellevue College, United States

Michelle Strange, Bellevue College, United States

Institutional trauma can be barrier to the community trust required to advance strategic diversity, equity, and inclusion work within colleges and universities. Bellevue College's response to institutional trauma and community harm structurally shifted with the development of a strategic Restorative Practices position and plan through the Office of Diversity, Equity, and Inclusion. In this interactive session, participants will learn how restorative principles foster trust, healing, and accountability, by gaining insight into how to strategically embed restorative practices into institutional structures and DEI initiatives. Participants will examine how restorative practices can benefit their campus, organizations, teams, and classrooms through proactive and responsive measures.

14:00-15:40 | Room 321B

Friday Onsite Parallel Session 4

Student Engagement and Motivations

Session Chair: Cheryl Priest

14:00-14:25

75693 | *Developing Qualitative Research Methodology: Using Focus Groups as a Single Research Method in a Student Motivation Study*

Sultan Alkaabi, GCC Academy, United Arab Emirates

Peter Albion, University of Southern Queensland, Australia

Petrea Redmond, University of Southern Queensland, Australia

This paper presents the process that was used to design a research method for a study using focus groups as the main data collection method to investigate male students' experience of higher education in the United Arab Emirates (UAE). The methodology design process covered research paradigm, ontology, epistemology, and research characteristics and considerations. The alignment between research question and research method was then explored followed by the justification for using focus groups as the only method to conduct the study. The intention was to choose a research method that will dictate collecting and analyzing data from a representative sample of the student population to reach an understanding of the elements that impact motivation by the students themselves. Student motivation, whether it is intrinsic or extrinsic, is a complex construct involving multiple theories such as behavioral, humanistic, and cognitive theories implying that there are multiple factors that impact student motivation. The intent was to understand how students' college and non-college experiences affect their decisions to continue or drop out of college. In this regard, focus groups was used in this study to explore participants' feelings and beliefs that shape their behavior and perceptions through their discussions and recollections of their study experience. Besides obtaining thorough clarification of the different accounts of participants to the same issues, focus group helped the researcher obtain valuable insights opinions, views, emotions, and impressions of the participant students using their own expressions and words.

14:25-14:50

77603 | *Determining the Learning Styles of Children Through the Use of Integrated Instructional Materials*

Tsogzolmaa Nyamaa, Mongolian National University of Education, Mongolia

According to the theory, the learning style is predicated on the learning environment, receiving information (instructional materials and its content), the ability to process it, and the student's cognition and behavior. In the course of this study, we will share our experience of successfully organizing learning based on the learning style of children with the help of IIM. For this purpose, "Research on the content of the first-grade study materials" and "Research on the teaching materials of the first grade" were conducted, and the situation was observed. As a result of conducting interviews, discussions, and cooperation with 30 primary school teachers during the research, it was found that "The IIM is useful in determining the student's learning style." Because the first-grade student has not yet seen letters and numbers, the study showed that it greatly impacts cognition, language, emotions, and social skills. As a result, we made a DVD consisting of actual video-48, audio-36, image file-202, test file-8, video presentation-20, and web address-30 to represent the content of the study. Our study included 30 primary school teachers and 490 students from 14 primary schools. The VARK model was used in the study. The students who participated in the research were used and tested in one school year for each control and experimental group. It has been proven that the IIM is significant in determining the student's learning style.

14:50-15:15

68815 | *Effects of Perceived Teacher's Acceptance on Self-Esteem of School Children*

Beenish Sarfaraz Sarfaraz, University of Karachi Karachi Pakistan, Pakistan

Pir taj Din Rashdi Rashdi, University of Sindh Jamshoro, Pakistan

Najia asif Asif Hussain, University of Sindh Jamshoro, Pakistan

Sanobar Naz, Preston Institute of Management Science and Technology, Pakistan

Teachers play a fundamental role to encourage students not only to acquire knowledge and skills but also the ability to innovate, adapt to change or cope with hardship. Perceived teacher acceptance-rejection may have important consequences on the development of student self-esteem. In the present study we intend to investigate the perceived teacher's acceptance and its effects on the self-esteem of school children. Moreover, this study was performed on a total of 500 students. Respondent range in age from 10 to 18 years ($M = 13.49$ years, $SD = 1.33$). Teacher acceptance-rejection TARQ (Rohner, 2004), Personality Assessment Questionnaire PAQ (Khaliq & Rohner, 2002) Urdu version was administered to participants and convenience sampling was used for data collection. The sample was recruited from schools in Hyderabad city. The result of the regression analysis revealed that students who tended to perceive themselves to be accepted by their teacher reported high self-esteem. Hence it is clear that teacher acceptance is a significant predictor of student self-esteem. This finding is useful for teachers' preparation, professional development as well as training of teachers. Additionally, an important limitation of this paper is its cross-sectional study design so we cannot be certain of this causal relationship.

15:15-15:40

75432 | *Combining Open-Ended and Guided Inquiry-Based Learning Approaches to Activate Engagement During a Short-Term Faculty-Led Study Abroad Experience: A Case Study*

Cheryl Priest, Central Michigan University, United States

Alex Henry, Ferris State University, United States

Short-term study abroad experiences offer opportunities for universities to internationalize their curriculum in ways that are accessible to a larger number of students. To avoid a tourist approach to the experience, this shorter timeframe requires intentionality in planning specific opportunities for participants to internalize academic, global, intercultural, and integrative learning outcomes. We use a case study approach to examine practices used by two faculty leaders from a Midwestern University to engage eight students in a short-term study abroad experience in Reggio Emilia, Italy through both guided and open-ended inquiry-based learning approaches rooted in social-constructivism. Guided learning included completion of pre-trip assigned readings, reflection questions, journal prompts, and planned experiences in Italy, all of which were intended to establish base-level knowledge regarding early childhood programs and practices in the region. Through pre-trip coaching meetings, students identified an area of interest worthy of deeper investigation. An additional on-site meeting along with casual conversations throughout the experience continued the guided coaching process. Implementing the open-ended approach, students then pursued their identified question or topic of interest, gathering information ahead of travel to inform planning, asking questions and retrieving information throughout the planned experiences, processing their new understandings, creatively planning a project, and finally sharing their project with peers and instructors on the final day of the study abroad experience. Drawing from the experience, this paper proposes a framework consisting of guided and open-ended inquiry strategies to actively engage students in determining the course of their learning.

15:55-17:35 | Room 321B

Friday Onsite Parallel Session 5

Student Support in Perspectives

Session Chair: Liane Hypolite

15:55-16:20

75099 | *Improving Mental Wellness and Resiliency in Youth and Young Adults with Proactive Curriculum and Pedagogy*

Elaina Guilmette, University of Saskatchewan, Canada

Mental Wellness 30 (MW30) is a Ministry of Education–approved curriculum, providing students with a 30-level high school elective credit in mental health and wellness. This qualitative collective case study examined teachers' experiences as they co-constructed knowledge and developed an understanding of mental wellness with their students by teaching the MW30 curriculum. Vygotsky's (1986) social constructivist theory framed this study, which focused on the interactions between students and their teachers as they co-constructed knowledge. During this two-month-long study, data were collected through detailed field notes and online interviews with the participating teachers. Three common themes emerged in relation to the co-construction of knowledge: 1) Increased Student Engagement; 2) Emotional Scaffolding: The Role of Emotions in Learning; and 3) Valuable Learning Occurs When Social Interactions are Embedded in Curriculum and Pedagogy. The findings of this study highlight the need for implementing the MW30 curriculum in schools, the benefits of which include fostering greater mental health literacy for students and teachers. The overarching demographics of mental health issues within student populations further highlight the need to attend to students' mental health and provide them with the knowledge, skills, and tools to move forward in life as productive, happy individuals.

16:20-16:45

74724 | *Housing Assistance and Student Success*

Janaki Santhiveeran, California State University Long Beach, United States

Danielle Munoz, California State University, United States

Housing only – The purpose of this project is to assess the utilization of programs and services offered by the Student Affairs at a large four-year university. Specifically, this project explores use of Housing Assistance programs. Additionally, this project evaluated the impact of Housing Assistance Program usage on students' academic outcomes during the Fall of 2022. The study sample included 336 undergraduate and graduate students with diverse backgrounds including males (36%), females (64%). More than half received financial aid (PELL eligible). Two-fifths were Seniors (41.7%) or Transfer students (45.5%). Only a little over 7% were Sophomore and Freshmen students. One in four (24.1%) used Housing Assistance Programs. Some students used more than one program during Fall 2022. Among the Housing Assistance Programs, Rental Assistance (11.9%), Rapid Housing (6.3%), & Emergency Housing (6.3%) are popular. Pre and Post-Test Assessment. GPA Before and After the Basic Needs (BN) program usage. Specific attention is given to the use of Housing Assistance (HAP) Program usage and how they made an impact on student GPA. Dependent Samples t-tests were used to evaluate the academic outcomes of students who participated in the Basic Needs Programs during Fall 2022. Among the students who used the Housing Assistance Program (HAP), an increase was noted in their GPA when dependent samples t-test was used to analyze the difference in GPA before and after Fall 2022. The increase in GPA is highly significant ($p < .001$).

16:45-17:10

77039 | *Exploring Student-Centered Initiatives in Virtual and Asynchronous Post-Secondary Graduate Counselling Programs at Yorkville University*

Krista Schultz, Yorkville University, Canada

As Canadian post-secondary education continues to evolve in response to diverse learners, graduate counselling programs have embraced virtual and asynchronous learning environments. This paper investigates the implementation and impact of student-centred initiatives within these contexts at Yorkville University (YU) and specifically, the Master of Arts in Counselling Psychology (MACP) and the Doctor of Counselling Psychology degree programs (DCP). The Faculty of Behavioural Sciences at YU faces challenges and opportunities posed by online learning environments including potential barriers to learning related to motivation, digital literacy, geographical considerations of Canadian students, and faculty retention. Aligning with the Core Values of Yorkville University, initiatives foster a sense of integrity and connection and encourage students to fuel their learning potential in an inclusive environment. Informed through the lens of educational social justice, the work explores a range of student-centered strategies and their effectiveness in promoting student success. The information shared contributes to the growing body of literature on student-centered learning in virtual settings and offers valuable insights for educators, program administrators, and policymakers seeking to optimize the graduate counselling psychology experience. The Faculty of Behavioural Sciences at YU acknowledges the benefits for online learners as the future of counselling education is developed. These initiatives are intended to have a broad positive impact on mental health of a post-pandemic society as we graduate ethical, professional, and highly skilled psychotherapists, Psychologists, and professional counsellors to meet the needs of our most vulnerable.

17:10-17:35

77486 | *"Home" in a Pandemic: Exploring Student Survival and Institutional Responsibility During COVID-19*

Liane Hypolite, California State Polytechnic University, United States

This study uses phenomenology and critical race counterstories to explore how six Latinx graduates of a charter high school in Los Angeles experienced their first-year transition to college. By analyzing data across 18 longitudinal interviews prior to and following participants' first year of college at two public universities in Southern California, participants illuminate their strategies for survival upon returning home due to the onset of the COVID-19 pandemic. By combining Ray's (2019) theory of racialized organizations and Yosso's (2005) theory of community cultural wealth (CCW), this study offers how students endured using familial and navigational capital despite facing structural barriers brought about by COVID-19 including shifts in learning modalities, family circumstances, and students' experiences with institutional responses and decision-making. Ultimately, participants in this study were given inconsistent support by their host institutions, which forces one to consider whether college campuses are truly "homes" for minoritized students.

[illegible]

09:30-11:10 | Room 322A

Friday Onsite Parallel Session 1

Multilingual, Multicultural, and Inclusivity in Education

Session Chair: Heather Kelley

09:30-09:55

76452 | *(Re)imagining Teacher Education: Connecting Teacher Candidates with Multilingual Children, Youth, and Families from Refugee Backgrounds in the Families' Homes*
Nermin Vehabovic, Elon University, United States

Using an autoethnographic approach, I reflect on fostering collaborations between a medium-sized private university and community partners that resettle and support families with refugee backgrounds in a small city located in the Southeast United States. These collaborations sit at the nexus of global and local contexts and serve as initiatives that connect teacher candidates with multilingual children, youth, and families from refugee backgrounds in the families' homes around a mission to foster and sustain care in out-of-school contexts through reading and responding to children's literature, providing help with homework, and engaging in play and outdoor activities such as hiking and horseback riding. The following question guides my reflection: In what ways do these collaborations provide opportunities to (re)imagine teacher education? Informing experiences, pedagogy, practice and praxis, the following five themes emerge: 1) deeply caring for the communities and people that we serve; 2) creating and sustaining relationships of care and dignity; 3) acknowledging and honoring the broad range of language and literacy practices that occur in homes and communities; 4) reading and responding to children's literature as culturally and historically responsive literacy; and, 5) recognizing that multilingual people engage in translanguaging in their everyday lives as they use language varieties and navigate social boundaries. This autoethnographic reflection contributes to the areas of teaching and learning within the field of education by offering opportunities for (re)imagining teacher education.

09:55-10:20

77332 | *Using Culturally Responsive Pedagogy to Bridge Student Success in Mathematics Classrooms*
Leona Calkins, California State University, Stanislaus, United States
Colin Calkins, River Islands Academics, United States

Like much of the world, classrooms in the United States are becoming more and more diverse. As teachers we must continuously adapt our instructional styles to meet the needs of all of our students and build upon their funds of knowledge to not just make content more easily accessible to them but to help all students develop key critical thinking skills. Studies have shown that in the United States mathematics instruction has been unequal with some students, especially historically marginalized students, being denied access to high-level mathematics learning experiences; at times leading to negative attitudes towards math (Gutierrez, 2017). Culturally responsive pedagogy and instructional practices can help all teachers better navigate the growing diversity of their classrooms and help all students achieve success through exceptional math learning experiences. However, according to Yeh (2021), many mathematics teachers do not understand how to implement these practices into their classrooms. Using culturally responsive pedagogy as our framework and building upon over 20 years of experience in the classroom, experiencing growing diversity firsthand, this session will present multiple ways in which mathematics teachers can incorporate culturally relevant instructional strategies into their classrooms to help flip the narrative from "I'll Never Use This!" to "Math is Everywhere!"

10:20-10:45

75435 | *M8wwa L. J mamu: Decolonization Pathways to Include First Peoples Perspectives Within the Faculties of Education in Canadian Universities*
Patricia-Anne Blanchet, University of Sherbrooke, Canada
Jessie Lepage, University of Sherbrooke, Canada

"Education got us here, education will get us out". These words, spoken by the Honorable Ojibwe Judge Murray Sinclair of the Truth and Reconciliation Commission of Canada (2015), encapsulate the role that education has played in the intergenerational trauma experienced by First Peoples. This expression also offers the road to follow towards a path of healing, reconstruction and hope for the latter. While several Canadian universities have been in the process of indigenizing their teacher training programs for several years and have developed courses in the field of Indigenous education, French-speaking universities in Quebec are still at the beginning of this complex process which requires sustained commitment from those involved (Pilote & Joncas, 2020). This communication paints a portrait of the decolonization approaches of the various faculties of education in Canada and more recently in Quebec. At University of Sherbrooke, with the support of the institutional direction, the M8wwa L. J mamu research committee has been working since 2019 to include Indigenous perspectives in its teacher training programs, with the support of Indigenous organizations. From these fruitful collaborations based on reciprocity was born the Indigenous Perspectives in Education course, which became mandatory in its different teacher training programs. Other inspiring initiatives promote awareness of the Indigenous realities and cultures in this establishment, in response to its Action plan for and with Indigenous peoples: Kwasan8bna (2021-2026).

10:45-11:10

75597 | *The Impact of Culturally Responsive Readings: Hispanic and Latinx Academic Performance and Self-Efficacy Beliefs*
Heather Kelley, Valdosta State University, United States
Meagan Arrastia-Chisholm, Valdosta State University, United States
Deborah Paine, Valdosta State University, United States
Kathy Warner, Valdosta State University, United States
Martha Laughlin, Valdosta State University, United States
David Monetti, Valdosta State University, United States

The changing cultural composition of the United States necessitates preparing teachers to be able to meet the needs of students from a multitude of ethnic groups. In 2020, the U.S. Census Bureau has noted that the Hispanic/Latinx population is the second largest ethnic group in the United States. However, teacher demographics do not mirror this trend (NCES, 2020). At the same time the achievement gap between White students and Hispanic or Latinx students are very real across disciplines (Howard, 2019; Gay, 2015; Ladson-Billings, 2006). Consequently, teachers will be asked to deliver high quality instruction and ensure student achievement for this growing population (Bennett, Gunn, Gayle-Evans, Barrera IV, & Leung, 2018). As a response, we propose utilizing culturally responsive pedagogy as an approach to teaching and increasing achievement for Hispanic or Latinx students. The main purpose of this study was to: (1) add to the existing knowledge base regarding the effectiveness of culturally responsive teaching practices on reading achievement, and (2) to inform educators about the relationship between culturally responsive pedagogy and self-efficacy beliefs. Results of this study indicate that a culturally relevant reading task significantly increased achievement as measured by recall and reading comprehension scores. Using a culturally relevant reading task also significantly increased academic self-efficacy beliefs for elementary students. Based on these results, we offer implications for the school setting that culturally responsive pedagogy can increase academic achievement and academic self-efficacy from social sources in particular (Peura et al., 2021).

11:25-12:40 | Room 322A

Friday Onsite Parallel Session 2

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Eui-Chul Jung

11:25-11:50

77018 | *A Multi-Agent System to Use Generative AI in Education*

Edmundo Barrientos, Universidad de Santiago de Chile, Chile

The rise of Generative AI technologies like ChatGPT, tailored to conceive fresh content or ideas in real-time, has unlocked novel avenues for education. This research presents the challenges and potential of deploying Generative AI in education based on an exhaustive literature review, categorizing the articles into Case Studies, Challenges in Education, Framework, Pedagogical, and Review to state the main problems from five perspectives: Legal and Ethics, Professional Development, Didactics, Personalized Learning in the AI Era, Humans in the Loop, and Model Design. To address these problems, a pioneering model called "Learning Navigator" is introduced, rooted in design principles for crafting an autonomous AI agent architecture based on a multi-agents system using the meta-model from Le Moigne, allowing to use generative AI in Education, developing a logical computational model with a self-regulatory approach and mirroring the utility of mainstream GPS navigation apps, orchestrating a tailored educational voyage for each learner, akin to how navigational apps optimize real-time routes. The proposal delves into how this collaborative model can surmount existing Generative AI educational limitations, propelling a significant stride toward large-scale personalized education. Finally, a discussion about this proposal's essential practical and theoretical implications is presented for further development or research in learning environments, setting the stage for future advancements in this crucial area.

11:50-12:15

76411 | *The ICC Perspective in the Film Classroom*

Yan Zhang, University of Wyoming, United States

With the development of commercial movies, more and more instructors are drawn to adapt film pedagogy to teach history and culture. By challenging traditional standards of classroom culture, instruction through film represents an intersection of modernity and adaptability which is no longer optional but essential to maintaining educational accessibility. First, this presentation describes special features of the film that can be used in the classroom and help students acquire intercultural communicative competence (ICC) and achieve the learning goal. Second, the author brings forward the 5 A STAIRCASE model (Acknowledge-Adjust-Acculturate-Act-Assess) to explore how students acquire international communicative competence. Third, this article presents the intersections between new digital environments and classroom practice, such as how films can contribute to combining classical and contemporary Chinese cultures seamlessly and how film pedagogy can be an effective way to get students to engage in deeper critical thinking by exposing them to visuals, music, language, and styling which do not exist in traditional learning formats. Last, the student's final video project will be exemplified at the end, demonstrating how to engage students in the analysis and experience of history and culture.

12:15-12:40

77519 | *Development of Product Interaction Design Curriculum Using Machine Learning Tools*

Eui-Chul Jung, Seoul National University, South Korea

Meile Le, Hanyang University ERICA, South Korea

Because products that can learn data related to product use situations have interaction characteristics that are different from previous mechanical and electronic products, there is a need to develop a new product interaction design curriculum. In addition, the fact that machine learning design tools are being developed to a level where they can replace some of the roles of traditional designers is a background that requires research on a new design curriculum. This study explained products from the perspective of the interaction and evolution of tools and human perception, and developed a curriculum based on a product interaction design process based on machine learning. The developed course will be applied to classes in the fall semester of 2023 for 8 weeks, with the theme of 'intelligent home camera' design. The weekly lecture contents are as follows: (W1) Tool evolution and machine learning design, (W2) Machine learning from the perspective of experience-based interaction design, (W3) Interaction flow design based on machine learning, (W4) Machine learning supervised learning Understanding user data, (W5) App-machine learning interaction design, (W6) Internet of Things and data input/output configuration, (W7) User feedback collection and control of Internet of Things, (W8) UX design and prototyping using machine learning Announcement of type results. It is expected that this class will have a learning effect in considering the role of a designer who can utilize machine learning as a design tool by considering the context of use.

12:55-13:45 | Room 322A

Friday Onsite Parallel Session 3

International Education (Workshop)

12:55-13:45

74714 | *A New Face to Study Abroad: The Access, Attainment and Acquisition of International Education for Underrepresented Students*

Vivian Shannon-Ramsey, Bowie State University, United States

Makeba T. Green, Bowie State University, United States

There is a growing demand for graduating students to be capable of communication across borders and active engagement with global issues. Many students have only a passing knowledge of other cultures, while their counterparts become immersed in other languages and cultures through study abroad programs. The increase in globalization and intercultural competence has contributed to the need to expand international learning experiences for students, particularly underrepresented students. Underrepresented students include but are not limited to individuals identifying as first-generation college students, LGBTQI+, and minorities. These groups are seen in lower numbers in study abroad programs but have a growing interest in enhancing their global competency for academic and professional goals. As many institutions work to increase the number of underrepresented students that engage in international education, there are still challenges in resources and support that influence student participation. This workshop aims to provide innovative ways to increase study abroad opportunities and participation for underrepresented students. Increasing the level of students abroad for underrepresented students can be a difficult task, but a task that yields tremendous results for both students and their respective institutions.

Learning Objectives. By the end of this workshop, administrators, faculty, and students will be able to:

1. Identify recruitment strategies that motivate underrepresented students to seek international education opportunities.
2. Develop ways to build students' knowledge of other cultures through global learning experiences.
3. Identify interinstitutional and international partnerships that support study abroad for underrepresented students.
4. Develop strategies for increasing study abroad opportunities for underrepresented students.

14:00-16:05 | Room 322A

Friday Onsite Parallel Session 4

Perspectives & Concerns in Education

Session Chair: Alexander Guzman

14:00-14:25

75294 | *Issues in Early Childhood Education in Urban Education*

Xuan Li, University of Montana Western, United States

Many issues exist in the curriculum and instruction in Early Childhood Education in the context of urban education. The characteristics of urban education describe that child care centers and schools are located in a large city with a dense population; children come from different backgrounds, such as language, culture, race, and socioeconomic status; and urban schools experience financial disparity (Milner IV & Lomotey, 2013). This paper focuses on elaborating three issues of curriculum and instruction in early childhood education (children from birth to five) in urban areas. The paper discusses the issues of curriculum development, teachers' education, and assessment in Early Childhood Education. It provides the best practices for each addressed issue on how to improve the quality of early childhood education in urban education.

14:25-14:50

75280 | *Financing Ontario Education: Is the Funding Formula Adequate?*

Xiaobin Li, Brock University, Canada

The purpose of this study is to find out whether the Canadian province of Ontario's education funding formula has been providing money to the elementary and secondary education system adequately. In the 1990s local municipalities provided more funding to school boards than the provincial government, but today the province provides more funding than local municipalities. The formula has been used since 1996, but there has been a question of whether the funding provided is adequate. Asking different people will receive different answers. To find out whether the formula allocates adequate resources, a relatively objective way of measuring is necessary. While there is no absolute objectivity, one way of measuring adequacy is comparison. One can compare the Ontario funding with that of similar jurisdictions. One such jurisdiction is the American state of Hawaii, which centrally funds education like Ontario. The author will investigate the context of the Ontario funding formula and how it determines different allocations. He will do the same for Hawaii. This is a developing study. The author has already started the related literature review. He will announce the findings at the conference. We should understand students' learning conditions. With the results of this study, we will have a better understanding of whether the support students need is there.

14:50-15:15

75630 | *Advancing Stakeholder-Centric Governance in Pakistan's Public Sector Universities: A Roadmap for Institutional Reforms and Economic Growth*

Umer Saleem, Borderlink, Inc., Japan

Ammara Ajmal, Hokkaido University, Japan

Yasir Nadeem, Quaid-i-Azam University, Pakistan

The landscape of higher education (HE) is undergoing profound transformations worldwide, making institutional reforms and governance a pivotal focus of research. In this context, our study delves into the governance mechanisms of public sector universities across Pakistan, recognizing their significance as agents of change in the evolving HE arena. Our comprehensive approach involves visiting each of the country's public sector universities. The study's objectives are two-fold: firstly, to unearth and rectify existing disparities within the statutes governing public sector universities, and secondly, to enhance stakeholder contentment by aligning university statutes with their expectations and needs. A meticulous literature review will be undertaken to discern the principal stakeholders of these universities, along with their respective desires and prerequisites. Utilizing a qualitative research framework, we will employ interviews conducted through a representative sampling method. This approach will provide depth and insight into the perspectives of the diverse stakeholders. The study places paramount importance on stakeholder satisfaction and envisions the creation of a university stakeholder satisfaction governance model tailored for public sector universities. This model will be adaptable across both general and specialized institutions. Our research intends to offer valuable insights for shaping the future trajectory of public sector universities in Pakistan. By ensuring these institutions align with stakeholder expectations, they can effectively serve as catalysts for economic growth, a vision congruent with the Planning Commission of Pakistan's 2025 objectives. This study's outcomes are expected to contribute significantly to the development of a harmonious and impactful higher education sector, propelling the nation toward.

15:15-15:40

75098 | *Conflicts of Interest in Higher Education Institutions: Evidence from Media*

Alexander Guzman, CESA Business School, Colombia

Maria-Andrea Trujillo, CESA Business School, Colombia

The terms corporate governance, or good governance practices, are used to denote a system of formal and informal practices that seek to generate a balance in the exercise of power between a company's governance actors, and an alignment of interests between its stakeholders, to preserve the organization's value generation and guarantee its durability over time. The implementation of these practices in higher education institutions (HEIs) can meet with some resistance, however, as they can be deemed as relating solely to the business sector. To justify the need for these practices, it should be sufficient to examine the information related to conflicts of interest and abuses of power in HEIs. We therefore seek to identify three agency conflicts studied in the financial economics literature and apply them to HEIs. Reviewing various scandals that occurred in the sector, from 2010 to 2023, we identified 500 news articles (300 relating specifically to Colombia) in which conflicts of interests between senior management and board members were evident (36%) as well as conflicts between internal interest groups (55%) and HEIs and external interest groups (9%). Recurring problems, in order of importance, included sexual harassment, corruption, conflicts relating to the appointment of rectors and board members, mismanagement of resources, fraud, and inappropriate working conditions. This demonstrates the need to establish appropriate corporate governance practices to mitigate conflicts of interest, internalize stakeholders' expectations, and guarantee compliance with the HEIs purpose, which is to administer resources adequately to deliver a high-quality education.

15:55-17:35 | Room 322A

Friday Onsite Parallel Session 5

Dynamics of the Teaching Profession

Session Chair: Leona Calkins

15:55-16:20

76171 | *Exploring the Talent Flow in Education from Taiwan to Singapore and China*

Yi-Gean Chen, National University of Tainan, Taiwan

Jao-Nan Cheng, National Taitung University, Taiwan

Shiun-Jr Cheng, National Taiwan Normal University, Taiwan

In recent years, Taiwan's educational talents have started migrating to Singapore and China. Many talents have gone to Singapore for the high salaries or to China for new opportunities. Such educational talents have flown among Taiwan, Singapore, China. In this study, we investigated 36 educators with experience in cross-border employment and talent flow with structured and open-ended questionnaires. Moreover, five cross-border educators who chose to Singapore or China were interviewed. The research results are as follows: (1) The respondents explained the attraction of the salary factor (39.1% expressed this opinion). (2) Respondents highlighted that "broadening their knowledge and experience" abroad while young was their main reason choosing cross-border job mobility (43.5% expressed this opinion). (3) Classmates encouraged cross-border flow (21.7% expressed this opinion). (4) Does cross-border talent flow indicate that Taiwan will lose these talents? Most respondents said that they would definitely return to work in Taiwan in the future (73.9%); only 26.1% felt that they would not return. Moreover, many respondents (69.6%) indicated they would return to work in Taiwan within the next five years. When asked why they would choose to return, respondents said to take care of their families (73.9%). This finding illustrates a strong family concept in Chinese culture, where family ties are essential. However, 13.0% of the respondents indicated that they would return for employment due to security, health, and medical treatment. Compared to the health insurance system in Singapore and China, Taiwan's is still superior.

16:20-16:45

76470 | *Teacher Turnover and Student Achievement Under the Texas Teacher Incentive Allotment: Insights from an Urban School District*

Jacob Kirksey, Texas Tech University, United States

Andrew Roland, Texas Tech University, United States

Nicholas Varney, Texas Tech University, United States

Emily Robison, Texas Tech University, United States

Mason Reyna, Texas Tech University, United States

Shruti Nagawekar, Texas Tech University, United States

The 83rd Texas legislature passed House Bill 3 (HB 3) in 2019, establishing the Texas Teacher Incentive Allotment (TIA) program. As one of the largest teacher pay-for-performance systems in the country, the purpose of the program is to provide a realistic pathway for effective teachers to earn a six-figure salary in hard-to-staff schools. In order have their TIA program approved, school districts must develop a system for evaluating teaching effectiveness that includes student growth (e.g., value-added measures). While previous research is mixed as to whether pay-for-performance programs improve retention of high-quality teachers and improve student performance, no research to date has examined whether the TIA program in Texas is linked to either of these outcomes. We use student- and teacher-level data (N = 103,478 student-by-year observations) provided by a small, urban school district to evaluate whether TIA designation associates with likelihood of teacher turnover and/or student achievement gains in the district. Results indicate that teachers designated under TIA exhibit lower likelihood of turnover compared to similarly effective teachers in subsequent years in the school district. However in the years following designation, we do not find evidence that students with TIA-designated teachers exhibit better academic performance compared to students with non-TIA teachers. Our findings suggest TIA may be an effective policy for improving teacher retention, yet greater attention is needed on how districts' TIA systems can be modified to ensure TIA teachers are consistently effective and supporting overall school improvement.

16:45-17:10

76850 | *Building Collegial Cadences Through Collective Effervescence: A New Foundation for Professional Learning*

Sonja Gedde, Colorado State University, United States

Collective effervescence, a sociological concept, has gained traction in recent literature, particularly when evaluating post-pandemic social interactions. Referring to the affective arousal experienced by members of a group engaged in a shared purpose, it describes feelings of energy, synchrony, and the somatic responses made possible when an individual moves alongside others in a mutually satisfying endeavor. In the field of Education, professional learning meetings serve as an example of instances where groups of educators join in cadence moving toward a common intellectual goal. However, educators often experience reservation toward professional development. Rather than supporting emotional closeness and building rapport, school-based professional learning may become merely an obligatory experience. This study seeks to equip educational leaders with the tools to shift professional learning efficacy by utilizing principles of collective effervescence as a framework. Through this study, a grounded theory approach evaluated the experiences of and attitudes toward professional learning with 130 teachers. The data revealed five hallmarks of collective effervescence which introduce potential parallel equivalents related to professional learning. Following this revelation, a concerted shift in the design and implementation of professional learning was undertaken and re-evaluated. The co-regulation experienced by staff after program revision reinforced senses of connection and inspiration which, in turn, generated a collection of positive somatic responses described as "palpable." By encouraging educational leaders to predicate professional learning programs in the hallmarks of collective effervescence, the value of professional learning is underscored, leading to improved teaching practices, enhanced student learning outcomes, and increased job satisfaction.

17:10-17:35

74805 | *Understanding Social Studies Teachers' Domain-Specific Efficacy: An Analysis of the Relationships Between Teacher and School Level Factors and Teacher Self-Efficacy*

Leona Calkins, California State University Stanislaus, United States

Peter Wiens, University of Nevada, United States

Social science education provides unique opportunities for students to learn about the U.S. democratic process and, more importantly, how to engage in civic life in order to become active citizens. Despite many states incorporating aspects of the College, Career, and Civic Life Framework, rooted in inquiry-based instruction (NCSS, 2013), within their state standards (Hansen et al., 2018) research has shown that social studies teachers continue to use teacher-centered instructional strategies (i.e., Wiens et al., 2020). Teacher self-efficacy, which has been associated with numerous positive outcomes for both students and teachers (i.e., Tschannen-Moran & Hoy, 2001), can lend itself well to understanding why teachers continue using more didactic approaches to social studies education. Studying social studies teacher domain-specific self-efficacy can provide insight into the gap between understanding what strategies can bring about desired outcomes in a classroom and the belief that one is capable of performing such tasks (Bandura, 1977) providing a clearer path to rectify this and ensure all students receive a high-quality social studies education that prepares them for civic life. Using the newly developed Social Studies Teacher Efficacy Scale, this study analyzes the relationships between certain teacher and school level factors and that of social studies self-efficacy. Teachers (N=205) reported the highest levels of self-efficacy in history instruction and the lowest levels of self-efficacy in economics instruction. Self-efficacy of general pedagogy had the largest relationships with all dimensions of social studies self-efficacy further supporting the need of general pedagogy in addition to content knowledge pedagogy.

[illegible]

09:30-11:10 | Room 322B

Friday Onsite Parallel Session 1

Teaching and Learning

Session Chair: Chaseten Remillard

09:30-09:55

76966 | *Case Study of the Use of the Interactive Annotation Software Perusall with Mixed-Proficiency EFL Japanese Student Groups*
Johnny George, Meiji University, Japan

This study reports on the use of Perusall in a basic university English course in order to understand how such software facilitates second language acquisition, particularly in mixed-proficiency language groups. This study shows to what extent English proficiency can predict how students bootstrap their language learning in an interactive learning environment. This study contributes to the general understanding of second-language user performance in an online social learning environment. Two classes of students enrolled in a freshman level English course used Perusall over the course of a year to read and annotate English media assignments. The students created questions, comments and responses to other students. The student input was taken and categorized based on students' English proficiency levels, cross-referenced with the production of questions, comments, and responses. This work shows that Perusall facilitates peer-to-peer language learning by leveraging the collective language knowledge of students and increasing engagement. The proficiency level of the students did not have a conclusive relationship to the type of responses produced by the students, although more proficient students tended to produce longer responses. The reading content affected the type of student responses; longer articles tended to elicit more questions, while shorter content would elicit more comments. This work shows that varying language prompts can meaningfully influence user interaction strategies.

09:55-10:20

71121 | *On the Creation and Application of a Large-scale Corpus-based Academic Multi-word Unit List*
James Rogers, Meijo University, Japan

This presentation will outline a research project involving the construction of a corpus-based list which provides a large-scale selection of multi-word units that occur in academic English. Using the most up-to-date, reliable methods, the goal was to produce a large-scale resource which could either be studied directly or used as a reference for practitioners to create further resources. This presentation will detail the procedures used to generate this academic multi-word unit list, explains why specific decisions were made to identify useful items, and discusses the resulting resource. Comparisons will be made between the list created and currently existing lists, and also between the characteristics of the list created versus characteristics of high-frequency general English word lists. Finally, applications of this free resource for English practitioners and students will be suggested.

10:20-10:45

75355 | *Inferencing in Reading: Theory to Transformational Practice*
Kacee Lambright, Texas A&M University, United States
Kay Wijekumar, Texas A&M University, United States
Ashley Stack, Texas A&M University, United States
Gina Cardenas, Texas A&M University, United States
Rosario Parra, Texas A&M University, United States

Purpose: Inferencing is an important and complex process required for successful reading comprehension. Previous research (Elleman et al., 2017) has suggested instruction in inferencing is effective at improving reading comprehension. However, varying definitions of inferencing are likely impacting how inferencing instruction is implemented in practice and inferencing ability is measured. The goal of this study was, first, to systematically review the literature on inference instruction to compile a list of definitions used to describe inferences, and second, to review textbooks used in instruction and assessments used in research and practice for inferencing questions. Method: A systematic literature search identified studies that implemented inferencing instruction with learners across all ages from preschool to adults. After screening and elimination, 75 studies were identified and reviewed for inference definitions, instructional practices, and assessment used. Two different reading textbooks and two common reading comprehension assessments were reviewed for grade 4 (elementary) and grade 7 (middle) to connect inferences taught and measured with the identified definitions. Results: Reviewing the 75 studies suggested 3 broad categories of inferences and 9 definitions of specific inference types. Textbook and assessment review processes revealed differences between the inference questions practiced and tested with the definitions of inferencing used in research. Conclusions: The large variation in inference types and definitions may create difficulties in schools implementing inference instruction and/or attempting to measure students' inference abilities. More alignment between research studies on inference instruction and the textbooks and assessments used in schools to teach and assess inference skills is likely needed.

10:45-11:10

77364 | *Using Twitter to Drive Research Literacy and Foster a Learning Community in a Blended Graduate Course in Research Methods*
Chaseten Remillard, Royal Roads University, Canada
Tyler Nagel, Southern Alberta Institute of Technology, Canada

Our paper evaluates a learning activity that calls on graduate research methods students to use X (formerly Twitter) to share and assess publicly circulated research. The assignment is part of an online graduate research methods course. In the learning activity, students are called upon to post (on their X account) a news story that used or profiled academic research. Students must also find the original research and evaluate how that research was presented in the news. The goal is to deepen both the critical capacities of graduate students as consumers of academic research and to garner insight into how to evaluate public research dissemination. Through a critical reflective appraisal by us, research into pedagogical theory and practice, and an analysis of student feedback, we conclude the following about the learning activity. 1) The activity allows students to connect to academic research outside of the confines of library searches which enlivens research for them and drives an understanding of how academic research can (and is) used to support various social actions, decisions, misinformation, and discourses. 2) The activity offers an alternative to forum-based engagement activities. Forums tend to be a standard activity in many online courses. This activity provides an alternative or complement to forum activities. 3) The activity is demanding because an abundance of research in the public sphere, for example, is communicated about health and nutrition, may be outside the content expertise of students.

11:25-12:40 | Room 322B

Friday Onsite Parallel Session 2

Teaching and Learning

Session Chair: Kate Warner

11:25-11:50

75592 | *Equine Assisted Learning to Promote Retention, Leadership, and Growth Mindset Skills in First Year College Students*

Kate Warner, Valdosta State University, United States

Gwen Ruttencutter, Valdosta State University, United States

Heather Kelley, Valdosta State University, United States

Martha Laughlin, Valdosta State University, United States

Undergraduate admissions uses proxy indicators of cognitive abilities – such as high school GPA and ACT / SAT score – as predictors of college success; however, succeeding in college requires more than cognitive abilities alone. Success in college demands noncognitive abilities, as well (Duckworth et al., 2007). Noncognitive refers to a learner's attitudes and beliefs, social and emotional qualities, learning processes, and personality traits, all of which influence how students learn and how they persist to graduation (Lipnevich & Roberts, 2012, p. 174). Although noncognitive abilities affect students at all levels of higher education, these factors are particularly impactful for first year students who are vulnerable to attrition as they adjust to the personal freedom and academic rigors of higher education. And while the university curriculum must focus on disciplinary-based learning, there exists an opportunity to foster the growth and development of noncognitive abilities among first year students, enhancing their probabilities of graduating. This presentation describes the Valdosta State University STRIDES (Students Together Reaching Individual Development and Educational Success) Equine-Assisted Learning First Year Student Experience course. This course is an intentional opportunity for students to explore who they are as students by investigating their own noncognitive abilities with a focus on growth mindset (Dweck, 2006), grit (Duckworth, 2016; Duckworth et al., 2007), and self-direction in learning (Brockett & Hiemstra, 1991). Students learn at an equestrian facility where they are given tasks to do with horses that challenge them to develop leadership skills and help them understand themselves as learners.

11:50-12:15

76394 | *The Underestimated Importance of Associative Learning, Free Will, and Artificial Intelligence*

Gary Kannenberg, Webster University, United States

Ivan Pavlov (1927) identified an essential component of animal and human learning. This principle is referred to as classical conditioning (associative learning). This principle was later researched by John Watson (1920). These behavioral scientists understood the power of classical conditioning. However, Pavlov, Watson and numerous subsequent researchers have failed to understand the profound effect that this principle has on the development of all animal and human behavior. This paper cites past and more recent research related to associative learning to build a hypothesis concerning the behavior of single-celled and multicellular organisms. The author hypothesizes that unless animals and humans are endowed with autonomous choice (free will) provided by God or nature, associative learning and reflexive genetic predisposition are not simply one cause of animal (including single-celled organisms) and human behavior but rather that they determine all animal and human behavior. If the behavior of living organisms is totally determined by genetics, environmental insults, and the principle of associative learning acting in the environment, then organisms are little more than sophisticated biological robots. Humans become simply one of the more complex of organisms. The genetic predispositions and learning processes of humans and other organisms will continue to be imitated in technological devices developed by humans. If organisms are merely living robots, then advances in computer technology, robotic hardware, and artificial intelligence software, may present the real possibility of partial or total behavioral manipulation by any individual, group, or artificial intelligence system with the will, power, and resources.

12:15-12:40

75591 | *Embracing Uncertainty and Growing Curiosity: Nurturing the Ability to Embrace Difference in Family Therapy Students*

Kate Warner, Valdosta State University, United States

Hoa Nguyen, Valdosta State University, United States

Martha Laughlin, Valdosta State University, United States

Heather Kelley, Valdosta State University, United States

In this session, we will describe the use of dialogue (from Essential Partners, formerly Public Conversations Project) to train family therapy students on how to engage in conversations across differences and polarization. For us, dialogue is an innovative way to train therapists who must work with clients and families from all different backgrounds and experiences. We discuss how dialogue is systemic in nature and hold the notion that people cannot be told or mandated to value diversity. Rather, we hope to provide students training to become therapists the opportunity to learn how to cherish diversity, by embracing uncertainty and curiosity about their beliefs and others. Through reflective structured dialogue, students experience how beliefs are shaped by one's social world and how they would have evolved to hold different beliefs had they been born into a different social world. To exemplify our ideas, we share a case example in which a fishbowl-style of dialogue is used to train therapists, and will engage workshop participants in practicing a curious posture and crafting their own questions from a place of curiosity.

12:55-13:45 | Room 322B

Friday Onsite Parallel Session 3

Nurturing Creativity & Innovation: New, Innovative & Radical Education (Workshop)

12:55-13:45

77474 | *Exquisite Approaches to Education: Dream Writing and Illuminated Text Workshop*

Loren Goodman, Yonsei University, South Korea

In Freud's seminal essay, "Creative Writers and Day-Dreaming" (1908), he states, "The creative writer does the same as the child at play", that this is a sort of play the child "takes very seriously", and furthermore, that "the opposite of play is not what is serious, but what is real". In reaction and resistance to classicism, hyper-rationalism and excessive materialism that led to the horrors of World War I, the Surrealists, via natural and artificial intelligence, sought out alternatives for artistic expression through the exploration of dreams, collaborative play, and automatic, associational composition. Inspired by the dramatic, evocative juxtapositions of dream language and imagery, Surrealist artists and writers embraced the unity of dreaming and waking life, the synchronicities and random processes of the universe, abandoning all systems of oppression to give flight to the fully-ranged (or de-ranged) imagination and expression. This workshop encourages participants to approach dreams as a rich and abundant source for literary artistic production in verse, prose, and illustration, both in and outside the classroom. In it, we will experiment primarily with the collaborative, collage-like Surrealist technique known as the "exquisite corpse", a technique for generating literary artistic texts which Surrealist pioneer André Breton described as having started as a game, "in fun", which "then became playful and enriching". Experimenting with this method will allow us to practice artistic, pedagogical, and compositional strategies while sharing insights into our own dream literature collaborations. This workshop is designed for audiences and participants of all levels and backgrounds.

14:00-15:40 | Room 322B

Friday Onsite Parallel Session 4

Teaching and Learning

Session Chair: Kellye Makamson

14:00-14:25

75058 | *Class Styles in a Private Japanese College: A Qualitative Study of Student Experiences of Face-to-Face and Remote Classes*

Natsumi Wakamoto, Doshisha Women's College of Liberal Arts, Japan

Lisa Rogers, Doshisha Women's College of Liberal Arts, Japan

Hidemi Hashimoto, Doshisha Women's College of Liberal Arts, Japan

Yumiko Imai, Doshisha Women's College of Liberal Arts, Japan

Namie Saeki, Doshisha Women's College of Liberal Arts, Japan

Kazumasa Naruhashi, Doshisha Women's College of Liberal Arts, Japan

The COVID-19 pandemic forced many Japanese universities to broaden their classroom methods. This presented a challenge for students and faculty. To improve future education, effectiveness of remote classes is important. At Doshisha Women's College of Liberal Arts (DWCLA), there are 11 departments in six faculties across two campuses in Kyoto, Japan. The diverse types of departments means that science-focused programs with labs and liberal arts-focused programs with group discussions, makes it difficult to evaluate effectiveness. A project team of seven faculty members from six departments conducted a mixed-methods study to discover how DWCLA students viewed their experiences of remote and face-to-face classes. In 2022, our research team conducted a survey and collected 752 responses from students from six departments. We then conducted interviews with 12 students. This presentation will focus on the interview results. Over half of the interviewees favored face-to-face classes; however, some preferred remote classes, both on-demand and synchronous online classes using online class conferencing tools. We found that students especially felt it important to do face-to-face classes for subjects that had practical class activities such as lab work. However, some students preferred remote classes for large classes of required subjects. This led us to see the necessity of adapting various ways of conducting classes. It is important to use more than one education style to help more students learn effectively. However, it is necessary to help teachers improve their skills using online technology and encourage them to continue to develop their classes in the future.

14:25-14:50

75008 | *Enhancing Online Learning Through Humor and Images*

Thomas Bivins, University of Oregon, United States

The COVID-19 pandemic upended higher education resulting in an emergency conversion from face-to-face to remote learning. This transformation also ignited a surge in e-learning platforms and learning management systems. The combination of PowerPoint or Keynote with online teaching platforms and tools, such as Canvas and Panopto have opened new avenues for learning and provide the vehicles for several forms of print and multimedia to enhance the online experience. Research has shown that students learn best from a combination of text and images rather than from words or images alone, and that humorous images and memes with verbal narration and animation can have a strong impact and are incredibly effective in allowing students to spend more time in the course materials and to study them more thoroughly. This paper suggests that a combination of humor and imagery increases student interest, attention, engagement, motivation, enjoyment, and participation in a positive online learning environment. It will explore the success of a single, mass-lecture course over a three-year period during which both imagery and humor developed into a primary aspect of the course and resulted in abundant positive feedback from participating students. The lesson here is that the original emergency conversion to online learning does not have to become the new normal. What has changed is the intersection of pre-COVID-19 teaching and what we have learned since then. We can now create our own "new" normal. And, the intentional use of humor and imagery can add immense value to the next steps we take.

14:50-15:15

77280 | *Using Flipped Classroom in Teaching Business Law*

Khay Boon Tan, Singapore Institute of Management Global Education, Singapore

Singapore Institute of Management introduces flipped classroom for a difficult core module Business Law in its diploma programmes. The lecture contents are recorded, chunked into bite size videos and made available to students before lessons. Students then access the recorded lecture and attempt the online quizzes. Instructors then analyse the results and focus on more difficult contents during the contact hours. The results showed a significant improvement in the students' results with flipped classroom method compared to earlier batches without flipped classroom. But the performance of students varies across different classes due to several factors. One factor is the enthusiasm of the lecturers where lecturers who do more critical analysis of the quiz results and engage the students more actively in the classroom tend to produce better results. The second factor is the initiative and discipline of the students. If students did not access the recorded lectures and attempt the quizzes, the lecturers will then cover the more fundamental contents in the class, making flipped classroom less effective. The third factor is the quality of participation of students. The value of flipped classroom lies with the close interactions between the lecturer and the students to clarify doubts with instant feedback, and also for the students to learn from their peers. Passive participants tend to produce poorer results. Both the lecturers and the students need to play active roles to reap the maximum benefits from flipped classroom.

15:15-15:40

77051 | *Authority-Empty Spaces in Student Learning Circles*

Kellye Makamson, University of Mississippi, United States

Karen Forgette, University of Mississippi, United States

Whitney Hubbard, University of Mississippi, United States

Shanna Flaschka, University of Mississippi, United States

Traditional pedagogy centers the classroom around the teacher, who occupies an authoritative presence over students seeking to gain knowledge from the expert in the room. Even the physical space of the classroom emphasizes the concept of authority, with the teacher standing over rows of seated students. The relationship, then, between teacher and student is always a relationship defined by dominance. However, dominance may not be conducive to learning in an academic community, particularly for students primed to associate the teacher-student relationship with academic deficiencies. Following a dedicated student-group model that decentralizes the classroom experience may help disrupt these negative associations by removing the authority figure for part of the instruction time. This paper explores the impact of such authority-empty spaces by examining student reflections during a five-year study of student-centered writing groups. Students in these small groups meet once a week without the presence of the instructor, working on assignments together and sharing ideas about the material covered as part of their course work. Removing the teacher from these spaces encourages casual interactions among the students, which then helps them define their own academic identities within a community of scholars. We find that replacing some instructional time in the classroom with this student-group model leads to reduced stress associated with the fear of judgment predominant in a teacher-centered classroom. Students are then free to explore concepts as emerging scholars in a collaborative environment, increasing intrinsic motivation through a shared focus on achievement and a greater appreciation of the scholar-in-process identity.

15:55-17:35 | Room 322B

Friday Onsite Parallel Session 5

Environment & Humanities

Session Chair: Biva Joshi

15:55-16:20

75309 | *Disrupting Safe Activism: Cycles of Critique, Hope and Action in Intersectional Environmental Justice*

Lauren Fletcher, California State University Stanislaus, United States

Erica Holyoke, University of Colorado Denver, United States

Climate change and environmental justice are becoming more urgent worldwide because of issues impacting people and the environment and attention to the impacts from people, activists, and politicians. However, despite this attention and need, many teachers see climate justice as 'safe activism' (Authors, in preparation) without engaging in an interdisciplinary lens. Our research (Author, in review) explores the experiences of preservice teachers across multiple universities and experiences and their enactments, approximations, and engagements with environmental activism. At times environmentalism is approached through a holistic and intersectional lens, and other times maintains a shallow definition and awareness of what this could be. We present an analysis of how teachers envision, enact, and discuss 'safe activism' concepts. We then draw on Freire's (1970) cycle of critique, hope, and action to present a framework for moving beyond shallow educational engagements and meaning-making of climate justice. We do this by connecting the theories from Intersectional Environmentalism (Thomas, 2022), Climate Optimism (Biabani, 2023), and Braiding Sweetgrass (Kimmerer, 2013). Together these perspectives allow us to position a cycle for teacher educators and educators to deeply inquire into and maintain hope of environmental justice themselves, as educators, and with their future students. Our framework provides a critical literacy approach to reading the world in understanding environmental justice as a global and intersectional need affecting both people and the planet. It is meant to offer educators an opportunity to interrogate their understanding of environmentalism and guide their teaching of young learners and future change-makers across academic disciplines.

16:20-16:45

77345 | *Implementation Challenges of Low Emission Public Transport Policy in Ulaanbaatar, Mongolia*

Bayarmagnai Jambaldorj, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

As the transport sector produces 15% of GHG emissions globally, developing countries are expected to the world for mitigation efforts and adopt lower GHG emission technologies in the transport sector. However, despite the level of willingness for adoption, these countries have encountered a number of difficulties in transforming their transport sector into a sustainable one. This transformation challenge has been increasingly observed in the sprawling city of Ulaanbaatar where traffic jam and air pollution have become a new norm despite a series of attempts to encourage residents to use public transport. This paper aims to understand why Mongolian policies for low GHG emission public transport in Ulaanbaatar city have failed so far. In doing so, it attempts to identify determining factors that posed major policy implementation challenges. For this purpose, we used Avoid-Shift-Improve (A-S-I) approaches to identify relevant national and local government policies. We then identified four major policy actions for low-emission public transport in Ulaanbaatar city: (1) to introduce electric buses; (2) to build a bus rapid transit (BRT) system; (3) to build a light rail transit (LRT) system; and (4) to build an urban cable car system. We found that even though these public transit systems had been successfully implemented in other countries, Ulaanbaatar city has not implemented most of these actions. We identified that this implementation problem was largely attributed to a lack of adequate financial resource planning and management, poor land acquisition practices, low technical capacity, and unstable political support.

16:45-17:10

77311 | *Examining the Contribution of the Green Climate Fund to Bangladesh Forest Conservation Within a Global Context*

Mohammad Sayed Momen Majumdar, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

The concept of green climate finance has become an indispensable part of UN efforts for combating climate change impacts. As forests are important for both adaptation and mitigation purposes, it is imperative to understand how climate vulnerable countries can have an access to green climate finance for forest conservation purposes. A research gap still exists in analyzing the contribution of GCF to the forestry sector of Bangladesh within a global context. This paper, therefore, aims to fill this gap. In doing so, the data were collected from official GCF website. First, we collected the data about 162 country-specific ongoing and completed projects that were implemented in 137 countries from December 2016 to June 2023. Then, we analyzed forest conservation related data among different countries. Regarding the global review of GCF projects, we found that GCF played an important role in contributing 12% of the total cost that was US\$ 51 billion. Least developed countries were prioritized. Among its eight strategic areas, forest conservation was not considered as priority, however. In Bangladesh, the private sector received 71% of finance in the form of loans whereas the public sector mainly received grant, but no projects was funded for forest conservation. Though Bangladesh was not considered to have full readiness for receiving and administering GCF mechanisms, it received seven readiness projects that amounted to US\$ 5.1 million, which is the highest amount among South Asian countries. Under those pipelined projects, only one project aimed to support coastal forest conservation.

17:10-17:35

75184 | *HR Uptake: AI and Climate Change Impacts on Human Capital Jobs*

Biva Joshi, Swiss School of Business and Management (SSBM), United States

Experts' perspectives on use of advanced artificial intelligence (AI) as well as the necessity in adaptation to climate change mitigation measures in workplace summon human resource (HR) professionals to view their impact directly on human capital, as constituted by multiple discussions by well-known think tanks, academia, and international organizations (UN climate change, 1996; Sibiu and Romania, 2018; Innocenti and Goblin, 2022; ILO, 2023; OECD, 2023). Yet, since HR professionals in most organizations are rarely expected to strategically tackle the multifaceted change (Becker, 1996), this power rests in fact on HR professionals to be aware of the rising trend especially in these two areas and implement organizational change management efforts (Schuler, 1992). To fully understand this dimension of impact of AI and climate change on human capital, we must therefore understand the trending jobs and the literature behind need for adaptation of human capital from both aspects. Reflecting on the analysis of publicly available data and with qualitative research on both fields, this research paper suggests ways in which human resource professionals can strategically identify potential threats, and primarily, opportunities to newer type of jobs for human capital (Bal and Brookes, 2022; Ulrich, 1998). This research will adopt an interdisciplinary approach of providing aid for HR professionals to foresee common impacts of the two most trending topics that are already showing signs of significant impact in jobs and then, take initiatives on organizational change management approach to help human capital smoothly transition to newer types of jobs (Kotter, 1996).

Notes

[illegible]

09:30-10:45 | Room 323A

Friday Onsite Parallel Session 1

Arts - Arts Theory & Criticism

Session Chair: Yutaka Okuhata

09:30-09:55

75206 | *Re-entry into the Heart of Darkness: J. G. Ballard's Sci-Fi Retelling of Conrad's Novella*

Yutaka Okuhata, Japan Women's University, Japan

British science fiction writer J. G. Ballard seemed to have been under the strong influence of Joseph Conrad's novella set in Africa, *Heart of Darkness* (1899), in the early 1960s, even though he intentionally blurred when he had first read it and how much he had owed his literary inspiration to it. One of the crucial texts proving Conrad's influence on Ballard is the latter's 1963 short story entitled "A Question of Re-entry." In this story set in the Amazon Rainforest, as its title indicates, Ballard seeks to "re-enter" *Heart of Darkness* by borrowing its framework and updates Conrad's legacies from postcolonial and planetary perspectives. Here, UN Investigator Connolly is on the patrol launch with Captain Pereira, an officer of the Native Protection Missions in Brazil, searching for the lost astronaut, Colonel Spender, who went missing with his spacecraft after his successful flight to the Moon five years ago. Then, during his investigation in the jungle, Connolly meets Ryker, a Kurtzian character from Europe who rules the native tribe by deceiving them with the power of science and technology. Although critics have already regarded this story as Ballard's Sci-fi parody of *Heart of Darkness*, they never deeply discuss his exploration of Conradian topics, from the depravity of Western civilization to the oppression of Indigenous people living in the Global South. In this sense, the current paper examines the political aspect of Ballard's science fiction by analyzing how he reinterprets Conrad's masterpiece in his own work.

09:55-10:20

77420 | *Politics of Exclusion and Identity Outrage in Post Colonial Anglophone Cameroon Drama: A Spivakian Reading of Bate Besong's Historical Play – The Banquet*

Ekpe George Otu, Pan African institute for Development, West Africa, Cameroon

Besong's play, *The Banquet*, is a historical drama that journeys us mentally into Spivak's Post-colonial antic, 'Can the subaltern speak?' The playwright provides us with a deep insight of a subaltern people devastated by the ills of exclusion and loss of identity, reducing them to nothing more than objects, depicting a life of suffering, misery and despondency. The play represents man's alienation from a hostile society, revealing the trauma of existence, as well as, the inevitability of death. The subaltern lacking identity and individuality of his own compromises his right to peaceful and lawful existence and remains subscribed to the educative dictum of 'rats living among cats'. The pivotal argument pursued in this paper is therefore, predicated in understanding alienation and identity issues in post-colonial Cameroon from the ideological standpoint of Spivak's essay on subalternity. The agony of the 'Cameroonian subaltern', nurtured by the dialectics of history is a compelling agenda for the Anglophone Cameroonian writer whose writing must depict the conditions of his people, expressing their spontaneous feeling of betrayal, anger and protest. The subaltern in Cameroon remains haunted by rootlessness, aloofness and a growing sense of isolation which fires-up a feeling of not belonging and loss of identity. The experience of these feelings can be physical, mental, religious, psychological, political, social as well as economic.

10:20-10:45

76134 | *Contact Zones, Discursive Spaces: The Case of the Silliman University National Writers Workshop*

Alana Leilani Narciso, Silliman University, Philippines

Silliman University National Writers Workshop (SUNWW), the first of its kind and the longest-running in the Philippines and founded by low-trained Edilberto and Edith Tiempo has mentored hundreds of Filipino writers many of whom have influenced Philippine letters. It is however accused of perpetuating colonial ideas about language and literary creation. This research, part of a larger undertaking, hopes to provide an intervention in this issue by offering a critique of the SUNWW's critical pedagogy for the years 2019 and 2021. This is done through actual observations and evaluation of workshop discussions on poetry, Balak, and Sugilanon. In addition, these discussions will be supplemented with interviews with former fellows of the workshop. Evaluation and analyses of these discussions will touch base with the Tiempos' ideas on literature and creative writing as reflected in their critical writings, criticisms against New Criticism, and engage with postcolonial and creative writing debates. This paper hopes to offer a more nuanced understanding of the contemporary critical pedagogy of the oldest workshop that institutionalized creative writing in the Philippines.

11:25-12:40 | Room 323A

Friday Onsite Parallel Session 2

Arts - Teaching and Learning the Arts

Session Chair: Katrina Anderson

11:25-11:50

76124 | *The Trickster: A Visual Exploration of Narratives Through Typography and Image Making Conventions in Curriculum Design*

Fiona Grieve, Auckland University of Technology, New Zealand

Tatiana Tavares, Auckland University of Technology, New Zealand

This presentation will overview and reflect on the implementation of curriculum design in a second-year undergraduate Communication Design practice-led course. In the creative brief, theories, and principles of narrative studies were explored through a range of weekly, studio-based activities. Using the trickster as a theoretical framework, students selected and examined cultural stories to support contextual research and conceptual development of ideas. The trickster is an archetype who challenges the norms of a culture and often operates as a central character in many indigenous stories. They are anarchists who question structures and are situated within cultural boundaries. Within the brief, the trickster provided a provocation that required students to retell a story through various voices and perspectives. Research practices were essential to deepen the understanding and applications of narrative studies and design decisions. To present the knowledge about a story, students explored image, typography and iconography through multiple methods and approaches within the analogue, digital and/or mixed media. The presentation will outline the theoretical and conceptual frameworks that position the trickster-designer's role in a contemporary landscape. This includes the production values that operate within the materiality of artefacts and are expressed through socio-cultural perspectives and concepts within storytelling. Using a design-based research methodology (DBR), we will focus on a series of case studies, to evaluate the course, providing a critical analysis to reform the curriculum that incorporate Mātaurangi Māori principles and practices.

11:50-12:15

77466 | *Nothing Nu'u: How Nu'u Pop Art Positively Reflects the Commercialization of Hawaiian Culture*

Katrina Anderson, Judson University, United States

American pop art is known for being light-hearted while making a social commentary on the current consumerist society. Hawaiian Nu'u Pop Art follows the same vein its mainland counterparts; however, they do not focus on the brands that shape culture, but it focuses on Hawaiian culture itself – specifically the myth marketed to tourists about the islands. In this oral presentation of my paper, I analyzed the art of Sonny Pops and Mark Matel with some references to Christie Shinn and Eduardo Bolioli. By comparing their works to other American pop artists (Andy Warhol, etc.), I showed that Nu'u Pop Art used the same tenets of mainland pop art to create their own social commentary on the commercialization of the Hawaiian mythos. Nu'u Pop Art maintains a mainly positive outlook about commercialization not typically found in mainland pop art. This paper explored how the artist's background affects their depiction of Hawaii in pop art; thus, it celebrates and creates a new brand focused on Hawaiian culture using a new language.

12:15-12:40

74280 | *Comparison of the History, Symbolization and Evolution of Australian Aboriginal Paintings and Their Art Symbols with Chinese Pictographs*

Diana Po Lan Sham, Hong Kong Chinese Institute of Engineers, Hong Kong

Although the Aboriginal paintings as the oldest art in the world dated back 80,000 years, the first Aboriginal painting was 2-metre kangaroo in northeast Kimberley rock shelter in Australia around 17,500-17,100 years old. Australian Aboriginal art symbols are images of the real objects, symbolization of birds, animals and plant, or represented by dots, circles, U-shape, curves, lines and arrows. While colors and designs in Aboriginal art have significant meanings culturally, the most prevalent indigenous colors include red, blue, black, white and yellow representing different meanings. Across all styles of Aboriginal paintings, their major function is to convey stories of religion, culture, history, nature and life. The "Dreamtime" paintings were mainly rock paintings, whereas modern Aboriginal paintings are commonly painted on canvas. In ancient China, the majority of Chinese logographs were pictographs, images of concrete objects originated from pictures, and ideographs for recall of ideas. According to the first Chinese dictionary more than 2,000 years ago, there are six types of Chinese characters. The history of Chinese logographs is believed to be 5,000 years, whereas the first Oracle Bone Scripts and Bronze Scripts were found in late Shang Dynasty around 1,250-1050 BC. During the evolution of Chinese characters in following dynasties, some pictorial properties vanished. From the Han Dynasty onward, the Chinese logographs evolved into Small Seal characters, Official Scripts, Regular Scripts, Grass Stroke Scripts and Freehand Cursive. This paper focuses on comparison between Australian Aboriginal paintings with art symbols and Chinese pictographs from three aspects including history, symbolism and evolution.

12:55-13:45 | Room 323A

Friday Onsite Parallel Session 3

Teaching and Learning (Workshop)

12:55-13:45

71793 | *Metamorphosis of Education: How Cross-Cultural Communication and Inter-Humanism Help Bridge the Achievement Gap*

India White, Big Ideas Learning LLC, United States

The U.S. NAEP Data for 2022 showed that there was a decline in math proficiency for students across the nation. Further, millions of students fail to complete school, causing them to drop out of college. Given these findings, educators and leaders must find ways to bridge the achievement gap. Reports from the National Report Card and National Center of Education Statistics have shown that there has been a cultural disconnect, with eighty percent of educators being Caucasian, needing support when serving 70 percent of learners of diverse ethnic descents. There has been a need for engagement in the classroom and a need for teachers to have options for how to bridge the gap. Through providing a pathway for how learners can communicate with their teachers and peers, students will have a greater opportunity to take a risk at learning and contributing in the math classroom. Coupled with cross-cultural communication, having students understand how to effectively build relationships with other students and their teacher no matter their cultural background, will fuel the process of metacognition and higher order thinking in any classroom. As a result, through implementing cross-cultural communication and practicing inter humanism, all learners will be convinced that they can achieve proficiency, they belong as math scholars, and that trust is their reality as they engage in mathematical discourse and everyday social interactions in the math classroom.

14:00-15:40 | Room 323A

Friday Onsite Parallel Session 4

Arts - Literary Arts Practices

Session Chair: Margaret duMais Svogun

14:00-14:25

74753 | *The Trees That Divide Us: How Visual Language Presents the Theme of Economic Disparity in "Trees"*

Javier Antonio Laurel, Lyceum of the Philippines University - Cavite, Philippines

Trees (2014-2016) by Warren Ellis and illustrated by Jason Howard reimagines the metaphor of an alien invasion in the form of a comic book series through its unique view of a postapocalyptic narrative—ten years after they landed, these aliens did nothing, standing on the earth's surface, like trees. This comic book is an introspection of the human condition years after a horrific event—the characters in this world have been dealing with this situation for a decade. This presented Ellis and Howard many issues to explore in the series such as economic disparity. Because the comic book genre is a unique medium, this also gave the creators a challenging task to not only explore these issues from a literary perspective, but from a visual perspective as well. This paper does a close reading of the various elements of comic book art such as paneling, framing and the use of color, and how writer Warren Ellis and illustrator Jason Howard used these to present the theme of economic disparity in *Trees*. By looking at these elements, this paper posits that complex social themes, such as the theme chosen in this paper, economic disparity, can be revealed through the combination of the literary and visual language that the comic book medium can offer.

14:25-14:50

74353 | *Wordsworth's "Argument for Suicide" and Resistance to Biopower in the Romantic Period*

Michelle Faubert, University of Manitoba, Canada

When William Wordsworth writes in "Argument for Suicide" that "misery [has] . . . no friend" and must "Live Live on/ As if this earth owned neither steel nor arsenic/ A rope a river or a standing pool" (9, 4-6), he launches one of the most direct complaints from the period against what I term "enforced life," the biopolitical demand, enforced by laws and the plethora of texts against suicide in the period, that every British subject must live. The workings of biopower – the episteme of political power Michel Foucault describes as beginning in this period and characterized by the supervision, management, and maintenance of human life in the *History of Sexuality* – was increasingly recognized by writers in the Romantic period, who realized that British subjects are not totally free, despite the Enlightenment definition of humans as autonomous. This awareness demonstrates the broad cultural influence of the British slave trade, which shaped national awareness of what it meant to be a subject and evolving notions about what constituted human being. Partly influenced by abolitionist poetry, Romantic-era Britons saw commonalities between the biopolitical nature of its system and that of mainland Britain. In this paper, I will examine the themes of enforced life and slave suicide in abolitionist literature of the eighteenth century that prefigure the Romantic-era concern with the confines of biopower, represented in Wordsworth's "Argument for Suicide".

14:50-15:15

74480 | *The Case for the Children as Original Malefactors in Henry James's "The Turn of the Screw"*

Margaret duMais Svogun, Salve Regina University, United States

The two children in Henry James's "The Turn of the Screw" are often characterized firstly as victims—of the fate that orphaned them; of the benign neglect of their uncle-guardian; of their first governess, Miss Jessel; of their uncle's valet Peter Quint; and perhaps even of their possibly unstable second governess, the central narrator. Multiple discussions have proceeded on the assumption that the once-innocent children have been infected with evil by malign outside forces. However, their characterization is ambiguous. They have already experienced, at 10 and 8, the deaths of their parents, their grandparents, their first governess, and the quasi-companion Quint. The causes of all these deaths are left mysterious and it's suspiciously coincidental that the children have lost three sets of caregivers in succession. Disturbing as most readers find the tale, there has been no specific suggestion of a perhaps too-disturbing possibility: that the children themselves are the primal source of evil. Why does their uncle so assiduously avoid their company, and pay above the going rate to procure a caregiver for them? Why was the boy expelled absolutely from school without explanation? The narrator encounters the ghosts of Quint and Jessel, who, she is convinced, harmed and corrupted the children in life, and now seek their company in the afterlife; however, she is the only one to admit seeing the ghosts, and, reading against the standard grain, it is possible to support the proposal that they come not to claim the children but to warn her about the children.

15:15-15:40

77406 | *Hidden Adult in Hawaiian Children Literature*

Naima Bilal, Western Michigan University, United States

This academic inquiry explores the presence of the 'hidden adult' in Hawaiian children's literature, emphasizing its role in orchestrating narratives for young readers. The concept of the 'hidden adult,' as defined by Perry Nodelman, is a salient characteristic of children's literature worldwide. However, what distinguishes Hawaiian children's literature is its distinctive socio-cultural sensibility, born from a shared Japanese American heritage. This uniqueness arises from a combination of factors: Hawaii's island setting with its Japanese and American connections, which imbue it with a sense of romanticism, a distant identity, and a unique perspective. This study illustrates how the hidden adult lurks within the narrative, dissecting its impact on the storyline, plot, and the messages conveyed. It becomes evident how the hidden adult exploits the realm of children's stories to promote its ideologies, perpetuate youth expectations, and reminisce about an unattainable childhood. The paper applies the theoretical frameworks of Maria Nikolajeva's "Power, Voice, and Subjectivity in Literature for Young Readers" and Perry Nodelman's "The Hidden Adult: Defining Children's Literature" to perform textual analyses of select works: "How the Oceans Fooled Us," "The Pancake Place," and "The Bravest 'Opili: How Two of Hawaii's Smallest Sea Creatures Saved the Day". Through textual analysis, this research strives to reveal the hidden adult's narration of the historical legacies, cultural norms, childhood expectations, and the dichotomy between dreams and realities.

15:55-17:10 | Room 323A

Friday Onsite Parallel Session 5

Arts - Other Arts

Session Chair: Masako Mouri

15:55-16:20

76309 | *Marrying Hatsune Miku: Ideologies of Gamification and the Fantasies of Love*

Jennifer deWinter, Illinois Institute of Technology, United States

Starting in 2009, people in Japan started marrying virtual idols. Since this first "marriage", the practice has grown and now fans can marry Hatsune Miku, a digital vocaloid, in a ceremony that is supported as an interpersonal service supported by the collaboration between Crypton Future Media and Gatebox. It is easy to dismiss digital idol marriage as the strange practice of deranged fans or "otakus" who are asocial and do not have a strong connection with material relationships. This is not true. Avatar love stories are not new. People have been reporting falling in love with game characters for almost as long as there have been game characters. What is new, however, is the emerging practice of integrating love with virtual characters into material and physical lives. I argue that these practices are an expression of a variety of cultural and ideological practices that see the confluence of gamification ideology, idol culture, and changing attitudes concerning relationships and work. In this paper, I start with a framework summary of the logic of gamification, followed by its semiotic articulation to Japanese idol culture. This provides the theoretical lens to turn attention to the practices of marrying Hatsune Miku, a practice that I argue is a logical conclusion to the increasing relationships with we have with technological modeling and emotional attachment to idol-avatars, made more accessible and individualized through the technologies of late capitalism.

16:20-16:45

73345 | *The Louvre Abu Dhabi Virtual Museum Tour's Effect on Visitors' Spatial Cognition and Mental Health in the COVID-19 Pandemic*

Mais Aljunaidy, Texas State University, United States

Mohamad Nadim Adi, Texas State University, United States

Giuseppe Resta, University of Porto, Portugal

The COVID-19 pandemic lockdown forced millions of people around the globe to stay at home. The lockdown caused significant mental distress and significantly reduced people's recreational activities such as visiting museums. Virtual museum tours merged as an alternative to in-person visits. The aim was to assess visitors' experiences, specifically spatial cognition, and mental health after having a virtual museum tour. 76 participants were recruited online through social media to take a virtual tour of the exhibit *Furusiyya: The Art of Chivalry between East and West*, at the Louvre Abu Dhabi. The exhibit was captured with Matterport Pro2 and shared online by Matterport Gallery. The main reason this virtual tour was chosen was the ease of navigation in it, so it would not overwhelm the visitors. The participants then filled in a questionnaire with rated statements using a 5-point Likert scale (quantitative measure). Data were analyzed based on percentages. 80% indicated that they could easily navigate in the museum. 84% learned new information or developed new skills. 64% reported that the virtual tour reduced their anxiety level and was a calming experience. Only 37.3% of the participants indicated that the virtual tour reduced their social isolation. But 73.4% of participants thought that the virtual tour gave them a positive distraction from the work or study environment. We conclude that virtual tours helped improve people's mental health but adding group chats and fun activities such as trivia could make the visitors feel more engaged.

16:45-17:10

77475 | *Romance Scams and Legal Interpreting/Translation*

Masako Mouri, Nagoya City University, Japan

Due to COVID-19 starting in 2020, the flow of people or goods was restricted. Along with that, the mobility of criminals, migration, or smuggling of criminal items such as drugs were also stopped. On the other hand, romance scams have skyrocketed through the internet or SNS so that criminal groups or violent groups could raise their fund or earn money on behalf of smuggling. Romance scams have been popular now, however, the interrogation procedure of criminals or crimes themselves has not accumulated so much and the method of fraud has changed and varied in many ways. The author has been involved in interrogation as a legal interpreter and translator at police, prosecutors' office, or the court in Japan, however, the knowledge about romance scams or fraud related to the relationship or the affairs has not been recorded as "romance scams" but described just as "fraud" in Japan, thereby leading to the lack of dissemination of proper information or proper interrogation focusing on romance or affairs. This may also have contributed to the expansion of damages and a number of victims who did not understand the foreign languages or schemes in Japan. This presentation elaborates on the current situation of interrogation at various types of investigation institutions through foreign language interpreters or translators as legal interpreters and discusses how they need to work without proper information or proper conditions without accumulated knowledge or information.

Notes

[illegible]

09:30-11:10 | Room 323B

Friday Onsite Parallel Session 1

Media, Film Studies, Theatre, Communication

Session Chair: Rebecca Lind

09:30-09:55

75494 | *Media Ethics Education: Assessing Changes in Ethical Sensitivity*

Rebecca Lind, University of Illinois at Chicago, United States

David Rarick, University of Minnesota, United States

Journalism education has seen increased attention to addressing issues (including ethical issues) students must be aware of to be responsible professionals. Yet as Haefner noted, "there has been little discussion [of] what comprises 'good teaching' of media ethics." She asked, "how do instructors know whether their instruction is effective?" Our work is informed by Rest's four component model of moral behavior, and focuses on component 1, "interpreting the situation," addressing ethical sensitivity (ethsen). Four content domains comprise what we call ethsen "indicators: awareness of (A) story characteristics, (B) ethical issues, (C) consequences, and (D) stakeholders. Making connections among these content domains is yet another indicator. We report on two studies. Study 1 used a one group pretest-posttest design to measure 32 students' ethsen before and after taking an upper-division media ethics course. Study 2 used an independent samples pretest-posttest design to measure 267 students' ethsen before and after taking an introductory college media course. In both studies, students viewed an actual TV news story and provided written responses to a set of funnel-sequenced open-ended questions. Responses were coded by trained coders. Changes in ethsen were investigated via t-tests, comparing responses provided at the beginning of the course to responses provided at the end of the course. In both studies, we discovered statistically significant increases across all four types of content domains serving as ethsen indicators, as well as the extent to which students made connections or linkages between these indicators.

09:55-10:20

75308 | *The Value of News: Addressing the Problem of Online Investment Fraud Crimes in Thailand*

Paprach Thapthep, Silpakorn University, Thailand

Benya Lertsuwan, Payap University, Thailand

Investment fraud is not a new criminal, but there are still more victims during the Internet of Things era. This kind of criminal has been classified as a national and transnational financial crime problem all over the world. In Thailand, the country has also been attacked by this kind of crime. This research concerns whether the mass media that is supposed to cover news about online investment scams realized and warned Thais about this crime. Thus, this study explores the value of news about investment fraud in terms of frequency. The research utilizes web crawling as a methodology to obtain the formation from the top 5 news agency websites that have the most access. We pull out all information reporting about investment fraud. The findings revealed that the 'Khaosod' news agency was the first rank in reporting on investment crime. On the other hand, 'Matichon' was the least reported. Thairat news agencies frequently reported such criminals from midnight to very early in the morning, while other news agencies reported during the daytime. The results between the frequency of news reporting about investment fraud and the monthly number of victim reports are not correlated. Although the most cases reported to Thai police were in February 2023, but the most news reported was in January 2023. In conclusion, there might be a potential negative correlation between the amount of news coverage on investment fraud and the number of victims.

10:20-10:45

65131 | *The Sunday Times: A Longitudinal Content Analysis of Print Newspaper in New Media Age 2013 – 2017*

Michelle Augustine, University of Kwazulu-Natal, South Africa

Several arguments have emerged following the development in communication technologies. The Internet in particular has transformed the manner in which newspapers have conventionally been produced, distributed and read around the world. In South Africa, the rapid expansion of the Internet has enhanced access to news presented in digital forms. The outcome is that the print newspapers' content, circulation and revenue have been altered. This research focused on the leading Sunday print newspaper, the Sunday Times and investigated the extent of new media impact within the South African media landscape. The study employed the longitudinal content analysis approach and generated data by comparing frequency count of five newspaper categories such as, general news, politics, advertisements, business and sports over a five-year period 2013 – 2017. The results, however, revealed no significant impact from new media on the Sunday Times print newspaper content. Instead, the results indicated an exponential increase in advertisements, constant coverage of local news, business and sports, as well as, constant coverage of international news. Though there was a slight decrease in the number of pages over the years, however, it is difficult to determine the cause as a direct impact from new media, factors such as formatting, layouts, fonts and designs could be considered.

10:45-11:10

76377 | *Still a Bit-Player?: Japan and Human Embryonic Stem Cell Research*

Silvia Croydon, Osaka University, Japan

Human embryonic stem cell research (hESCR) stagnated in Japan in the 2000s. Since then, with the finding having emerged from within the Japanese context of how to turn back adult cells into pluripotent state, the perception has become reinforced with respect to traditional research involving fertilized human embryos here that it has ceased evolving. This talk will update the understanding in this regard. I will draw attention to the burgeoning activity within the laboratory of a Kyoto University developmental biologist who was authorized in 2017 to distribute human embryonic stem cells for clinical use. Relying on interviews and ministerial deliberations' minutes, amongst others, I will argue that Japan's political and scientific elite proceeded to sidestep the public misgivings about hESCR and advance it under the radar whilst attention was preoccupied with Shinya Yamanaka's Nobel Prize-winning discovery. Given that the aforementioned authorization was given under the regulatory framework promulgated in 2013 for the purpose of commercializing therapeutic products made from the home brand of stem cell, the message emerges for the benefit of public policy analysts that the way in which a controversial biomedical issue is framed can determine how the science progresses.

11:25-12:15 | Room 323B

Friday Onsite Parallel Session 2

Media, Film Studies, Theatre, Communication

Session Chair: Wen-Ling Lin

11:25-11:50

76305 | *Utilizing Theatre to Combat Prejudice and Foster Awareness: Narrative Strategies in 'The Qibla' and 'Homecoming', and Challenges of Representation*

Wen-Ling Lin, National Taiwan University, Taiwan

In the wake of Taiwan's official labor imports from Southeast Asian nations during the 1990s, a rapidly-increasing migrant workforce has faced with unjust laws and discrimination in Taiwan. Since late 1990s, theatre has been used to give voices to migrant workers and combat prejudice against migrant groups. In 2017, two theatrical performances showcasing foreign domestic caretakers garnered significant attention in Taiwan. Curiously, "The Qibla," a fantastical play that clinched the 2015 Taiwan Golden Drama Prize, faced unfavorable reviews, whereas "Homecoming" received acclaim especially for its ingenious integration of puppets and actors on stage, leading to its nomination for the prestigious Taishin Arts Award in Taiwan. These contrasting receptions underscore the multifaceted challenges associated not only with how to advocate for underrepresented groups but also represent them on stage. This paper contends that the narrative approach of a multi-layered journey in "The Qibla" skillfully exposes the ambivalent pull of transnational migration within the backdrop of global capitalism, while uniquely highlighting the isolation experienced by foreign caretakers. Unfortunately, the narrative's power is hindered by the challenges of representing the foreign caretaker. By contrast, the familial trope in "Homecoming," intertwined with contemporary Taiwanese societal issues, enables local audiences to connect with the characters. Nevertheless, the favorable depiction of the domestic caretaker and the allure of its artistic form, highly acclaimed by reviewers, may inadvertently overshadow the dire work conditions endured by foreign caretakers and potentially perpetuate the demand for their emotional labor.

11:50-12:15

75392 | *The Roots of Reform: Understanding the Form, Content, and Meaning in Habib Tanvir's 'Charandas Chor' (1975)*

Manivendra Kumar, Indian Institute of Technology Indore, India

Ananya Ghoshal, Indian Institute of Technology Indore, India

Post-independence canon of Indian theatre is a manifestation of the socio-cultural turbulence that marks a paradigmatic shift in the reformist agendas of playwrights. Some playwrights used the method of proscenium plays, while others relied on street or folk theatre to make reformist appeals. Habib Tanvir is one reformist playwright of the period whose works lie at the proscenium and rural/folk theatre intersections. Tanvir's plays are considered milestones in the amalgamation of Indian folk theatre arts and the contemporary perspective of the world. Scholars such as Katheryn Hansen and Javed Mallick have credited Tanvir for blending equally the rural and urban paradigms of theatre arts and propagating a form that was of, for, and by the people. The present paper expands this proposition and studies Tanvir's *Charandas Chor* for its distinct representation of rural folk tales in an urban theatrical model. By studying the text and a virtual (YouTube) production closely, the paper examines the form, content, and meaning of the play through Richard Schechner's lenses of drama, theatre, and performance analogously. The paper also explores the trenchant reformist agendas that, in a 'carnavalesque reversal,' challenge the affiliation of qualities and etiquettes in a hierarchical social arrangement through Henri Bergson's idea of inversion. The paper establishes that Tanvir's theatre's uniqueness lies in harnessing the intersectional dimensions of rural and urban theatrical models, which he uses to express plebian issues that are represented through the vibrant performative elements of folk theatre and the urban techniques of theatre.

12:55-13:45 | Room 323B

Friday Onsite Parallel Session 3

Knowledge (Workshop)

12:55-13:45

75209 | *Treaty Learning Journey (TLJ) – Let's Talk Truth (with Practical Applications for Educators)*

Mary Musqua-Culbertson, Office of the Treaty Commissioner, Canada

Elaine Sutherland, Office of the Treaty Commissioner, Canada

In what is now Canada Treaties #1 to 11 began to be negotiated and entered into in 1871. Treaties were to ensure the peaceful relations and continued livelihood of both parties (Indigenous people and the Newcomers), they are the foundational building blocks of Canada. Each nation has a responsibility to uphold the terms of Treaty. Upon agreement, the Indigenous Chiefs/Leaders assumed their way of life would be protected, but this all changed with the Government's implementation of the atrocious Indian Act and its termination policies that lead to genocide. In the spirit of Truth and Reconciliation, to help dispel the on-going legacy of colonialism and achievement Treaty implementation through societal change. The Office of the Treaty Commissioner will share our TLJ course with the delegates. Delegates will be informed of history of getting to where the province of Saskatchewan commit to MANDATED Treaty education curriculum in the classrooms of our grades 1 to 12 schools since 2007, the struggles to maintain this mandate and see it grow and the barriers to implementing this in schools. Delegates will learn: the history of Canadian Indigenous people; the history and Spirit and Intent of the numbered Treaties; breaches of Treaty such as Residential Schools; and current Indigenous circumstances such as, but not limited to: the Truth and Reconciliation Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and MMIWG2S.

14:00-15:40 | Room 323B

Friday Onsite Parallel Session 4

Philosophy, Ethics, Consciousness

Session Chair: Timothy Fuller

14:00-14:25

72785 | *Physical Manifestations on the Path of Spiritual Awakening*

Evie Holmberg, Boston University, United States

Plato in his Republic is speaking of the necessity to raise the soul's power to the contemplation of truth which can be experienced through means other than the physical senses and the traditional functioning of the intellectual and emotional mind. In Phaedrus he presents Eros (love), an intermediary entity between the human and the divine, as the "manic" divinely inspired power that leads psyche -soul- to the realization of its divine provenance. This power could be analogous to the notion of divine grace as found in every spiritual tradition. The paradox is that on the way to this "spiritual" evolution one encounters a variety of physical manifestations of the energy moving through the physical body. In the 7th book of the Republic, within the constraints of conventional language, Plato refers to a special organ as a facilitator in this process, which he calls the "eye of the soul". The same idea is expressed in Matthew and Luke where the eye is referred to as the light of the body and there is an interesting reference in Luke to a "simple" or "single" eye through which one's body becomes full of light. In Yoga the Single eye, third eye or the eye of the soul can be accessed at the level of the 6th chakra and it is associated with the pineal gland. This paper concentrates on the physical manifestations of such spiritual transformations and the fairly recent psychoanalytical experiments involving the study of the pineal gland as connected to the inducement of altered states of consciousness similar in some cases to those experienced in meditation and near-death experiences.

14:25-14:50

75418 | *Orthodoxy, Orthopraxy, and a Hobbesian Civil Religion*

Bryan Hall, Regis University, United States

Erica Ferg, Regis University, United States

In Leviathan, Thomas Hobbes argues that the sovereign should have complete control over the public sphere, in both political as well as ecclesiastical matters, to ensure domestic tranquility. Even so, Hobbes allows for religious difference in the private sphere. The scope and nature of this private religious sphere have been a topic of fierce debate amongst scholars. What they generally agree on, however, is that Hobbes aimed to neutralize the Christian sectarianism that plagued 17th Century England without eliminating all doctrinal differences between Christians. We will argue, however, that sectarianism is inherent in Christianity itself. By virtue of the unique, disputatious history of Christianity (from the very start and formally enshrined in the 4th century Nicene Creed), all forms of Christianity are orthodoxic (focus on right belief). Regardless of how circumscribed the private sphere becomes, as long as doctrinal (belief) differences are tolerated, the seeds for sectarianism have already been sown. Insofar as its scope is limited to the public sphere (interpersonal speech or deed), Hobbesian civil religion can only ever establish orthopraxy (right practice). Although Hobbes' own conception of Christian salvation is quite austere, requiring only a couple of beliefs, it is nonetheless orthodoxic and so beyond the direct control of the state. We will argue that the Hobbesian state would be better served by an orthopractic civil religion. In this case, the means of salvation would properly fall under the control of the state, but would come at the cost of the civil religion no longer being Christian.

14:50-15:15

75588 | *Rhetoric's Humanist Inheritance*

Nathan Stormer, University of Maine, United States

Rhetoric's Western tradition has been described as fundamental to humanism many times (for example, see Grassi 2001). But it is also right to say that humanism is fundamental to conceptualizing rhetoric on Western terms. That is, European humanism (a matrix of ideas that is neither stable or consistent) forms a place where rhetoric resides as it varies and changes, being constrained but also splintered by humanism in crucial ways. In this presentation I will discuss humanism as rhetoric's place, but I understand place in terms of inheritance, not topos. Humanism requires one to inhabit its problems and trajectories such that the presumptive unity that humanism provides to rhetoric, its legacy, is "only in the injunction to reaffirm in choosing . . . one must filter, sift, criticize . . . If the readability of a legacy were given, natural, transparent, univocal, if it did not call for and at the same time defy interpretation, we would never have anything to inherit from it" (Derrida 1994, 17). I will explore how the injunction to recur to humanism emplaces rhetoric in a perpetually Western "present" from which rhetoric's fractured past is sifted and criticized and its many futures are projected forward. I will close by synthesizing Chela Sandoval's concept of "differential movement" (2000, loc. 1015, 1297) with Édouard Glissant's concept of "errantry" (2010, 11-22, 37-42) to imagine a way of inhabiting rhetoric's humanist inheritance in the hope of separating its futures from that very injunction.

15:15-15:40

76900 | *How Plastic Is Human Morality?*

Timothy Fuller, Virginia Tech University, United States

Recently, several philosophers and evolutionary psychologists have proposed that human moral capacities are "adaptively plastic" (Kumar & Campbell 2023; Buchanan & Powell 2018; Fincher & Thornhill 2012). On this proposal, evolution designed our moral capacities using the same biological resources as the Mexican salamander's capacity to grow either legs or fins, depending on environmental cues, as well as the water flea's capacity to grow elaborate protective armor in threatening environments but not others. This proposal is intended to illuminate highly malleable human ingroup/outgroup preferences, the past development of extra-familial generosity, and our future prospects for moral progress. I evaluate this proposal, provocatively, via comparison to Jordan Peterson's widely criticized view that humans are predisposed toward rigid social hierarchies because we share biological features with the lobster. I argue that while the *plasticity* of our moral capacities is highly plausible, the positive case for this being a *biological adaptation* is no more compelling than the positive case for Peterson's views. Further, I argue that even well-meaning speculation about shared biological features with salamanders and fleas may undermine the otherwise persuasive criticism that Peterson's views are implausible for being based on claims about distantly related organisms. By contrast, with respect to disconfirming evidence, I argue that Peterson's views, but not plasticity hypotheses about our moral capacities, are contradicted by copious amounts of evidence concerning egalitarian hunter-gatherer societies. Finally, I conclude that investigating past socio-environmental conditions that gave rise to egalitarian communities better illuminates our prospects for moral progress than speculative biological hypothesizing.

15:55-16:45 | Room 323B

Friday Onsite Parallel Session 5

Religion, Spirituality

Session Chair: Sandra Dixon

15:55-16:20

73753 | *Using Faith to Foster Resilience Amongst Racialized Groups in Canada: Useful Recommendations for Counsellor Educators*

Sandra Dixon, University of Lethbridge, Canada

Faith encompasses one's spiritual and religious experiences (SREs) and holistic worldviews; these dimensions represent salient aspects of individuals' intersected socio-cultural identities. Particularly for racialized groups, like Black Canadians, who are significantly affected by a traumatic history (Souissi, 2022), their unique spiritual and religious faith practices are recognized as important to building resilience. This term conceptualizes people's resourcefulness in the face of hardship. Often faced with a myriad of mental health struggles (e.g., intergenerational trauma) and systemic forms of social injustices (e.g., racism and discrimination), this group uses faith to cope with such challenges. In privileged dominant White educational spaces where Eurocentric ways of knowing and being are considered to be superior to alternative traditions, the SREs of racialized individuals are often pushed to the margins, ignored, minimized and/or misrepresented. With the understanding that one's faith is subjective in nature, counsellor educators should give careful consideration to how racialized Canadians are able to use faith to foster a sense of resilience within a colonial education system. Therefore, the aim of this interactive oral presentation is to shed light on an important topic that is often allotted limited attention in counsellor education. A safe space will be created to support the attendee's learning and allow them to engage in meaningful discussions about faith as a tool of resilience for racialized groups in Canada. Key recommendations will be provided to counsellor educators to help them facilitate their work with racialized groups in higher education and beyond.

16:20-16:45

76529 | *Exploring Spirituality in the Filipino Lasallian Workplace: A Literature Review*

James Emerson Mañez, De La Salle University, Philippines

This literature review delves into the multifaceted role of spirituality within the Filipino Lasallian workplace, addressing a gap in research by comprehensively examining its impact on well-being, organizational culture, and performance. Using a systematic literature review methodology, the study defines spirituality's intricate dimensions and highlights its integration within the Filipino culture. Grounded in the teachings of St. John Baptist de La Salle, Lasallian spirituality is explored as a transformative way of living, emphasizing cooperation with God in education and holistic relationships. Operationalizing workplace spirituality, the review identifies domains like transcendence, connection/community, and meaning/purpose, showcasing their expression in the work environment. Theoretical models support the understanding of spirituality's influence on workplace outcomes. Ultimately, this review enriches knowledge on the intricate interplay of spirituality and work within Lasallian institutions, contributing to academia and practical applications.



Saturday, January 6

Parallel Sessions

All times are in Hawaii Standard Time (UTC-10)

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

09:30-11:10 | Room 317B

Saturday Onsite Parallel Session 1

Comparative Teaching Experiences & Education

Session Chair: Scott Kelting

09:30-09:55

76955 | *Philosophy Through Computer Science*

Daniel Lim, Duke Kunshan University, China

What do philosophy and computer science have in common? It turns out, quite a lot! In this session we'll look at the possibility of using an introduction to computer science (via Python) as a platform for introducing and exploring key philosophical issues. In particular we'll consider how image manipulation tasks using the RGB color format can be used to motivate, clarify, and explore external world skepticism. We will also consider how the cellular automaton known as the 'Game of Life' can be used to motivate, clarify, and explore the relationship between determinism and free will. Students who engage in this kind of learning will develop: (i) interdisciplinary knowledge that draws on the overlapping conceptual spaces of these two disciplines and (ii) critical and computational thinking skills.

09:55-10:20

77288 | *Two-Year Trajectories in Science Self-Efficacy and Science Identity Among Students in a Biomedical Mentored Research Training Program*

Sungmin Moon, California State University Northridge, United States

Shu-Sha Angie Guan, California State University Northridge, United States

Sophia Hain, California State University Northridge, United States

LeNisha Williams, University of California Riverside, United States

Jennifer Cabrera, University of California Irvine, United States

Judith C. P. Lin, California State University, Northridge, United States

Patchareeya K. Kwan, California State University, Northridge, United States

Carrie L. Saetermoe., California State University, Northridge, United States

Gabriela Chavira, California State University, Northridge, United States

Gilberto E. Flores, California State University, Northridge, United States

Crist S. Khachikian, California State University, Northridge, United States

Although science degree attainment has increased for women and individuals from underrepresented racial/ethnic groups (URGs) in the last two decades, many groups remain underrepresented in biomedical fields (National Science Board, 2022). Federal agencies like the National Institutes of Health (NIH) have invested in diversifying the biomedical workforce through undergraduate research training initiatives such as Building Infrastructure Leading to Diversity (BUILD). BUILD scholars from across four BUILD sites who received hands-on, mentored research training developed significantly stronger science identities in their first year of college compared to their non-BUILD peers and faculty mentorship was a key component to developing students' vision of themselves as scientists (Eagan et al., 2023). The BUILD Promoting Opportunities for Diversity in Education and Research (PODER) intervention at California State University, Northridge (CSUN) is unique in that it incorporates Critical Race Theory (CRT) in student and faculty professional development (Saetermoe et al., 2017). Students and faculty are encouraged to (a) reflect on the centrality of race/racism, (b) challenge dominant ideologies, (c) engage with interdisciplinary perspectives, (d) value experiential knowledge, and (e) commit to social justice. The current study extends previous work to examine the trajectories in student science identity longitudinally after two years of the BUILD PODER program (n = 18; 89% URG) relative to a control group of students in similar biomedical science majors (n = 25; 72% URG). The results highlight the continued importance of mentored research experiences across the college years.

10:20-10:45

76951 | *How Natural Sciences Teachers Understand and Practice Inquiry-Based Science Teaching in Primary Schools – Case Study Research Project in South Africa*

Andrew Chebure, University of KwaZulu Natal, South Africa

Primary school natural sciences teachers are expected to possess the knowledge, skills, and attitudes necessary for engaging students in natural sciences, adhering to curriculum policy guidelines. This study employed a case study strategy, interpretive paradigm, and qualitative approach to explore teachers' natural sciences teachers understanding and practice of inquiry-based science teaching (IBST) for grades 6 and 7 learners. Five natural sciences teachers from a Pinetown district primary school in KwaZulu Natal were purposively selected for the study. Initially, teaching scenario-based questionnaires and individual interviews assessed their understanding of IBST. Subsequently, lesson plans, classroom observations, and lesson interviews were used to gather data on their IBST implementation. The conceptual framework of IBST focuses on cognition and guidance dimensions, and informed data analysis. Findings indicated that teachers had varying and insufficient understandings of IBST, despite attending relevant workshops and training. They perceived IBST as involving learners in constructing knowledge based on evidence or diverse learner participation in the learning process. They associated IBST more with teacher-directed activities in terms of guidance. Teachers prioritized the conceptual domain over the epistemic domain in their IBST practices. They mainly supported learners in making evidence-based judgments, guided by their understanding of inquiry's cognitive aspect and pedagogical content knowledge. These findings have relevance for various stakeholders, including science teachers, curriculum developers, and the body of education in general offering insights into implementing curricula that emphasize inquiry-based teaching while considering the teaching environment's realities.

10:45-11:10

76852 | *Building the Future: Advancing Education and Diversity in Homebuilding*

Scott Kelting, California Polytechnic State University, United States

Stacy Kolegraff, California Polytechnic State University, United States

This paper reports on a comprehensive initiative that was executed at a four-year university with the goal of transforming the landscape of education and awareness in the homebuilding industry, focusing on enriching the career prospects of both aspiring managers and skilled craftsmen, while promoting inclusivity and diversity. This multifaceted strategy encompassed five key initiatives: the recruitment of new faculty members to strengthen the institution's capacity for nurturing future homebuilding professionals. The establishment of a faculty internship framework to enhance faculty experience and knowledge, demonstrating a commitment to academic currency that ensured students benefited from the latest industry insights and expertise. This initiative actively advanced opportunities for women in this traditionally male-dominated field, aiming to broaden the horizons of the industry and open doors to a more diverse talent pool. Outreach efforts targeted high schools, homebuilders, and skilled trades, forging partnerships to enlighten students about the numerous career pathways within residential construction. Additionally, the creation of a dedicated university course focused on housing and communities equipped students with specialized knowledge and skills vital for success in the homebuilding sector. The paper's vision for the future was one where education, awareness, and diversity converged to empower students, regardless of their gender or background, to excel as skilled craftsmen or leaders in the dynamic world of residential construction. The overarching goals were to increase the quantity and quality of the industry's workforce and outlook.

11:25-12:40 | Room 317B

Saturday Onsite Parallel Session 2

Higher Education

Session Chair: Ming Li

11:25-11:50

77125 | *Dissecting Disruption in Academia: An Activity Theory Lens on Teaching Transitions Amidst COVID-19*
Nataliya Gajdamaschko, Simon Fraser University, Canada

The study sought to comprehend the impacts of COVID-19 on academic life at SFU's Faculty of Education, particularly how professors and graduate students navigated the sudden shift to Emergency Remote Delivery (ERD) teaching. Using the lens of Activity Theory, the research underscored the disruption in the holistic teaching system, with its various components like objectives, subjects, tools, community rules, and division of labor, being affected by the pandemic's exigencies. Drawing from Cultural-historical activity theory and Q-methodology, the study delved into the systemic and subjective perceptions. Q-methodology extracted subjective experiences and discourses about the pandemic's educational shift. A literature-informed "concourse" of statements represented professors' and students' perceptions about teaching changes due to the pandemic. Central to this was Activity Theory's focus on the systemic shifts and contradictions faced during the transition to online teaching. Highlighting components like the changing tools, rules, and community dynamics, the study demonstrated the multifaceted tensions arising in the academic ecosystem. Among the key research inquiries were understanding the changes in academic response patterns, the inequalities brought to the fore, and potential future transformations. Data was gathered online, with participants ranking Q-statements, which were then statistically analyzed, offering insights into the dynamics of the academic shift during the pandemic.

11:50-12:15

76067 | *Expansion of Undergraduate Students' Perceptions About Dialogue Reflective Journal (DRJ): A Mixed-Method Study*
Aqeela Rashid, Government Graduate College for Women, Pakistan

This mixed-method study aimed to explore EFL undergraduate students' perceptions of the benefits of Dialogue Reflective Journal (DRJ). It also investigated their reflections/understanding of DRJ. An explanatory sequential design was adopted. 332 undergraduate students participated in the quantitative aspect while 42 students were selected for the qualitative aspect by using a nested sequential mixed method sampling design. Data were collected by using questionnaires and focus group discussions. Both instruments were developed by the researcher and validated by educational experts. The Cronbach's Alpha value of the questionnaire was 0.89. The questionnaire was used to identify students' perceptions of DRJ whereas, focus groups aimed to gather their insights into writing DRJ. Students' responses to questionnaires were analyzed using descriptive and inferential statistics, however, the thematic analysis technique was used for data obtained from focus groups. Quantitative findings revealed that the majority of students perceive writing DRJ helps in the learning process, enhances writing skills, develops them as university students, assists in gaining empowerment, and evaluates the student-teacher relationship. Despite the overall support of DRJ, however, some students perceive that it does not help them engage in critical and reflective thinking. Qualitative findings obtained through focus groups displayed that writing DRJ is an activity of keeping a diary to improve students' learning process. It is recommended that teachers discuss the meaning of reflection with students and help them model reflective writing. Furthermore, students may be provided helpful guidelines regarding reflective journaling which leads to critical and reflective thinking.

12:15-12:40

77350 | *A Qualitative Exploration into the Impact of Interdisciplinary Education on Graduate Students in Japan*
Ming Li, Osaka University, Japan
Shunsuke Tao, Osaka University, Japan
Hiroaki Sato, Osaka University, Japan
Yusuke Horii, Osaka University, Japan

Interdisciplinary educational programs in graduate studies often serve as a crucible for innovation and comprehensive knowledge. In Japan, such programs have garnered attention and have progressively been integrated into the academic landscape, aiming to foster collaborative knowledge creation and address complex global issues. This study delves into the nuanced experiences of graduate students engaged in such programs at a Japanese national university, examining their motivations, learning experiences, outcomes, and the challenges they encounter. Employing a phenomenological approach (Creswell, 2016), this study aims to elucidate the multifaceted experiences and perceptions of students, offering a lens through which to comprehend their academic journeys amidst the confluence of diverse disciplines. Through semi-structured interviews, we carefully collected data from 24 participants, thereby allowing for an in-depth exploration and subsequent analysis of their narratives and reflections. Our primary findings indicate that students have clear motivations and learning objectives, and their expectations align closely with the course design. Furthermore, they assign a high rating to the course's utility. However, they also face challenges related to time constraints and the difficulty level of the course. The insights garnered provide a foundation for emphasizing potential improvements and proactive measures in interdisciplinary educational strategies and policies. By charting the terrains traversed by these graduate students, this study not only illuminates their pathways but also engenders considerations for evolving pedagogical practices, thereby seeking to enrich and bolster the learning experiences of future academic cohorts within interdisciplinary contexts.

12:55-14:35 | Room 317B

Saturday Onsite Parallel Session 3

Assessment Theories & Methodologies

Session Chair: Jennifer Griffith

12:55-13:20

75304 | *Reconstructing Descriptors in Analytic Scales of Summary Writing*

Makiko Kato, Tohoku University, Japan

The summarizing of skills represents an integrated skill of reading and writing, widely acknowledged as a fundamental academic requirement for tertiary education students. However, its acquisition is complex, as it encompasses a variety of skills and abilities. Researchers have proposed practical teaching methods and validated their effectiveness in response. The challenge extends to teaching and assessment, prompting numerous researchers to formulate rubrics for assessing summary writing. While analytic rating scales offer comprehensive feedback and have educational value, they have certain non-economic implications regarding labor intensity and time investment. Despite this, three primary concerns persist in the development of analytic rating scales for summarization: (1) the reliability of the ratings, (2) the conceptual overlap of evaluation items, and (3) the practicality of the ratings. This presentation offers an overview and a partial report on an ongoing four-year grant-funded project dedicated to developing an analytical rating scale for assessing summary writing. In the project's initial phase, a total of 40 English summary texts, composed by Japanese learners of English with varying English proficiency using two different text sources, were assessed by seven raters with diverse backgrounds, including native language and English education experiences. They were requested to candidly express their perspectives on the challenges encountered while assessing the texts, utilizing an analytical rating scale comprising three evaluation criteria. As the second step, I propose a revision of the descriptors within the analytic rating scale based on their feedback and the outcomes of the reliability assessment of their ratings.

13:20-13:45

73135 | *ProctorBox: The Open-Source OS Designed to Guarantee the Integrity & Security of Online Assessments*

Roberto Solis, Sam Houston State University, United States

Narasimha Shashidhar, Sam Houston State University, United States

Cihan Varol, Sam Houston State University, United States

Amar Rasheed, Sam Houston State University, United States

Computerized proctoring systems play an essential role in protecting the integrity and security of assessments in several modes of instruction, such as online learning. The most recent literature focuses on adding features that may impede the student from committing academic dishonesty and fraud by combining several elements that may protect the integrity of the remote assessment. The majority of the features we can explore in contemporary literature are the detection of mobile devices, eye movement tracking, extracting verbal communication to text, and other complex solutions involving pre-trained models to improve the efficiency of detecting objects. However, there is no initiative to solve the issue of academic dishonesty in proctoring systems. Protecting the integrity and security of online assessments is possible by providing the student with a robust combination of security measures embedded into an operative system. Therefore, we present ProctorBox, the open-source platform explicitly engineered to protect the integrity and security of an online assessment. We implement state-of-the-art security by hardening the system with essential concepts that work as a synergetic mechanism to impede fraud and academic dishonesty. First, we obtain the image of an open-source system to eliminate licensing issues and the cost of the computerized proctoring system. Then, we establish a baseline image of the system by removing all the unnecessary components that may aid in committing dishonesty. Moreover, we secure the guest account from executing third-party applications and handle internet browser security by building a Chromium extension to safeguard the integrity of the online assessment.

13:45-14:10

77461 | *Changes of Lecture Evaluations Through Obtaining Delayed Benefits After Teaching Practice in Higher Education*

Hisaki Kawamoto, Tokyo Institute of Technology, Japan

Universities conduct course evaluations to improve their educational qualities. However, the course evaluation is usually conducted at the end of the semester, but some students realize values of the lecture after certain period of time. This is called delayed benefits but it is still uncertain that how and when students feel delayed benefits in education. A primary purpose of this study is to find what benefit types affects changes of students' lecture evaluations after a teaching practice. The delayed benefit has three types of benefits, emotional benefits, functional benefit, and value benefit. We assume that when students feel their knowledge and skills useful through the practical training, they could realize the functional benefit and the value benefit of a lecture taken in the past. The subjects in this research took the lecture, teaching methods and skills, in 2019, and took the teaching practice in 2020. We asked students how knowledge and skills you learned in the lecture were useful in the teaching practice. The qualitative survey about the lecture was conducted and collected seventeen free text answers and three structured interview answers. The results of the interview analysis showed that when students used their new knowledge and skills in the teaching practice, it will be a trigger of obtaining delayed benefits. In addition, the text analysis showed that the functional benefits and value benefit affected changes of the lecture evaluation. Therefore, a follow-up survey focused on the delayed benefit could have an important role for more accurate course evaluation.

14:10-14:35

76637 | *Engaging Creativity to Demonstrate Competence Through Non-traditional Assessments*

Jennifer Griffith, Texas A&M University, United States

Exams and papers may not be ideal assessments when considering course level, content, and enrollment. Inspired by students, new assessments that engage creativity and demonstrate competence have been used. I will describe three assessments employed in a large, first-semester concepts course: photo journals, news article reviews, and storyboards. Photo journals were inspired by students sharing "seeing" concepts from class in their everyday interactions. The news article assignment allows further extension to have students identify and link concepts to current events. A new assessment strategy, storyboards, is a group project that blends aspects of "seeing" and reporting. Working in groups of three to four, students will create a storyboard with photos and a narrative demonstrating the connectedness of key concepts across varied perspectives and life experiences. All assignments reinforce the presence of core concepts and strategies even when they are not explicitly identified and can be applied in numerous disciplines.

14:50-16:05 | Room 317B

Saturday Onsite Parallel Session 4

Languages & Curriculum Design

Session Chair: Tatsuya Taguchi

14:50-15:15

75722 | Adapting Tasks to Incorporate Social Justice: A Glimpse into the Language Classroom

Alena Barysevich, University of Guelph, Canada

Social justice themes resonate with learners of foreign/additional languages. While learners seek to acquire language skills, they also seek to understand cultural practices and perspectives attached to languages (Byram, 2020; Goodspeed et al., 2021; Diversity, Decolonization, and the French Curriculum Collective). Drawing on the theoretical pillars of multiliteracies pedagogy (Cope and Kalantzis, 2015, 2016) and social justice pedagogy (Hackman, 2005), this presentation provides examples of the integration of social justice issues into a 2d year oral French course (CEFR level B1) in a Canadian university. First, this talk briefly introduces the theoretical pillars and describes the organization of some units based on the model for creating teaching units on social justice in all languages and at all levels (Goodspeed et al. 2021) and according to the backward design (Wiggins and McTighe, 2005; Shrum and Glissan, 2016). One of the units in question concerns reconciliation with indigenous peoples and communities. We will present concrete examples of the integration of learning activities into the lessons of one of the units in question. Finally, we look briefly at some examples of summative and formative assessments and the rubrics for evaluating them. The presentation will conclude with an overview of the successes and difficulties encountered.

15:15-15:40

75176 | Transformation of Japanese Student Tutors' English Learning Motivation and Strategies Through Cognitive Counseling-Based Peer Tutoring Program

Namiko Sakoda, Hiroshima University of Economics, Japan

Nagako Matsumiya, Hiroshima University, Japan

This study explores how Japanese student tutors' English learning motivation and strategies are transformed through their participation in a peer tutoring program. The program aims to diagnose and support tutees' learning difficulties using cognitive counseling (Ichikawa, 1993). This approach equips student tutors (hereafter referred to as tutors) with practical learning counseling skills to provide extra support for tutees, fostering the development of metacognition. The research involved observing five tutor training seminars and conducting three semi-structured interviews with nine tutors. These interviews include a 1st Interview (Intra-View) reflecting the interviewer's subjective views, a 2nd Interview (Inter-View) incorporating the interviewees' perspectives, and a 3rd Interview (Trans-View) integrating both parties' viewpoints. The impact was analyzed using Trajectory Equifinality Modeling (TEM), a qualitative research method exploring human experiences and life paths over time. Findings revealed that tutors promoted independent and interactive learning, assisting tutees in employing strategies to connect meaning and information, and effectively utilizing external resources such as diagrams, charts, and textbooks. The study categorized the nine tutors' developmental trajectories, focusing on The Obligatory Point (OPP) and the Bifurcation Point (BFP). OPP represents shared experiences, and all tutors had fluctuations in motivation for different reasons. BFP is a critical moment that changes their life course, and some tutors changed their study methods, while others did not. Overall, the cognitive counseling-based program had a positive impact on tutors, resulting in more supportive tutoring experiences for their tutees.

15:40-16:05

76957 | Investigating the Felt Need to Use and Study English in Everyday Life in Japan: An Experience Sampling Approach

Tatsuya Taguchi, Aichi University of Education, Japan

Second language (L2) motivation in EFL (English as a foreign language) settings like Japan has been intensively investigated from the classroom perspective. This is due to the assumption that the classroom is highly influential on L2 motivation. While this is true, this undue concentration on classroom motivation can lead to ignorance of the role L2 motivation plays in learners' everyday lives inside and outside the classroom. When exploring L2 motivation in daily life, several issues emerge. One significant issue is the inadequacy of memory. It is rare for people to remember all their thoughts, emotions, and behaviour. One method meant to overcome this problem is an experience sampling approach, in which people's thoughts, emotions, and behaviour are sampled randomly over a certain period. This study used an experience sampling approach to investigate when and in what situations Japanese EFL learners feel the need to use and study English in their daily lives in Japan. The study recruited more than 100 university students studying English in Japan. Participants received a questionnaire at three randomly chosen times a day for one week. Results showed that they felt the need to use and study English not only because of classroom influence but also as part of their social lives. Furthermore, even in the absence of human contact, they still felt the need to use and study English. Based on these results, I discuss how we should incorporate learning inside and outside the classroom.

09:30-11:10 | Room 318A

Saturday Onsite Parallel Session 1

Comparative Research on Reading

Session Chair: Jeanine Couto

09:30-09:55

76514 | *This May Be Difficult to Read*

Claire Rubman, Suffolk County Community College, United States

Our society has put a premium on one single aspect of the reading process - letters and sounds (or phonics). This has given the impression that 5, 4 or even 3-year-olds can become proficient readers but there is a myriad of scientific psychological and neurological evidence that emphatically refutes this idea. Our children are failing at staggeringly high rates. Not least, 1 in 5 college students has to take a remedial reading class in their freshman year. Yet they were all taught to read. So what went wrong? Together, we will discuss how we may inadvertently have set our child up to fail. Although it may appear that even very young children can "read" words out loud (or decode), those same children often experience great difficulty extracting meaning from the printed word as they move through middle school, high school or college. Learn how to maximize our children's learning potential while simultaneously optimizing our precious time with our children as we create a "need to read" in their daily life. Transform your classroom or home into a developmentally appropriate ecosystem and make reading part of your daily routine with fun, easy and engaging child-centered interactions. Learn how to think as a child thinks and read as a child reads. Engage in the fun, interactive examples, and participate in research studies to experience reading as your child does. Armed with this new perspective, together, let's take reading into the 21st century and reinvent the reading process...

09:55-10:20

75358 | *The Advancing Comprehension and Engagement (ACE) Literacy Project: Supporting Reading Comprehension Beyond the Classroom*

Ashley Stack, Texas A&M University, United States

Kay Wijekumar, Texas A&M University, United States

Kacee Lambright, Texas A&M University, United States

Gina Cardenas, Texas A&M University, United States

Rosario Parra, Texas A&M University, United States

Recent research by Wijekumar et al. (2020) reports important findings related to the importance of foundational comprehension skills such as main idea generation, summarization, inferencing, and vocabulary knowledge. Accumulating evidence about the text structure strategy used in the Knowledge Acquisition and Transformation (KAT) Framework shows that students can be taught to learn and use these strategies to effectively overcome their comprehension challenges at all grade levels (WWC, 2022). While these interventions focus on school-based instruction, students need comprehension support outside of the formal classroom setting. The Advancing Comprehension and Engagement (ACE) Literacy Project brings the evidence-based Knowledge Acquisition and Transformation (KAT) Framework, which focuses on reading comprehension, out of the classroom through free, interactive podcasts and video podcasts available to all in both English and Spanish. The podcasts and video podcasts provide a model of how to read with children and allow them to respond. ACE guides families, community members, and tutors through an introduction, relevant vocabulary, reading of the text, generation of main idea, extension to summary, and the process of inferring with the goal of improving reading comprehension while removing access barriers. The oral presentation will include the following: • empirical research supporting the ACE Project • findings from the pilot year of the ACE Project and from tutoring at a national non-profit for under resourced children using ACE • implementation of ACE Project with parents and tutors • family and tutor experiences with implementation of ACE

10:20-10:45

77352 | *Teaching Hamlet in the 21st Century Korean Classroom: A Case Study*

Chung-in Im, Seoul National University, South Korea

This presentation reports on an extended action research project aimed at assessing pedagogical challenges found in Shakespeare classes for non-English major students in Korea. Specifically, this presentation will focus on issues encountered in Great Books Reading Seminar: Hamlet, an open elective course I have been teaching at Seoul National University since 2016. First, the presentation will outline the course's general objectives and overall structure. Then it will delve into the contexts in which students attempted to understand the early modern tragedy and its author, as well as the questions they raised during their learning process. Finally, the presentation will investigate the students' interpretations of the play in terms of the limitations and possibilities of Shakespearean pedagogical practices in Korea. In doing so, it will pay particular attention to the students' reception of the violent politics of leadership from their local perspectives, situating their frequently anachronistic (mis/)reading within the context of contemporary Korea.

10:45-11:10

73757 | *Clarice Lispector's Living Water: Literature, Culture, and the Power of Words*

Jeanine Couto, Winston-Salem State University, United States

I am interested in Modernist Literature, specifically written by women, and Clarice Lispector is a renowned 20th century Brazilian writer. I have studied and authored my dissertation on a few of her works, but not on her 1973 novel *Água Viva* [Living Water, L.W.], and for this reason I am now returning to my research on Lispector. L.W. is considered a third stage Brazilian Modernist book. It is about a woman painter who is fascinated with the power of words and poses several existential questions. Edmund White has placed Lispector in the same pantheon as Kafka and Joyce, and Helene Cixous has given several lectures on the writers' oeuvre and style. In my presentation, I will focus on the voice of the woman narrator, who is facing her most honest and inner questionings as she goes through a stage in her life when she is the closest to understanding her own nature, her own existence as a Latin American woman. The flow of the prose-poetic work is intense, and the reader must also surrender themselves entirely to the mind of the painter/poet. This way they will be able to understand what it is to be a mature and independent Brazilian woman of 50 years ago. Further, I will explain how I use literature in the world language classroom, in the hopes of motivating students to understand other cultures, learn and appreciate the power of words, and of literature.

11:25-12:40 | Room 318A

Saturday Onsite Parallel Session 2

Educational Research & Learning Experiences

Session Chair: Cheryl Gibson

11:25-11:50

75157 | Assessing Biological Diversity Literacy Levels Among Students and Teachers at Teacher Training Colleges in the Eastern Region of Ghana

Mabel Sarpong-Kusi, Sophia University, Japan

John Joseph Puthenkalam, Sophia University, Japan

Educating ourselves to protect biodiversity and taking action to reduce and reverse the current rate of biodiversity loss is a must and the role of the teacher cannot be underestimated. The Decade of Education for Sustainable Development is the most effective route to sustainability. This research assesses biological diversity literacy levels among students and teachers in the Eastern Region of Ghana. Using the questionnaire survey, this research used the purposive sampling technique to select 515 students and 45 teachers from six (6) out of the 46 public Colleges of Education in Ghana. Results showed that both students and tutors lacked adequate environmental awareness. Teacher trainees are expected to have adequate knowledge of responsible environmental behavior to influence their future students, as the training of teachers plays an important role in imparting the theme of Education for Sustainable Development. Results from the linear probability model indicate that being a female increases the probability of having perceived environmental knowledge by 10 percentage points, controlling for other demographic characteristics. Also, being educated increases the probability of having perceived environmental knowledge by 5 percentage points, controlling other factors. Age was found to be significant at a 1% level. This research suggests policy recommendations for Ghana's Colleges of Education to develop and manage limited natural resources to promote environmental sensitivity, produce in-depth knowledge of issues, teach students how to analyze and investigate issues, use citizenship to solve problems, and raise students' expectations of rewards for acting responsibly.

11:50-12:15

76608 | Transforming the Field Education Landscape: Promising, Wise and Innovative Practices in Field Education

Julie Drolet, University of Calgary, Canada

Social work field education programs play a crucial role in preparing future social workers. However, there are significant challenges in providing practicum experiences to students and integrating research and practice in field education. To address these challenges, it is necessary to identify promising, wise, and innovative approaches to field education. This presentation will share research findings from 104 interviews and 31 focus groups involving 99 social work educators from across Canada. An inventory of nine promising, wise and innovative practices will be discussed drawing from the research: Facilitating multiple partnerships and collaborations; Creating new and innovative field placements; Sharing unique practices for field supervision; Accreditation and policy; Valuing open-mindedness and flexibility in practicum placements; Using technology in field education; Macro-level placements; Incorporating Indigenous & wise practices; and Equity, diversity & inclusion. Additionally, the session will highlight preliminary findings from the TFEL Roundtables series held virtually and in-person throughout 2022-2023 with co-investigators, students, social work practitioners, field educators, and those with lived experiences to mobilize the findings into action. The presentation will explore how these promising, wise, and innovative approaches can inform the development of sustainable models of field education. The TFEL partnership (2019-2025) is supported in part with funding by the Social Sciences and Humanities Research Council (SSHRC).

12:15-12:40

75433 | KC Fresh Rx: A Produce Prescription Program with Nutrition Education Among Medicaid Recipients

Cheryl Gibson, University of Kansas Medical Center, United States

Heather Valentine, University of Kansas Medical Center, United States

Rebecca Mount, University of Kansas Medical Center, United States

We are implementing a produce prescription program at 3 clinics in Kansas City. Medicaid patients receive a written prescription for fruits and vegetables (F/V) from their physicians. Patients redeem their produce prescriptions at 25 qualified grocery stores. Nutrition education with cooking demonstrations are led by a registered dietitian. Recipes, tips and handouts are shared by electronic messages. The objective is to evaluate how well the program decreases health risks and costs, encourages produce consumption and increases food security. Medicaid patients with pre-diabetes or pre-hypertension are evaluated at baseline and at 6 months for changes in blood sugar/ blood pressure levels and healthcare utilization. Evaluation data is collected monthly on fruit/vegetable consumption, food security, and knowledge regarding purchasing, storing, and preparing produce and their health benefits. At baseline, 23 patients, mean age 44 years, with an average household size of 3 members and over 50% who use SNAP benefits or food pantries. Mean BMI was 33.9 kg/m², mean HbA1c levels at 5.74%, mean blood pressure of 131/84, and mean carotenoid scores of 248 (critically low). At 3 months, about \$27 per week was distributed and patients redeemed about \$37 each month on produce. Most participants report the program is easy to use, are consuming 75% of the produce purchased, and are using what they learned in nutrition education to eat more F/V. We will evaluate 6-month data in October. Given the health risks associated with diabetes and hypertension, the produce prescription program may help to reduce serious complications and improve food security.

12:55-14:35 | Room 318A

Saturday Onsite Parallel Session 3

Foreign Language Education

Session Chair: Liwei Hsu

12:55-13:20

77366 | *Using the PLC+ Framework and Translanguaging to Improve New Teacher ELD Instruction*

Kimberly Garcia, California State University Northridge, United States

Over the past few decades there has been much debate regarding the best way to teach children to read. After the findings shared by the National Reading Panel in the early 2000s, educators, politicians, and publishers thought they had found the key to unlocking the mystery of teaching all children to read. Dubbed the "science of reading", this systematic approach to literacy has been widely adopted by standardized curriculum publishers and implemented in many states and local educational systems. With its hyper focus on reading foundational skills, standardized literacy curriculum focused on the science of reading has proven to be ineffective in advancing the literacy achievement and English language acquisition for English language learner students (ELL). Moreover, data shows that new teachers to the profession feel underprepared to differentiate instruction for student groups, including ELL students. This small-scale study seeks to determine if providing new teachers in a large urban school district professional development focused on researched-based instructional practices for English language development will positively impact their ELL students' literacy achievement and English language acquisition.

13:20-13:45

74112 | *Use of Conjunctions and ESL Writing Proficiency*

Cheng Luo, Brock University, Canada

Linguistic cohesion plays an important role in creating and reinforcing textual coherence in English as a second language (ESL) writing development. Research to date has yielded controversial findings about correlation between use of cohesive devices (CDs) and L2 writing proficiency. In particular, research on use of conjunctions as a main CD has been inconclusive in regard to what conjunctions or type(s) of conjunctions can serve as significant denominators of ESL writing proficiency. This study, in reference to Halliday and Hasan's classical theoretical framework of cohesion, examines proficiency-related variation in use of conjunctions as possible parameters to predict ESL writing proficiency. Sixty corpus samples of argumentative writing by Chinese learners of English at different proficiency levels are randomly selected, and a multitude of conjunction types used wherein are identified and analyzed qualitatively and quantitatively, to discover a pattern of proficiency-related variation in conjunction use that can serve as possible indicators for ESL writing proficiency. Quantitative analysis involving a series of t-tests shows no significant proficiency-based difference between the conjunction types in their overall use. However, significant between-group differences are found in certain types of conjunctions used, notably additives, causals and conditionals. In terms of textual cohesion and coherence, such variations can serve as indicators of ESL writing proficiency and provide important implications for ESL writing pedagogy.

13:45-14:10

73374 | *Reevaluating the CoS Guide: The Need for Supplementary Resources in Teaching Prepositions in Japan*

Masayuki Takahashi, Osaka Seikei University, Japan

Kiyomi Okamoto, Osaka University, Japan

English education at the elementary and secondary school levels in Japan is determined by national curriculum standards, the Courses of Study (CoS), which are regulated by the Ministry of Education (MEXT). Prepositions are commonly cited as difficult for Japanese students of English to learn, likely because there is no direct equivalent to them in the Japanese language. The CoS guide for lower secondary schools has one section devoted to prepositions that provides their descriptions and example sentences. However, that section alone may be insufficient for practicing teachers. To help identify what should be included in the prepositions section of the CoS guide, the Grammar Item List (Okamoto and Takahashi, 2022) was implemented to analyze language usage in MEXT's National Assessment of Academic Ability tests (2018, 2019), the standardized achievement test for lower middle school students. Significant discrepancies were found between what was on the test and what was in the CoS guide. The CoS guide presents only four prepositions – from, for, to, and on – with their descriptions and example sentences. The sole description presented for 'from' in the CoS guide, for example, is 'the country of origin' (as in 'I'm from Japan.'), while three other usages of 'from', namely 'a source', 'a starting point', and 'distinction', were found in the tests. Furthermore, 'five functions of prepositional phrases' (Yagi, 2021), such as adjectival prepositional phrases, were not specified in the CoS guide, even though there were 139 sentences that include prepositional phrases out of 327 sentences in the two

14:10-14:35

75582 | *Building a Neuroscientific Groundwork for Exploring Task Fit and Expectancy Disconfirmation on a VR-Based EFL Learning Course*

Liwei Hsu, National Kaohsiung University of Hospitality and Tourism, Taiwan

In recent years, the development of digital technology has created many unprecedented learning platforms or contexts, among which virtual reality (VR) has received more attention for its applicability in language learning. This present study aimed to explore this issue to acquire an advanced understanding. This study recruited 159 participants who came to a soundproof laboratory to experience a 15-minute-long EFL course. Collected data was processed with SmartPLS 4. Structural modeling results indicated that participants' expectations for learning English in VR significantly affected their performance ($\beta = .490$, $t = 6.936$, CI 95% [.348, .623]). Task-technical fitness for VR was also important for its performance ($\beta = .383$, $t = 5.417$, CI 95% [.250, .528]). Furthermore, task characteristics in VR were significantly associated with satisfaction of EFL learners ($\beta = .341$, $t = 2.886$, CI 95% [.117, .578]). Both variables, skill characteristics, and task characteristics, significantly affected task-skill fit ($\beta = .335$ and $.487$, $t = 4.168$ and 5.516 , CI 95% [0.181, 0.498 and 0.300, 0.649, respectively]). In addition, participants' theta brain waves may be a significant predictor of their satisfaction with VR ($\beta = -.147$, $t = 1.037$, CI 95% [-.289, -.010]). As for the modulation of neuronal activity in the participants' brains, brain theta waves were found to significantly moderate the relationship between performance and satisfaction ($\beta = .148$, $t = 2.072$, CI 95% [-.013, .272]). Practical and theoretical implications were made accordingly.

14:50-16:30 | Room 318A

Saturday Onsite Parallel Session 4

Well-being in Education

Session Chair: Andrea Bencsik

14:50-15:15

74879 | *Stackable Credentials as Model Career Ladders*

Yi Huang, Coppin State University, United States

The Center for Inclusive Excellence (CIE) at Coppin State University aims to simultaneously improve quality and value of education while increasing access and success through credential innovations. The presentation will spotlight CIE's new stackable credentials that are uniquely engineered as model "career ladders" to improve teacher effectiveness, increase teacher retention, and accelerate teacher leadership development. The innovative stackable options provide teachers with both the short-term advantage of earning one or more post-baccalaureate certificates and the longer-term option of earning an advanced master's degree with salary incentives and national prestige (Huang, 2022). The stackable credentials include: 1. Master of Education in Teacher Leadership 2. Post-Baccalaureate Certificate: Teacher Leadership in Culturally Sustaining Practices 3. Post-Baccalaureate Certificate: Teacher Leadership in High-Tech and High-Impact Practices 4. Post-Baccalaureate Certificate: Teacher Leadership in Action 5. Post-Baccalaureate Certificate: Contemporary Teacher Leadership. The stackable credentials are scheduled to be inaugurated in Fall 2023 among CIE's rural and urban partners, including Coppin State University, Salisbury University, Baltimore City Public Schools, Dorchester County Public Schools, Somerset County Public Schools, and Wicomico County Public Schools across the State of Maryland. The CIE Executive Director and Principal Investor will share strategies, progress, and challenges in areas of academic policy, curriculum design, and partnership development, as well as funding and sustainability. Promising practices and lessons learned will be discussed with implications explored within the rapidly evolving educational and employment ecosystems.

15:15-15:40

77349 | *Others in Schools: A Narrative Study on the Labor Experiences of Non-Regular School Workers*

Myungin Kyeon, Chonnam National University, South Korea

The Revised National Curriculum for Public Education in 2022 in South Korea emphasizes "education for all" in which no one should be excluded in education. Although major participants in the education sector include students, teachers and administrative officials, non-regular workers in more than 60 occupations in various fields have made great contributions to fulfilling the goals of education. A majority of the previous studies have criticized that the official curriculum in Korea tends to neglect teaching students the meaning, value, and rights of labor. To delve into this criticism, this study conducted a narrative study on the Labor Experiences of Non-Regular School Workers to analyze the meaning and value of labor in the educational context. The individual in-depth interviews were conducted with seven non-regular workers of different occupations. The analysis of these interviews showed that they do not feel that their labor is respected, rather 'otherized'. To deal with this issue, non-regular workers' organized solidarity has made a great effort to foster self-esteem among the workers. In addition, their labor was found to provide essential care to all members and the environment of the school, indicating that their division of labor can be viewed as an 'Ecosystem of mutual care'. The findings in this study revealed that Korean school education lacks universality, suggesting that it is necessary to integrate the historically and socially constructed meaning and value of labor into school education.

15:40-16:05

75173 | *Employee Wellbeing in Higher Education – 'GNH of Business' in Hungarian*

Andrea Bencsik, University of Pannonia, Hungary

Dora G. Kocsis, Independent Scholar, Hungary

The quantification of organisational happiness and well-being is a major challenge, not only in for-profit organisations but also in educational institutions. A happy teacher is more motivated and committed to his/her teaching and learning activities. In the literature, research findings are mainly concerned with the well-being of students and learners, while the study of teachers remains in the background. The aim of the present research is to use a less known and less applied measurement method to identify the most important characteristics that most influence teachers' and professors' feelings of well-being. The study was carried out among institutions of economic higher education in a small country in Central and Eastern Europe. We sought a solution that could provide a holistic picture of the satisfaction and sense of well-being of teachers and professors working in the institution. The quantitative study involved 239 faculty members and 14 managers who completed questionnaires according to the 'GNH of Business' methodology developed in Bhutan. Following the logic of the method, 29 indicators were used to rate well-being based on individual satisfaction in 5 domains, followed by an organisational happiness index. The results show that organizational happiness is most influenced by non-monetary benefits in the area of quality of life, and trust is the most influencing factor within the psychological well-being indicator. On the side of organizational conditions, it is mainly managerial thinking and decision-making that can raise the value of the organizational happiness index through the indicators of cultural and ecological diversity.

16:05-16:30

73488 | *Life Trajectory of the Teaching Employees: Pre-retirees' Anxieties and Preparation and Retirees' Life Conditions and Satisfaction*

Julius Simon, University of Baguio, Philippines

This research study explored the life trajectory of teaching employees at the University of Baguio, focusing on the anxieties and preparations of pre-retirees and the life conditions and satisfaction of retirees. The objectives of the study were to determine the career pathway of pre-retiring and retired teaching employees, identify their anxieties and preparations related to financial security, health status, and social status, and develop institutional pre-retirement and post-retirement program proposals. The study utilized a quantitative descriptive research design, employing a survey questionnaire with Likert scales to gather data. The participants included pre-retiring teaching employees aged 50-59 and retired teaching employees from the University of Baguio. The findings indicated that pre-retiring teaching employees experience slight anxieties but are satisfied with their preparations in terms of financial security, health status, and social status. On the other hand, retired teaching employees faced slight challenges in their living conditions, particularly related to financial security, health status, and social status. However, they expressed high levels of satisfaction in these areas. The study highlighted the importance of addressing retirement factors such as financial security, health, and social engagement through institutional pre-retirement and post-retirement program proposals. These programs can help alleviate anxieties, enhance preparations, and improve the overall living conditions and satisfaction of teaching employees in their retirement journey. The results of this study provided valuable insights for university administrators, human resource management, and policymakers in developing effective strategies and programs to support pre-retiring and retired teaching employees in achieving a rewarding and fulfilling retirement experience. Further research is recommended to delve deeper into specific aspects of retirement and explore additional factors that may impact the well-being and satisfaction of teaching employees in their post-retirement years.

09:30-11:10 | Room 318B

Saturday Onsite Parallel Session 1

Online Education: Implications & Perspectives

Session Chair: Alisha Janowsky

09:30-09:55

73231 | *Artist or Imposter: Breaking Barriers and 'Dancing' the Data*

Dianna Moodley, Durban University of Technology, South Africa

The pandemic catapulted South African Higher Education into abrupt 'pivot to online', Emergency Remote Learning (ERL), deepening the current crisis of a severely fractured education system still recovering from 'huge hangovers of their colonial and apartheid pasts'. While universities fervently enabled appropriate infrastructure, this study explored whether pedagogy was adapting responsively to optimize learning within this volatile environment. The study was conducted at one of South Africa's leading Universities of Technology, interrogating students' experiences of Teaching and Learning (TL) in the midst of the hard lockdown. A perturbing finding was that ERL exacerbated students' existing academic challenges. Highly subjective data, revealed emotionally charged interpretations of students' lived realities, exposing alienation and decontextualization of students from the learning process. These research participants were not guinea-pigs but people with senses and emotion. Yet their powerfully vivid narratives were being concealed, disguised, or at best, distorted within traditional methodologies used to report the findings. The researcher thus uses an unorthodox methodology to convey her truth. This discussion adopts a transdisciplinary methodology, transcending the humanities and challenging obstinate guardianship around 'scientific' or scholarly research and discipline 'integrity' – gatekeeping. It daringly crosses paradigmatic boundaries to advocate for Critical Humanizing Pedagogy, attempting to sensitize mentally fatigued, brain-fogged academics, casualties of the pandemic themselves, to the daunting domestic realities of students, thereby amplifying academic discourse around students' learning challenges with remote online learning. It hopes to provoke a gut-wrenching response from stakeholders, tormenting pedagogy into crisis-driven activism.

09:55-10:20

71896 | *Our Beautiful World: The Good, the Bad and the Ugly of Technological Impact on Students in Our Mediated World*

Dolapo Adeniji-Neill, Adelphi University, United States

The purpose of this study is to examine the impact of Technology on students from K-13. Currently, there is massive amounts of information available in this new mediated world. After the Covid pandemic, the schools are now dealing with the fall out of unbridled exposure of students to technology. Some of the positive effects of technology allows children to connect with their family, friends, and others in ways that enrich their relationships. Some parents and caregivers are also learning to slow down excessive use of technology by their charges. They are reducing the risk and adapting when problems arise, such as preventing children from accessing devices at specific times of the day. However, negative effects persist in many cases: children may be exposed to harmful online content and sexual exploitation. The Cyberbullying Research Center reports that incidents of cyber bullying are most prevalent at ages 12 to 15. A recent survey by the center of 13- to 17-year-olds found that 23.7% of girls, 21.9% of boys, and 35.4% of transgender teens had experienced being bullied. Low self-esteem and increased anxiety. This research is grounded in the theoretical tradition of phenomenological inquiry. Phenomenological inquiry focuses on the meaning, the structure and the essence of lived experiences of the researcher and the group involved in the experiences. CNN reports that teens and adolescents are using image filters on Instagram to enhance their appearance even though the result looks nothing like them. "Self-esteem addiction" can make young people feel inadequate.

10:20-10:45

77291 | *Harnessing Technologies in a French Language Classroom*

Matthew Motyka, University of San Francisco, United States

With the increasing use of online instant translation programs, foreign language education encounters numerous challenges, particularly with regards to evaluating student learning. The primary challenge is distinguishing between students' original work and various instances of unsanctioned borrowing from the internet. Nonetheless, my course, "French through Performance," equivalent to a third semester French, aims to capitalize on students' capacity to conduct internet research and incorporate found materials into their creative output. Students use various short literary and philosophical texts and modify them for interactive performances. They utilize online lexicons to rewrite in a dialogic form narratives or philosophical debates and present them on stage. During my presentation on the methodology, I will provide a pedagogical rationale for the course's technique and exhibit how the students progress towards grasping the material. I will end with the students' survey responses to the approach at the conclusion of the curriculum. I contend that incorporating aspects of the Natural Approach to language acquisition, which entails permitting students to gradually progress from bilingual communication with online input and within peer groups, will ultimately result in lasting vocabulary acquisition and ease in using the target language.

10:45-11:10

75423 | *Can you Hear Me Now? Student Perceptions on the Importance of Connectedness and Engagement in Online Classes*

Martha Hubertz, University of Central Florida, United States

Alisha Janowsky, University of Central Florida, United States

Before COVID university students were showing a preference for online courses. During COVID, there were not options but to be online. When face-to-face offerings were made once more, what did students select? Even more than before, students voted with their registration for online class sections. Can we infer, then, that students had positive experiences in distance learning during the pandemic? The answer seems to be "yes and no." Research by Lobos et al. (2022) suggests that student experiences with the emergency remote teaching (ERT) over COVID were largely positive. The primary negative experiences were the relationships formed with both peers and faculty. Faculty are in the difficult situation of bridging the gap between gravitation to online instruction and feelings of isolation. The pedagogical solution may be to infuse online courses with active learning opportunities designed for interaction with content, peers, and faculty. This presentation will report data from over 500 undergraduate students surveyed at a large public university. These students were asked to comment on their feelings of online class engagement and connection with peers, faculty, and the university in online classes. They were also surveyed on their perceptions of teaching strategies designed to increase active learning in online courses. Results from this study are discussed along with implications for teaching sustainability in higher education.

11:25-12:40 | Room 318B

Saturday Onsite Parallel Session 2

Higher Education

Session Chair: Christine Oskar-Poisson

11:25-11:50

75448 | *Professional Growth in Educators Through Critical Friendships: Cases from Japan*

Adrianne Verla Uchida, Nihon University, Japan

Jennie Roloff Rothman, Kanda University of International Studies, Japan

Teachers across Japan recognize the importance of professional development (PD), but many are at a loss for what to do since many report feeling isolated or compartmentalized and institutional support remains varied and inconsistent due to vagueness in government initiatives. Without specific measures being implemented, it falls to institutions and individuals to create change, which varies due to the resources available. In the absence of formalized PD, many educators in Japan resort to looking beyond institutions in order to build critical friendships that, through reflective practice, provide support and encourage growth. A "critical friend" or "trusted other" is someone with whom an educator can engage reflectively and collaboratively about their beliefs, practices and identity (Hatton & Smith, 1995; Stenhouse, 1975). This presentation will showcase the experiences of several EFL professionals in Japan through research conducted on, and through, critical friendships. The speakers will share their approach to researching their own critical friendship, what they gained, broadly and in terms of their personal growth, and provide recommendations to other educators interested in establishing their own critical friendships.

11:50-12:15

76266 | *St. Catharines Teachers' College Early Years: Gender, Geography and IQ*

Michael Owen, Brock University, Canada

Mateo Villegas Palacios, Brock University, Canada

The history of teacher education in Canada is focused on the early years under the superintendency of Egerton Ryerson and the legacy of this era to the 1960s (Phillips, 1957; Johnson, 1968). More recently scholars examined reforms to teacher education (Smyth and Hamel, 2016; Perlaza and Tardiff, 2016; van Nuland, 2011; Smyth, 2006) as well as the content of teacher education programs or legislative initiatives (van Nuland, 2011; Kitchen and Petrarca, 2014, 2017, & 2022). Few examine the life and working conditions of teachers and, specifically, women teachers (Llewellyn, 2012). Histories of teachers' college are often non-critical (Moase & McAuley, 1990; Gelman, 2002; Savic, 2018). Few studies examine the demographics of teacher candidates or student life at teachers' colleges in the same way that others have examined the lives of students in universities in the 1960s and 1970s (Pitsula, 2013). Our study focuses on the St. Catharines (Ontario) Teachers' College (1965/66- 1970/71) prior to its integration with Brock University. This is an era in which universities and other postsecondary institutes expanded to serve the post-war industrial economy and middle-class desires for educational and social mobility opportunities for their children. Employing data from archival sources and from a "register" of all students, we ask: who went to teachers' college in the 1960s and 1970s, how did gender, geography, age and IQ intersect, if at all, with retention/attrition, and what were their experiences?

12:15-12:40

71168 | *The Impact of Vicarious Trauma in College Composition Instructors: A Literature Review and Implications for Future Research*

Christine Oskar-Poisson, Columbia College, United States

This systematic review of the literature meets at the intersection of trauma-informed pedagogy and composition studies to explore the ways vicarious trauma impacts college composition faculty, both personally and professionally. The presentation will begin with a review of the existing body of literature around this topic, with a discussion of seminal and contemporary research in the field. Notable gaps in the existing scholarship will be identified. The presenter will outline their ongoing research to close these gaps to contribute to a broader understanding of the ways continued exposure to student writing describing personal trauma(s) impacts college writing faculty. Participants will then be introduced to research citing specific ways vicarious trauma manifests in college composition instructors, and the effects on faculty of long-term exposure to reading and assessing personal narrative writing will be highlighted. An analysis of the existing literature will be presented with recommendations for future research.

12:55-14:10 | Room 318B

Saturday Onsite Parallel Session 3

Leadership in Education

Session Chair: Trent Davis

12:55-13:20

77365 | *The Role of Cognitive Empathy in Educational Leadership*

Trent Davis, St. Mary's University, Canada

The academic study of leadership typically proceeds through the four inter-related themes of "position", "person", "process", and "results". Recently, however, there has been renewed interest in the person of the leader in terms of the necessary traits of character that effective leaders should recognize and develop. A recent publication from Harvard Business Review Press, *Compassionate Leadership: How to Do Hard Things in a Human Way*, is a revealing and influential example of this trend. Broadly summarized, the leader from this perspective is asked to do the "Hard" thing of being both objective about the current context as revealed by appropriate data, yet "Human" in terms of displaying sensitivity and understanding to the needs, reasons, and feelings of others. In this presentation, I want to extend this fresh research by presenting a hypothesis about the role of empathy in leadership, specifically the role of what in the literature is called "cognitive empathy". This is the capacity to understand the propositional state of mind and reasoning of another person from their lived perspective. My key contention will be that cognitive empathy can contribute to an ongoing theoretical research framework and agenda that can inform both the "Hard" and "Human" dimensions of leadership in ways that can significantly influence the future behaviour of researchers, educators, and policymakers.

13:20-13:45

76444 | *Compassionate Leadership in Teacher Education: A Case Study on Student Teachers in Mongolia*

Tungalag Baljir, Mongolian National University of Education, Mongolia

Tuul Suvd, Mongolian National University of Education, Mongolia

Bolortuya Baljir, Mongolian National University of Education, Mongolia

The study explores how student teachers' compassionate leadership skills can be developed to make a positive difference in students' lives and in their learning environment. A sample of 628 students from Mongolian National University of Education completed an online survey rating the importance of compassionate leadership, identifying the challenges, obstacles, frustrations and harms they experience during the pandemic, listing the initiatives both teachers and students have taken to develop student teachers' compassionate leadership skills. The findings suggest that students earning their BA degrees in Teacher Education consider compassionate leadership to be extremely important. They got an evidence-based understanding as to why compassion is important for improving their learning outcomes, their wellbeing and academic performance. They also show that student-teacher relationship concerns, differences in learning experience, poor self-regulation skills, emotion regulation difficulties are the leading challenges student face with. The findings also indicate that teachers take initiatives – such as supporting teacher-student relationship, developing professional knowledge and skills, implementing various kinds of activities to improve students' positive expectations, to reduce negative emotions, and to cultivate students' behaviors of compassionate leadership – listening, understanding, empathizing, and helping. Students get better awareness of their own leadership behaviors and the behaviors they see around them in the learning environment, develop simple and everyday techniques to model self-compassion and kindness towards others, and acquire an appreciation of the different ways in which we define the concepts of leadership and compassion.

13:45-14:10

72879 | *Critical Issues in Indigenous Educational Leadership: Principals' Perspectives*

Jia Li, Ontario Technology University, Canada

Matthew McGravey, Ontario Technology University, Canada

Novera Roihan, Ontario Technology University, Canada

Systemic barriers and complex factors have caused many challenges to education for Indigenous people. School leaders are expected to play a critical role in Indigenous school communities (Purdie & Wilkinson, 2008). The recent pandemic has exacerbated existing social and economic inequalities such as poor infrastructure, limited high-speed internet access, as well as many problems inherent in the administration of education (House of Commons of Canada, 2021). As a result, it has led to increasing difficulties to deliver quality education to students in remote Northern Indigenous communities. This paper reports a case study of four (vice) principals serving a First Nation community in Northern Ontario, Canada. Through sharing their lived experience and insight, this study examined the barriers specific to one remote, fly-in school community, and new opportunities on horizon to support Indigenous students to excel. Our preliminary findings indicated that limited technology access and knowledge, coupled with the lack of family and community's educational involvement resulted in lower levels of engagement and a loss of learning for many Indigenous students, despite the concerted efforts of educational leaders and teachers. This has caused tremendous challenges to provide students teaching and learning continuity, given the community's socioeconomic and historical related situation, particularly during the pandemic. Other reported challenges included the independent operation of Indigenous schools, curricula development, as well as the complex role of the principals and vice-principals. Suggestions were made to improve Indigenous representation in transformative school leadership (Haling, 2007), enhance Indigenous knowledge integration in subject content areas, and provide feasible access to innovative teaching and learning resources.

14:50-16:30 | Room 318B

Saturday Onsite Parallel Session 4

Gifted Education, Special Education & Disability

Session Chair: Shinji Tani

14:50-15:15

74756 | *Intersecting Social Identities and Postsecondary Education Outcome in Transitioning Adolescents with Disabilities*

Minhae Cho, University of Memphis, United States

Jungjoon Ihm, Seoul National University, South Korea

Yeji Kang, Hanyang University, South Korea

Using data from the National Longitudinal Study of Adolescent Health (Add Health), this study conducted secondary data analysis to investigate the impact of intersecting social identities of disability, gender, and race on postsecondary education outcomes in transitioning adolescents with disabilities. We classified the respondents into five mutually exclusive groups based on disability status: no disability, physical, intellectual, learning, and multiple disabilities. Using this sampling procedure, the total weighted sample consisted of 79% adolescents without disabilities, 12% with learning disabilities, 3.5% with physical disabilities, 3% with multiple disabilities, and 2.4% with intellectual disabilities. The results from the generalized linear model of postsecondary education outcome indicated that adolescents with physical (OR = 0.42, $p < 0.05$), learning (OR = 0.37, $p < 0.001$), and multiple (OR = 0.13, $p < 0.05$) disabilities had lower odds of completing a college degree compared to those with no disability. Positive relationships with teachers (OR = 1.15, $p < 0.001$) and school attachment (OR = 1.06, $p < 0.05$) increased the odds of college degree attainment. There was no interaction effect between gender and disability types on postsecondary education outcomes. However, race appeared to have a significant effect on the postsecondary education outcomes by interacting with disability types and offsetting the negative impact of learning disabilities. Transition programs for adolescents with disabilities require an understanding of how their intersectional social identities create unique barriers and resilience in order to provide developmentally and disability sensitive services for their successful transition to adulthood.

15:15-15:40

77007 | *The Importance of Learning Therapy for Students with Disabilities in Post-Secondary Institutions*

Maike Schmieding, Keyano College, Canada

According to the 2017 Canadian Survey on Disability, 22% of Canadians over the age of 15 have one or more disability. This number more than likely increased during and after the Covid-19 pandemic. Post-secondary education institutions are becoming more and more inclusive, and therefore see an increase of needs for students starting their post-secondary education. But where do students go? In Canadian High Schools, students often have access to a Classroom Support Teacher and Educational Assistant, a support that is often not given in Canadian PSIs. This factor often makes the transfer from high school to post-secondary education a burdensome one for students with disabilities. Since students with disabilities already have a lower chance to enroll in post-secondary education due to socio-economic factors, this session will explore some of the factors that hinder students with disabilities from entering post-secondary education, and present different learning strategies for students with psychiatric diagnosis, ADHD/ADD and learning disabilities, and the benefit of on-campus learning therapy and counselling. Please join to learn how you and your institution can help support students better. It does not always have to start at the top! You will walk away with actionable items and suggestions.

15:40-16:05

72353 | *Reading Comprehension of Junior High School Students with Hearing Impairment in the Post Pandemic Classes*

Jasmine Sibayan, Department of Education, Philippines

Reading is an essential life skill and one of the focal concerns of the academic system particularly among the learners. However, Junior High School (JHS) with hearing impairment are facing challenges in reading comprehension. Their hearing impairment is pointed out to be the reason of their difficulty in comprehending what they are reading. In this regard, this study identified S.Y. 2022-2023 JHS students with hearing impairment as the respondents. It sought to determine the reading comprehension level, hearing impairment level, and reading comprehension level according to the level of hearing impairment. This study used the descriptive survey design. The respondents of this study were JHS students with hearing impairment. Universal sampling or total enumeration of the respondents was used. A reading comprehension test was content validated by the panel and underwent reliability testing was used to determine the reading comprehension. The students' hearing impairment levels were determined based on the profile of the students. Frequency count, percentage, and weighted mean were the statistical tools used to answer problems 1, 2, and 3. The results reveal that the over-all level reading comprehension is literal level, hearing impairment is profound, and that the reading comprehension is not dictated by the hearing impairment level. In this regard, emphasis on the use of different post pandemic reading strategies should be reemphasized and considered by the teachers in order to develop and improve the reading comprehension of the JHS students with hearing impairment.

16:05-16:30

74721 | *Educating Students with Disabilities and Their Families to Prepare for Disaster*

Christina Miller, University of Oklahoma, United States

Shinji Tani, Ritsumeikan University, Japan

Disasters are events that overwhelm the capacity of the local government or community to respond and are often unexpected and cause widespread damage and human suffering. Disasters also have an outsized impact on people with disabilities. Fifteen percent of the world's population, experience some form of disability (World Bank, 2023) and they are more likely to be injured or die during disasters (Economic and Social Commission for Asia and the Pacific, 2015) due to inaccessible evacuation, response and recovery efforts including shelters, camps, and food distribution (United Nations, N.D.). They are also more likely to end up institutionalized (National Council on Disability, 2019), which can make it difficult for disaster survivors to return to the community and many experience subsequent health deterioration. One strategy to help people with disabilities survive and continue to thrive during and after devastating disasters is to ensure they and their families engage in disaster education and training during school. This presentation will include a description of the unique needs of people with disabilities during disasters and provide an overview of disaster preparation with people with disabilities and their families. The presenters will articulate strategies for training students with disabilities to prepare for disasters as part of their school curriculum as well as strategies for engaging their families in the planning process. The presentation will include reflections on the presenter's practice experience with people with disabilities during disaster. The implications for education, mental health practice, and policy will be discussed.

09:30-11:10 | Room 321A

Saturday Onsite Parallel Session 1

Language Teaching & Learning

Session Chair: Elaine Correa

09:30-09:55

72617 | *Cognitive Processes Engaged by an Integrated Argumentative Writing Task*

Ibtissem Knouzi, York University, Canada

Integrated writing tasks are designed to reflect the skills, and strategies of efficient writers who are able to synthesize information from multiple texts and understand appropriate textual borrowing practices. It is critical to verify that these tasks engage ESL learners in the cognitive processes that a theory of second language (L2) writing ability views as essential elements of L2 writing performance and to understand the differential effect of students' English language proficiency (ELP) levels on the nature and range of their writing processes during integrated tasks. To address these goals, the study uses a mixed-method approach to (a) describe the cognitive processes of ESL learners engaged in an integrated writing task and (b) examine how these cognitive processes vary depending on the students' ELP. Each of 51 undergraduate ESL students at two levels of ELP (high and low) completed an integrated writing task that involved listening to a lecture, reading a passage, and writing an argumentative essay based on both sources. Another eight participants provided stimulated recalls about their writing processes immediately after completing the task. The findings reveal the cognitive and metacognitive processes/ strategies and the language and discourse aspects the students attended to. They also indicate that participants with higher ELP tended to interact with the sources and task and to engage in planning and organizing, generating and retrieving, and revising and editing more frequently than did participants with lower ELP. The findings and their implications for the teaching and assessment of source-based writing will be discussed.

09:55-10:20

75074 | *Reality of On-demand English Learning for University Students with Low English Proficiency*

Masaki Makino, Kindai University, Japan

As a post-corona class format, the presenter's university recommends on-demand classes in addition to online classes. However, are university students with low English proficiency willing to enroll in on-demand classes? The presenter led an English class that incorporated on-demand instruction. Out of total of 30 lessons, 17 were face-to-face speaking classes and 13 were on-demand grammar classes. In the on-demand classes, video clips of the classes were created and distributed according to the contents of the textbook. Students are required to watch the videos, complete the assignments, and submit their responses within seven days of delivery. The day after the deadline, a video explaining the answers is sent to the students, who then use it to check their own answers. In the final class, a questionnaire survey was administered to determine how the students actually approached the on-demand course. The results indicated that the majority of students watched the entirety of the assigned videos. However, only 45% of the students responded that they always watched the answer videos, indicating that more than half of the students either forgot to watch them or did not watch them on purpose. When asked whether on-demand or face-to-face classes were more effective for learning English, 45% chose face-to-face classes, 10% chose on-demand classes, and 45% did not know. In the presentation, the answers to the remaining questions will be provided in detail, and the actual situation regarding on-demand classes for students with low English proficiency will be clarified.

10:20-10:45

72781 | *The Academic Achievement of Undergraduate Students with Different English Language Proficiency Profiles*

Khaled Barkaoui, York University, Canada

Many English-medium universities use a compensatory model for setting cutscores on English language proficiency (ELP) tests, such as the TOEFL iBT and the IELTS, for student admissions. In this model, students can have different scores on different sections of the test (e.g., high reading and listening scores combined with low writing and speaking scores) as long as their overall score meets the admission requirement. This practice raises questions about potential differences in the academic achievements of students with different score profiles. To address these questions, this study compared the academic achievement of 3,694 undergraduate students who have met the required cutscore on the IELTS (i.e., a score of 6.5) for admission to a Canadian English-medium university but have different scores on different sections of the test. Students were grouped into proficiency profile groups based on their IELTS section scores and then the groups were compared in terms of their Grade Point Average (GPA). The findings indicated that students with a high balanced profile (i.e., high scores on all IELTS sections) outperformed students with medium reading scores and low or medium writing scores. Students with high reading scores and medium or high writing scores outperformed students with medium reading scores and either low or medium writing scores. Furthermore, IELTS reading and writing scores were the strongest predictors of academic achievement. The findings and their implications for setting total and section cutscores on the IELTS for university admissions are discussed.

10:45-11:10

75569 | *"Me Entiendes?" Do You Understand Me? Supporting Multilingual Teachers and Prospective Educators*

Elaine Correa, California State University, Bakersfield, United States

Anna Catalan, California State University, Bakersfield, United States

Tamarah Williams, California State University, Bakersfield, United States

Alexander Reid, California State University, Bakersfield, United States

Our presentation will examine our Multilingual undergraduate course that was created to increase knowledge and understanding for both teachers and prospective educators in responding to language learning competencies for multilingual learners in our local community. One area that we have considered in the design of our course has been the use of diverse resources to provide points of connection. With the ease of access to different media, we have found the use of traditional fairy tales identified as both accessible and translated resources for drawing connections and reaching out to multilingual learners. However, conventional fairy tales create other issues and challenges in terms of the hidden societal messages /agendas that are conveyed with the use of stereotypical representation and expectations, even within different cultural versions of the same fairy tale. The different perspectives shaped by the intersectionality of student identities are invaluable assets for learning. We implement a Vygotskian approach to increasing language learning and competencies. We examine the strategies that we have used for teaching multilingual learners and preparing prospective teachers and provide an analysis of our pilot study survey feedback. We discuss the tensions that exist with integrating diverse forms of representation to address diversity, equity, and inclusion in the curriculum, for improving diversity in practice and ensuring greater representation with the contributions of diverse and/or minoritized groups in our curriculum. This presentation is sponsored by the Up-Lift California Grant (4.5 Million) from Early Educator Investment Collaborative (EEIC) to California State University, Sacramento.

11:50-12:40 | Room 321A

Saturday Onsite Parallel Session 2

Skills Development

Session Chair: Amanda Clark-Andrejkovics

11:50-12:15

75689 | *Exploring the Use of Claim-Evidence-Reasoning in Promoting Scientific Reasoning Skills of Elementary School Students*

Joel Jalon, De La Salle University, Philippines

Maricar Prudente, De La Salle University, Philippines

Winona Diola, De La Salle University, Philippines

While previous research has shown that claim-evidence-reasoning can effectively promote higher-order thinking skills in science education, there needs to be more research on using claim-evidence-reasoning in elementary school settings. Therefore, this study aims to investigate the effectiveness of claim-evidence-reasoning in promoting the scientific reasoning skills of elementary school students. The study utilized a mixed-methods design, incorporating both quantitative and qualitative data. The participants were 29 Grade 5 students. The discussion lasted for 12 meetings. The quantitative data were collected through a pre-test and post-test, which measured the students' performance in claim, evidence, and reasoning categories. The qualitative data were gathered through open-ended questions that asked the students about their experiences with the claim-evidence-reasoning framework. The results showed a marked improvement in all three categories of claim, evidence, and reasoning in the post-test compared to the pre-test. The number of students scoring 0 points in each category decreased significantly, while the number of students scoring 2 points in each category increased. In addition, the post-test mean score of 4.31 was significantly higher than the pre-test mean score of 2.34. Furthermore, the qualitative data supported the quantitative findings, indicating that the claim-evidence-reasoning framework helped students connect the learning materials and concepts they learned in class and organize their thoughts before writing their explanations.

12:15-12:40

73133 | *Promoting Global Access to Practicum and Internship Placements*

Amanda Clark-Andrejkovics, University of Oklahoma, United States

Tiffany Adamson, University of Oklahoma, United States

Carrie Jankowski, University of Oklahoma, United States

Sierra Copeland, University Of Oklahoma, United States

International Field Placements present unique and enriching experiences for social work students highlighted by expanded and diverse perspectives and cultural influences. The diversity and expansion of social work thinking creates irreplaceable learning activities on global issues of care and human rights. There are also potential barriers and stressors for the student, the field program, and field education partners that must be considered (Attrill & McAllister, 2016; Lee, Haines, Maneephong, & Zeng, 2019). One University has designed and implemented an exploratory study focused on identifying the attributes of and barriers to successful completion of internationally based social work practicum placements and internships by U.S. based social work programs in being able to support U.S. citizens as internationally located students. This oral presentation will share the results of this study along with discussing current practices at the mid-western University where U.S. students are residing in countries around the world and our policies and procedures that have been developed in conjunction with lived experiences and research findings. As we believe access to education, including higher education, is a human rights issue, the impact of this research allows other programs and disciplines a map for removing barriers and expanding access.

12:55-14:35 | Room 321A

Saturday Onsite Parallel Session 3

Education & AI

Session Chair: Laura McNeill

12:55-13:20

75360 | *AI-Generated Practice for Textbooks: An Exploratory Analysis from the Classroom*

Rachel Van Campenhout, Vitalsource Technologies, United States

Michelle Clark, Independent Scholar, United States

Benny Johnson, Independent Scholar, United States

Artificial intelligence has made it possible to generate high quality formative practice questions for use in higher education digital textbooks. Adding these automatically generated questions as a study feature for textbooks in an e-reader platform made it possible to democratize the learn-by-doing approach known to increase learning. Faculty in three different courses at a major public university in the United States assigned the automatically generated practice as a completion homework assignment with the textbook reading. In this paper, we investigate four automatically generated question types as well as an AG multi-question scaffolded tutorial using data from these three courses to better understand two research questions: how did these questions perform for students, and how did students choose to use them during their course? Additionally, survey data was collected to identify how students generally perceived the AG practice. Artificial intelligence can lead to unprecedented advances for teaching and learning technologies, but it is necessary to investigate how these tools perform for students in real-world contexts. The analyses from these classroom examples provide insights into how artificial intelligence can further benefit students in their everyday learning contexts.

13:20-13:45

77010 | *Systems Design Education in Industrial Design: A Hybrid Approach of Combining ID Studio and UX Design Courses as a Superblock*

Min Kang, University of Houston, United States

Traditional Industrial Design (ID) curricula have successfully trained students in fundamental ID skills. However, the increasing complexity of modern industries and technological advancements call for integrating Systems Design and User Experience (UX) principles. This paper introduces the "ID+UX Superblock," a hybrid educational model combining ID Studio and UX Design to better prepare ID students for contemporary challenges. Systems Design education teaches the methodologies and thought processes required to design not just individual products but complete systems within which those products exist. It encourages students to think about how those elements interact within an extensive system, offering a holistic and sustainable approach to problem-solving. For example, designing a smart home involves creating devices and understanding their intercommunication, management, user interaction, and underlying technologies. The Superblock model aims to widen students' skill sets for designing from both macro and micro perspectives. It involves real-world projects requiring a blend of systems thinking, user research, and UX design, enriching the learning experience and training graduates to be more competitive in diverse design roles. This paper will discuss the curriculum, pedagogical strategies, and teaching outcomes through case studies, highlighting how the superblock model improves students' proficiency in systems thinking and capability to deliver system-level solutions. These solutions encompass physical and digital products with intuitive user interfaces, showcasing students' enhanced ability to integrate ID and UX principles. The success of this Superblock signifies the potential of interdisciplinary education to produce versatile designers capable of navigating complex design challenges.

13:45-14:10

75073 | *Automation or Innovation? A Generative AI and Instructional Design Snapshot*

Laura McNeill, University of Alabama, United States

ChatGPT and other generative AI tools have proven capable of creating course content suitable for eLearning and instruction, saving instructional designers precious time and resources (Hardman, 2023). While generative AI has the potential to transform education and distance learning (Bozkurt & Sharma, 2023) concerns remain about how to use these tools responsibly and ethically. A qualitative approach is used in this study with data gathered from 8 instructional designers at an R1 university using semi-structured interviews and an open-ended Qualtrics survey. This research-in-progress presentation will provide insights into how instructional designers at an R1 university are currently using generative AI, as well as the benefits and challenges experienced when the instructional designers leveraged AI during the instructional design (ID) workflow to develop online courses in a variety of academic disciplines. Best practices identified and adopted by instructional designers will also be described and discussed.

14:10-14:35

77498 | *Examining Preservice Teachers' Teaching Moves and Responsiveness Through AI-Based Chatbot*

Sheunghyun Yeo, Daegu National University of Education, South Korea

The purpose of our study was to examine PSTs' teaching moves and responsiveness during interactions with an AI-based chatbot that simulated a virtual student with mathematical misconceptions and a mentor. The chatbot was used as an instructional tool to provide opportunities for PSTs to practice their responsive teaching skills, they asked questions to the virtual student to understand the student's thinking and extend mathematical reasoning. We focused on identifying different patterns of PSTs' questions in terms of teaching moves and responsiveness. We also examined how PSTs reacted to the mentor's feedback received during the interactions and how they perceived their interaction with the chatbot. We identified four profiles of PSTs in conversation with the chatbot. There was no statistical difference in the result of the effectiveness of interactions between the profiles. The four profiles posed questions of different levels in terms of teaching moves and responsiveness. PSTs in highly responsive profiles tended to try to adjust the questions based on the virtual student's responses, whereas PSTs in less responsive profiles did not. There was no significant difference in the self-evaluation of the effectiveness of the interaction between the profiles. We also found the change in questioning patterns after receiving feedback from a virtual mentor and investigated the difference in self-evaluation results on interaction effectiveness by each profile. We discuss theoretical and empirical implications for teacher education.

14:50-16:30 | Room 321A

Saturday Onsite Parallel Session 4

Foreign Language Education

Session Chair: Raymond Yasuda

14:50-15:15

77368 | *Innovative Learner-Centered EFL Speaking Activities: Through AI-assisted Anime Creation*

Takako Yasuta, Fukushima Medical University, Japan

This study attempts to establish an innovative approach for improving English speaking skills by making Anime using AI. The author focuses on establishing learner-centered speaking activities that replace instructor-led pronunciation drills. Previously, the author incorporated speaking activities into a Manga-based writing project expecting Manga conversations students made would enhance their phonological awareness and influence how they actually speak. Students made their Manga into Anime using PowerPoint and role-played characters after brief instructions on intonation and common phonological modifications. However, the author found the pronunciation drills were not attractive to students and had limited effects on their speaking skills. In this present study, the author will use an AI speech generator instead of formal instructions and examine if student-led activities using AI can better assist in acquiring English speaking skills. Forty-nine university students create English Manga and make them into Anime and role-play Anime characters. Instead of formal instructions and pronunciation drills, they use an AI as their "instructor" that provides model speeches. The AI generates speech of men and women of all ages and allows students to freely generate model speeches they want. The author will compare the effectiveness of the previous teacher-led pronunciation practices and the learner-centered AI approach by examining intonation patterns and basic phonological modifications such as assimilation and CV linking. This study is still in progress; however, it will offer an effective and fun approach to improving speaking skills in a time-limited classroom and show how AI can be positively used in foreign language education.

15:15-15:40

71650 | *An Online Educational Framework for Teaching Pronunciation Skills to English Language Learners*

Stephen Peridore, College of Southern Nevada, United States

Veronica Mcvay, College of Southern Nevada, United States

The purpose of this presentation is to demonstrate how the development and teaching of online college-level ESL pronunciation is a viable, logical, progressive, and efficient endeavor. Those interested in developing and/or teaching online ESL pronunciation courses will learn how to effectively integrate and organize a course management system (CMS) with cutting-edge Web 2.0 tools to make their online pronunciation classes user-friendly, interactive through the use of video, voice, and discussion boards, synchronous online conferencing with student breakout rooms, tutorials, innovative 3rd party pronunciation software, and online assignments and assessment tools, all of which effectively promote the acquisition of both American English sound perception/discrimination and production. Doing so will allow teachers to engage students by adapting teaching methodologies that are proven effective in traditional classrooms and applying them to the online environment, which simultaneously promote both pronunciation skills and E-literacy, so students can function and compete, not only in home, work, and academic environments, but also in the ever changing digital age. Finally, teaching pronunciation online means more flexibility for students with competing home and workplace responsibilities and a much more tailored curriculum in a less threatening environment.

15:40-16:05

74716 | *Adapting Games from The Tonight Show Starring Jimmy Fallon for University EFL Classrooms*

Jeffrey Trambley, Musashino Gakuin University, Japan

While the use of games in EFL classrooms has long been acknowledged as a positive practice, especially at lower competency levels, their use in higher-education institutions has met with less acceptance. Conservative academics often argue against games in university EFL classrooms on the basis that they are immature, lack clear learning goals, and give the impression of a lazy instructor. This paper illuminates the relevance of games, drawing from those played in American popular culture, specifically from The Tonight Show Starring Jimmy Fallon. The paper introduces several games featured on The Tonight Show and offers modifications for possible implementation at various learner competency levels. It also provides support for the use of games providing evidence that they, when appropriately utilized in the higher-education context, can improve language proficiency, help develop a more vibrant classroom, enhance motivation, increase overall student participation, and might reduce student anxiety.

16:05-16:30

76832 | *Self-Access Language Learning Centers: Development, Assessment, and Initiatives*

Raymond Yasuda, Kanagawa University, Japan

Self-access language learning centers (SALCs) are well-established institutional spaces common in European and Asian schools and universities. SALCs are a key component in language programs as they provide additional opportunities for L2 use outside the classroom, and they are particularly valued in EFL contexts (Mynard, 2019). However, running such facilities requires the use of limited resources to overcome a variety of challenges. This presentation will include an overview of the facilities and programs available in our self-access center, 2 years of usage data, key issues, and new initiatives. In pursuit of continuous improvement, an assessment of the center was conducted to answer the following research questions: 1. Which programs and resources are most utilized by students? 2. What are student perceptions of the various programs? 3. What are the reasons for not utilizing the facility? 4. What are the additional resources, programs or events are sought by students. Assessment was conducted through the analysis of 2 years of usage data of the various language programs and 300 survey responses. Key findings include several areas for improvement such as a lack of awareness of the facilities and resources, insufficient materials, and the perception that certain facilities (e.g. English conversation lounges) only catered exclusively to highly proficient students. The identification of these issues resulted in several new initiatives which will be covered in the presentation. The common challenges and innovative solutions will be of interest to educators in a variety of ESL/TESL contexts.

09:30-11:10 | Room 321B

Saturday Onsite Parallel Session 1

Primary & Secondary Education

Session Chair: Michelle Soto-Peña

09:30-09:55

77227 | Novice Teachers and the Challenge of Learning to Use Simulations

Cory Wright-Maley, St. Mary's University, Canada

There is a growing number of scholars inquiring into how social studies simulations impact student learning, understanding, engagement, skill development, efficacy, and how teachers use and think about their practice with simulations. This scholarship has relied heavily on case studies to demonstrate the professional practices of teachers who make use of the teaching method, but there remains a lacuna in the field of social studies regarding how novice teachers learn to use simulations as a mode of teaching and learning in the social studies classroom. The present study has two purposes: first, to understand the rationales novice teachers articulate for undertaking this “formidable pedagogy” (Wright-Maley, 2018) and second, to reveal the challenges these teachers articulate about learning how to implement them in a way that they deem to be successful. I used phenomenological interviewing (see Seidman, 2006) to reveal participants’ thinking about their learning process. Data were analyzed with an inductive approach, using open and then analytical coding (Strauss & Corbin, 1998; Thomas, 2006). Employing constant comparative analysis strategies, I identified salient themes and patterns across participants (Glaser & Strauss, 1967). Findings reveal that participants see the benefits of engagement, deepening curricular connections, and learning insights that they perceive to be unavailable when using other methods of instruction. At the same time, they struggle with creating the curricular time necessary to undertake simulations fulsomely, envisioning possibilities for simulating concepts, and managing their effective implementation. Implications for teacher training and professional development will be discussed in the presentation and full paper.

09:55-10:20

73528 | Best Practices to Develop Young Learners’ Speaking Skills: Lessons from Singapore and Japan

Robbie Lee Sabnani, Nanyang Technological University, Singapore

Speaking competence is important for the building of students’ literacy foundations as the ability to speak well enhances their mastery of the other curricular subjects. For children learning English as an additional language to their home language, speaking skills are essential as it is the primary method of instruction in classrooms and the mode used by students to clarify their understanding. Despite the significance of speaking, relatively less is known about the ways in which teachers systematically guide young learners in preparing content, managing voice qualities and evaluating the effectiveness of their communication. The present research was undertaken to address this gap. I share findings from classroom observations and interviews of two experienced English teachers – a primary 5 teacher in Singapore and grade 1 teacher in Japan. Using Goh and Burns’ (2012) framework on the dimensions of teaching speaking, I underscore teachers’ systematic instructional processes to provide support on language and model accurate pronunciation to guide students on articulating messages clearly. The session concludes with a discussion on the value of explicit teaching of speaking to hone students’ knowledge. It highlights the benefits of scaffolding in developing students’ confidence to communicate for their purpose, audience and contexts. The sharing is helpful for teachers and teacher educators as a repository of best practices and will also be useful for researchers as a source of classroom-driven research to enhance pedagogy.

10:20-10:45

77297 | Impact of the UB Extension and Community Outreach Services Rendered to Lindawan Elementary School and High School

Grace Dueñas, University of Baguio, Philippines

Ireneo Matic, University of Baguio, Philippines

This study examines the impact of the University of Baguio's extension and community outreach services provided to Lindawan Elementary and High School in Lucnab Barangay, Baguio City, as part of the Adopt-A-School Program. The services, including leadership, computer literacy, and health and sanitation, were offered to students in Grades 5 to 10, as well as the teachers. The research is based on the Theory of Student Engagement and Jean Piaget's developmental psychology, emphasizing that learning occurs not only in classrooms but also through community interaction. Data was collected through questionnaires and analyzed using weighted mean and analysis of variance. The findings show variations in the extent of services availed across grade levels, with Grades 7 and 10 benefiting more from leadership and computer literacy activities. Overall, respondents expressed high satisfaction with the services. Despite some differences in responses, there were no significant variations based on classification or level. The study suggests that these services are crucial for educational institutions and recommends further enhancement with increased stakeholder involvement.

10:45-11:10

75601 | Counter Storytelling Through Photovoice Methodologies

Michelle Soto-Peña, California State University, Fullerton, United States

Erica Garcia, Dolores Huerta International Academy, United States

Donaji Guzman, Dolores Huerta International Academy, United States

Ashley Silva, Dolores Huerta International Academy, United States

As Dual Language Bilingual Education (DBLE) programs continue to proliferate, their rapid growth contribute to their gentrification – thus shifting focus of program design from visions of culturally affirming and sustaining pedagogies to pragmatic language development and proficiency to compete in the global market. While the critique of neoliberalization of bilingual education is not a new phenomenon, the contemporary dilemma of curricular censorship, the spread and acceptance of alternative facts, and the erasure of resistance of white supremacy provide a new sense of urgency to explore how educators explore, create, and implement pedagogical practices that disrupt the reproduction of white supremacy. This poster presentation showcases how three elementary bilingual education teachers engage in the participatory action research process to codesign an elementary ethnic studies curriculum centered in student voice and agency. Elementary school students employed counter storytelling practices of their personal and familial histories utilizing photovoice methodologies. Findings suggest teachers saw a shift in the agency and empowerment of students by centering their voices and regarding them as intellectuals in their own learning processes.

11:25-12:40 | Room 321B

Saturday Onsite Parallel Session 2

Nurturing Creativity & Innovation

Session Chair: Lori Guerrero

11:25-11:50

77359 | *Designing Inclusive Play Experience*

Tin-Man Lau, Auburn University, United States

Play is essential to all people while it is often misperceived as a waste of time. On the contrary, Maria Montessori, an Italian physician, educator, and innovator who started the Montessori school in 1907, believed that play can be used for children to learn naturally, and play is the work of the child. More than often people relate play to children's activities but in fact, play is a necessity to all people of all ages. Well-designed play experiences can bring different benefits to the players physically, cognitively, emotionally, and socially regardless of the players' ages and abilities. Studies show that those who continue to play most likely live a healthier life, while those who ignore playing or are deprived of playing may impact their lives negatively. To design inclusive play experiences that everyone can play, designers need to systemically study through research, exploration, and development of the play that benefits the users. This paper discusses the importance of play, and the approach implemented in design classes to develop inclusive play by collaborating with the play industry for the play and recreation market.

11:50-12:15

75207 | *A Conceptual Framework Towards the Most Validated Outdoor Learning Environment Play Settings*

Lori Guerrero, Texas Tech University, United States

Sharran Parkinson, Texas Tech University, United States

Kristi Gaines, Texas Tech University, United States

Angelle Hamon, Texas Tech University, United States

Childhood well-being may be at risk due to societal trends separating children from nature. Outdoor learning environments (OLEs) are intentionally designed natural playscapes to increase exposure to nature and promote well-being. There are many intervention programs with different sets of guidelines supported by varying levels of empirical evidence, but there has not been a review to constitute a singular set of guidelines reflecting the whole body of knowledge. The main focus was to provide a list of the most commonly mentioned OLE play settings to save practitioners the extensive time required to review the large body of literature. A conceptual framework triangulating policy, theory, and user preference guided the meta-analysis of literature. Comparing these three types of literature is important, because it gives a broader perspective of the total influences of OLE design, build and implementation. For this analysis, theory is defined as validated theoretical frameworks and empirical research; policy is defined as regulations developed by government agencies or intervention programs; and user preference is defined as the preferences of parents, children and teachers concerning OLE. The literature review searched eight databases, used 21 keywords, and analyzed 104 articles. The literature was quantitatively analyzed and tabulated by two researchers. Once the analysis was complete, the findings were cross-referenced, and discrepancies were resolved with a third expert until consensus was established. The final list of recommended play settings offers OLE designers, educators and administrators an evidence-based list that reflects the entire body of knowledge provided by theory, policy and user preference.

12:15-12:40

73232 | *Adolescent Resiliency, Well-Being and Competency Development Within an Innovative Community-School Partnerships Model of STEM Education*

Emily Krysten Spencer-Mueller, Wilfrid Laurier University, Canada

Karin Archer, Independent Scholar, Canada

Catherine Hands, Brock University, Canada

Elizabeth Kurucz, University of Guelph, Canada

Asfiya Taji, Wilfrid Laurier University, Canada

Nadine Gudz, York University, Canada

Education systems worldwide are increasingly prioritizing the integration of science, technology, engineering, and math (STEM) subjects and global competencies to better prepare students for the rapidly changing future (OECD, 2019). In Ontario Canada, an innovative STEM program (I-STEM) was integrated into three secondary schools providing students with interdisciplinary and experiential learning opportunities (HDSB, 2019). This unique program was developed through the collaboration of multiple stakeholders including school board personnel; post-secondary faculty members; educational administrators and teachers; students; community members including parents; and community-based organization representatives. The program is designed to develop students' innovation skills related to engineering design, design thinking, entrepreneurial thinking skills, and global competencies, and prepare students for technological change and disruption, globalization, and shifting demographics. While encouraging the development of student skills and global competencies, the program also aims to cultivate student resilience and well-being, thus promoting students' academic achievement and wellbeing, and skills to overcome challenges. The ongoing developmental evaluation (Patton, 2011) of the program involves annual assessments of student resilience and well-being using the EPOCH Measure of Adolescent Well-being (Kern et al., 2016), and the Connor-Davidson Resilience Scale (Connor & Davidson, 2003). Over 400 students from grades 9-12 were tracked over a two-year span to examine how resiliency and well-being change over time. In addition, we aim to identify distinct subgroups of students based on their resiliency and well-being profiles to determine whether the program is equally effective for all students or if some subgroups are benefiting more from the program than others.

12:55-14:35 | Room 321B

Saturday Onsite Parallel Session 3

Inclusivity in Higher Education

Session Chair: Moana Numanga

12:55-13:20

76349 | Deepening Inclusion on University Campuses Through Spatial Justice

Robert Mizzi, University of Manitoba, Canada

This project qualitatively researched 22 multiply-marginalized university students and their experiences of spatial inclusion/exclusion on three university campuses in Manitoba, Canada. In so doing, this research brought together aspects of spatial justice, intersectionality, and equity, diversity, and inclusion (EDI) to better understand these lived experiences and the ways in which institutions may benefit from adjusting and incorporating alternate approaches to space. The participants engaged their campus maps as critical cartography, highlighting areas of safety as well as risk, visits of high and low frequency, along with ways in which they engage with space(s) overall and sensations when it comes to space(s). Through preliminary data analysis, there have emerged several key themes: 1) Transient Nature of Identity(s): Many participants focused on one of their marginalized identities more than others, which in turn influenced the ways in which they re-imagined their campus maps in a way that brought these identities together. 2) Accessibility/Inaccessibility: Many participants highlighted challenges associated with navigating campus due to accessibility concerns. Participants discussed experiences around physically accessing spaces, such as a lack of appropriate ramps or sidewalks around campus and elevator access and accommodation within buildings. 3) Spatial Engagement/Connectedness: Participants identified connections to campus through various sensory experiences, showcasing the kinds of spatial engagement that students participate in. What attracted them to these spaces was the need for quiet spaces from the noise of racism, homophobia, sexism, and ableism. Connections to green space as a way of grounding one's self became significant.

13:20-13:45

75709 | The Evolution of Curriculum and Reality at Historically Black Colleges and Universities

Anita Bledsoe-Gardner, Johnson C. Smith University, United States

Rosalyn Harrington, Winston Salem State University, United States

By leveraging AR technology, HBCUs and higher education institutions can create more engaging, inclusive, and effective learning experiences for students while preserving and promoting cultural heritage and advancing research and innovation. Race and racism have plagued the United States for over 200 years as evidenced by its long-standing history of mistreating marginalized populations. Institutions of higher education, specifically, Historically Black Colleges and Universities (HBCUs), have archaeologically provided a haven of opportunity for all students despite being under-funded and oftentimes diminished in prestige (Williams, Burt, & Bridges, 2018). In the wake of the newest United States Supreme Court decision, HBCUs must continue to create safe passage and serve as a beacon of hope for all students who continue to face systematic barriers created in a place that is coined the land of the free. By doing so, submersing students in real-world environments, such as crime scenes, and disasters (natural/man-made) practical training within interactive labs, collaborative learning to enhance peer-to-peer learning, and of course, career readiness, by simulating workplace scenarios is just the tip of the iceberg regarding harnessing advanced technology in the classroom will have a direct impact on HBCUs education environment. This may contribute to a more dynamic and engaging education environment, ultimately preparing them for success in a rapidly evolving world.

13:45-14:10

76640 | Supporting Transgender and Nonbinary Students in Higher Education

K Scherrer, MSU Denver, United States

Little is known about how to best support transgender and nonbinary (and myriad other related identities such as agender, gender queer, or gender fluid) students in navigating academic institutions. This presentation examines how higher education professionals can better understand and support transgender and nonbinary students. This presentation draws on 30 qualitative interviews with transgender and nonbinary students from diverse institutions of higher education. Findings indicate that this student population is highly engaged in assessing safety, building community, educating others, and advocating for change. Leveraging students' strengths can provide a fruitful avenue to create change and empower students. Examples of each of these themes are provided alongside implications for faculty and staff in higher education systems.

14:10-14:35

71368 | Empowering Futures: Addressing Challenges Faced by Indigenous Women in Higher Education

Moana Numanga, Brigham Young University Hawaii, United States

This study delves into the challenges and barriers encountered by indigenous women from the Pacific Islands as they strive for higher education, with a specific focus on an institution of higher learning situated in the State of Hawaii, United States. Throughout this research, data derived from survey responses and personal interviews are utilized to illuminate the distinctive backgrounds of indigenous women and to analyze their approaches to pursuing higher education. Additionally, the study explores the impact of new challenges stemming from financial hardships and instability, attributed to global economic factors, on their ability to access higher education. By understanding the hurdles faced by indigenous women today and their endeavors to surmount these obstacles, we aim to bring attention to necessary policy reforms at the governmental, private sector, and higher education institutional levels, essential for supporting these women in their academic pursuits.

14:50-16:05 | Room 321B

Saturday Onsite Parallel Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Alexander Zureck

14:50-15:15

74737 | Art Education and Generative AI: An Exploratory Study in Constructivist Learning and Visualization Automation for the Classroom

John Pavlik, Rutgers, The State University of New Jersey, United States

Orianna Pavlik, BFA Studio Art, United States

Artificial intelligence (AI) is poised to transform arts education. This paper focuses on the domain of generative AI, or AI that can create content, including visual and other forms of art. The research question considered is what are the potential implications of generative AI for arts education. This paper draws upon constructivist learning theory. Constructivist learning suggests students learn effectively through experience including in the arts. Students can learn through active engagement in participatory discovery or the construction of new knowledge of the arts. We posit that students might learn about the visual arts by utilizing generative AI to create art, and then critically examine that art and the role AI played in its creation. We conduct a qualitative exploratory analysis of one generative AI visual content platform, DALL-E, developed by OpenAI. We seek to identify some of the potential uses of generative AI in arts education based on a constructivist approach. DALL-E uses ChatGPT, also from OpenAI. Users submit a text-based prompt into the DALL-E 2 platform, which then creates images. We submitted the default textual prompt to the DALL-E 2 platform: "An impressionist oil painting of a vase of purple flowers." DALL-E 2 generated four versions of this artistic visualization. We find DALL-E 2 can enable students with little or no technical artistic skill to participate in the creation of visual art. However, some background in the arts and art history, including relevant vocabulary (e.g., impressionist), is necessary to the creation and meaningful analysis of art.

15:15-15:40

75117 | Video Camera Usage in Postsecondary Online Courses for Improved Learning and Relationship Building

Bruna Nogueira, University of Calgary, Canada

Amber Hartwell, University of Calgary, Canada

Christy Thomas, Ambrose University, Canada

Barbara Brown, University of Calgary, Canada

This presentation tackles the ongoing discussion on whether students should activate their video cameras during synchronous group work in online courses. Research indicates concerns about privacy, appearance, and technology reliability (Castelli & Sarvary, 2021; Cobo & Vargas, 2022; Kalman et al., 2020; Nicandro et al., 2020), while also supporting the use of video cameras for fostering interaction, sense of belonging and motivation (Falloon, 2011; Sederevičiūtė-Pačiauskienė et al., 2022). Acknowledging the controversies of the topic and the interconnectedness of emotion and cognition in learning processes (Vygotsky, 1978, 1986; Wallon, 1995), this research aimed to explore the impacts of enabling the camera feature during synchronous group work in postsecondary courses. The primary focus was to investigate whether this affects relationship building among students and its overall influence on their learning experience. Data were collected through 22 individual semi-structured interviews with instructors and students from two Canadian postsecondary teacher education programs that offer online courses. Interviews were audio recorded, transcribed and participants engaged in transcript validation (Merriam, 1995). Data were analyzed through two coding cycles (Miles et al., 2014). Findings indicate that lack of visual contact in synchronous group work hinders positive peer and instructor-student relationships. Participants reported that seeing others facilitated connection, understanding of needs, trust-building, and providing support. Although the findings suggest that turning on the video camera in synchronous online group work can lead to heightened motivation and improved learning experiences, it is also important to respect students' boundaries, needs, and diverse circumstances, particularly when there are valid reasons for not using the camera.

15:40-16:05

77436 | Attention in Digital Training Events: Strategies to Enhance and Sustain Participant Engagement

Alexander Zureck, FOM University of Applied Sciences, Germany

Kevin Arenja, FOM University of Applied Sciences, Germany

Philippe Krahnhof, FOM University of Applied Sciences, Germany

Robin Schoofs, FOM University of Applied Sciences, Germany

In light of the Covid-19 pandemic, the transition of training events to digital platforms highlighted an evident decline in participant attention span. Distractions, notably from social media and smartphones, are magnified in remote settings. As we navigate this increasingly digital era, it becomes imperative to identify the success factors that ensure sustained participant engagement in digital training. What are the essential design elements, methodologies, and didactic concepts that promote prolonged attention during these sessions? This research, grounded in 6 expert interviews from digital event management and adult education domains, underscores the significance of participant attention in effective knowledge retention. The findings accentuate the pivotal role of the event moderator in orchestrating the event's structure, methodology, and participant engagement to maintain optimal attention levels. Besides technical acumen, the moderator's proficiency in and attitude towards digital media emerge as paramount to the event's success, corroborating findings from prior studies. Employing varied stimuli and fostering interactions through innovative and occasionally unexpected presentation forms can further enhance participant attention. In sum, this paper delineates strategies transcending previous research, pinpointing measures that effectively bolster attention in digital training environments, offering both academic and practical implications.

09:30-11:10 | Room 322A

Saturday Onsite Parallel Session 1

International Education & Exchange

Session Chair: Christina Miller

09:30-09:55

70980 | *Selamat Jalan! The Trials, Tribulations and Successes of a Short Overseas Study Tour for Japanese University Students to Paradise*

Lara Promnitz-Hayashi, Keiai University, Japan

Short term study abroad programs have become increasingly popular among students who do not want to live abroad for long periods of time. These programs are often between two weeks to one month and involve language and cultural study at a more affordable price and usually do not interfere with their university study as they are held outside of the academic term or semester. However, in more recent times, many students are choosing Overseas Study Tours. These tours are typically between seven to ten days and may or may not include language study components. Often the focus of the tour is to study and experience different cultures, while using and improving the student's already acquired language skills. Keiai University in Chiba, Japan, runs a number of different programs and the first Overseas Study Tour since the Covid-19 Pandemic hit in March 2020, was held January 31st - February 7th, 2023. Six students and one professor embarked on a one-week intensive cultural study on the island paradise of Bali in Indonesia. While the trip itself was a success, there was intense planning and preparation before the trip was offered to students. This presentation will discuss the trials, tribulations and successes of planning the Study Tour, from the initial idea and destination decision, to places and activities to be experienced, designing the complete itinerary, obtaining quotes, extensive documentation due to Covid, and the trip itself. In addition, the voices of the students who took part will be introduced.

09:55-10:20

74183 | *Investigating Japanese University Students' Intercultural Behavior Intent Through a Theory of Planned Behavior Model: A Mixed-Methods Study*

Brad Deacon, Nanzan University, Japan

Understanding how even short-term study-abroad (STSA) programs can lead to increased intercultural communication competence (ICC) for Japanese university students in overseas contexts is necessary given the increase recently of these programs. However, most instruments measuring ICC within STSA contexts are western-based. An exception is the international posture scale (IPS) by Yashima and colleagues (2002, 2004, 2009), which is one instrument related to ICC that originated in Japan. The IPS has been primarily used to research Japanese students' behavioral intentions to communicate in English. However, there are very limited studies on the antecedents of international posture (IP) and almost no studies that have investigated IP within a Theory of Planned Behavior (TPB) (Ajzen, 1991) theoretical framework. The purpose of this study is to examine the predictive relationship between personality traits on intercultural behavioral intent and actual ICC behavior as mediated by attitudinal and self-efficacy variables within a TPB framework. The researcher will share salient pathways from Structural Equation Modeling together with future directions for research based on these findings.

10:20-10:45

76833 | *Crossing Borders Through Screens: Primary School Language Exchange Between Japan and Australia*

Shinji Okumura, Bunkyo University, Japan

Virtual exchange (VE) experiences with children of the same age, involving the global community, are expected to provide significant learning opportunities for foreign language learning and intercultural understanding (O'Dowd, 2018). Previous studies (e.g., Shimizu & Kano, 2020) have shown that VE allows primary school students to develop their motivation to learn a foreign language and understand different cultures. To offer authentic interactions with native speakers in foreign language learning, two primary school language teachers in Japan and Australia collaborated and implemented intercultural VE in 2022. The participants were fifth-grade Japanese students who were beginner English learners and 133 fifth and sixth-grade Australian students who were novice Japanese learners. Both groups engaged in various activities, including exchanging video clips in both languages, real-time communication through a video conference system, and an online quiz competition about their schools and cultures. This presentation will report on implementing the bilingual VE project, focusing on the Japanese side. Written feedback from Japanese students revealed that VE motivated them to learn English and deepened their awareness of the differences and similarities between the two cultures. This project was planned and implemented based on the two teachers' continuous collaboration and mutual understanding. The teachers' enthusiasm and effort for language education and VE contributed to enriching the VE project in primary school language education. This case will be recognized as an instructive example of intercultural VE and will provide language instructors in primary schools with valuable insights into intercultural VE.

10:45-11:10

74722 | *Collaborative International Education Exchange During a Global Pandemic: Perspectives from the US and Japan*

Christina Miller, University of Oklahoma, United States

Shinji Tani, Ritsumeikan University, Japan

Michiko Sawano, Ritsumeikan University, Japan

Xue Dou, Ritsumeikan University, Japan

Chie Noyori-Corbett, University of Oklahoma, United States

International education and development of international competencies is an area of growing interest in higher education among many different disciplines. Comprehensive Internationalization is a "strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected." (ACE, 2017). Mezirow's transformative learning theory (1991) is based upon the combination of experiential learning and the learner's emerging reflective thoughts through the experience of being in an unfamiliar environment. Expanding global citizenship and internationalization to expand cultural humility is growing more important as the number of people migrating across borders (Batalova, 2020). Comprehensive Internationalization of higher education requires institutional support and faculty governance. Faculty leadership in comprehensive internationalization centers student learning outcomes as the primary focus. Faculty led study abroad programs are an effective strategy to prepare students for an interconnected world (Whatley et al, 2021). The faculty from both a US and Japanese institute of higher education have a shared goal of enhancing internationalization of their academic units and creating opportunities for students to gain international learning and skills. The presenters have worked together for nine years to establish a variety of international educational opportunities including a virtual research symposium, a COIL model online class, faculty visits and residencies, and study abroad classes. Presenters will describe each of the internationalization strategies listed above as well as compare and contrast their experiences of co-creating a collaborative international exchange program during a global pandemic.

11:25-12:40 | Room 322A

Saturday Onsite Parallel Session 2

Mind, Brain & Psychology within Educational Contexts

Session Chair: David Litz

11:25-11:50

75004 | *The Effects of a Course-Based Mindfulness Intervention on College Student Perfectionism, Stress, Anxiety, Self-Compassion, and Social Connectedness*

Anomi Bearden, Red Deer Polytechnic, Canada

Blaire Turnbull, University of Calgary, Canada

Carmella Wallace, University of Calgary, Canada

Steven Prosser, Red Deer Polytechnic, Canada

Akeem Vincent, University of Calgary, Canada

Rising perfectionism levels within post-secondary students could be one reason for students' challenges with adaptation to post-secondary (including higher anxiety and social disconnection). Recent research attention is being given to mindfulness-based interventions as a promising avenue for mitigating high perfectionism, in addition to improving other emotional and social well-being. The objective of this study was to assess the effects of 8 weeks of a mindfulness course on post-secondary students (compared to a non-meditating control group). Variables of interest were mindfulness, multidimensional perfectionism (self-oriented, other-oriented, and socially prescribed types), stress, anxiety, self-compassion, and social connectedness. Students self-enrolled into a mindfulness class offered at a college in Alberta, Canada ($n = 15$). The experimental sample included ages 18-54 ($M = 25.27$, $SD = 11.47$) and were 96.7% female. A control group was recruited from first- and second-year psychology classes ($n = 30$), with ages ranging from 17-38 ($M = 21.70$, $SD = 5.36$) and 70% identifying as female. Students completed in person surveys near the beginning of the term and again after 8 weeks. One-way ANOVAs, paired samples t-tests, and linear regression analyses were conducted. In line with previous studies, results indicated that college students practicing mindfulness evidenced lower perfectionism (self-oriented and other-oriented types), stress, and anxiety, along with higher mindfulness and self-compassion. Additionally, interpersonal benefits were revealed as the mindfulness group increased in social connectedness. Perplexing results suggest two routes to social connection, as the control group also showed an increase in social connection, potentially motivated by higher stress and self-criticism. Findings from the current study are impressive (given the small sample size and the high stress time of the post-test). This suggests that integrating mindfulness curriculum can enhance emotional and social well-being for post-secondary students.

11:50-12:15

75278 | *Thrive! Using a Well-Being Elective to Support Professional Development in a Helping Profession*

Kristin Danhoff, Metropolitan State University of Denver, United States

Jessica Ritter, Metropolitan State University of Denver, United States

Social workers, therapists, nurses, physicians, educators, and many other front line helping professionals are burning out. What is additionally concerning is that students in these professional and educational pathways are experiencing burn out, fatigue, and trauma response before they even enter the professional ranks. This presentation will focus on the use of a healing justice (Pyles, 2018) based elective to support students' knowledge of and skill in wellness as they navigate degree programs – to support future practitioners in finding ways to thrive in and out of the profession so that they may stay engaged, present, compassionate without burning out. The use of healing justice – a framework that connects the mind and body, that sees the need for holistic responses to trauma and sees healing as a source of liberation – is inspirational in its approach to "self-care"; an approach that elevates the idea that to heal the self is to heal others. An overview of the healing justice framework and activities will help participants frame the results of a phenomenological research study conducted during the initial offering of the course. Did learning about healing justice provide students the inspiration to learn about and focus on well-being? If so, in what ways?

12:15-12:40

75701 | *Leading with Heart and Mind: Enhancing Education Through Emotional Intelligence and School Leadership Development*

David Litz, University of Northern British Columbia, Canada

This presentation will provide insights into an examination of the role of emotional intelligence (EI) attributes in the praxis of school leaders. Drawing from a recent international collaborative research project that examined how K-12 public school leaders exhibit, demonstrate, and utilize EI in times of educational change, this talk will explore school leaders' perceptions of themselves as transformational leaders and change agents, from an EI perspective. In addition, it will shed light on the processes and tools that school leaders employ when facing challenges and constraints within their professional roles and responsibilities during periods of rapid change and transformation, in terms of EI dimensions. I will conclude the presentation by discussing the need for professional development (PD) to further develop leaders on EI competencies. Furthermore, I will provide policy recommendations and suggestions for pathways and synergies for further studies and research into the needs and scope of EI in schools and the relationship and links between EI, effective school leadership and management, and educational transformation and improvement.

12:55-13:45 | Room 322A

Saturday Onsite Parallel Session 3

Foreign Language Education & AI

Session Chair: TBA

12:55-13:20

73478 | *Beyond the Classroom: Innovative Approaches to EFL Oral Proficiency Using Artificial Intelligence and Virtual Reality*
Makoto Shishido, Tokyo Denki University, Japan

This study discusses a newly developed e-learning system called ELST-Virtual Travel around the World, which integrates shadowing and multiple-choice chatbots. The system utilizes iFLYTEK's AI for speech recognition and pronunciation evaluation, with collaboration from Signwave and Seibido to create paper-based textbooks. Its purpose is to expand learners' global perspectives through virtual travel and practical English conversation. Designed for Japanese university classrooms, the system comprises 24 chapters meant for 90-100 minute lectures over the course of a year. Several experiments were conducted with university students studying English as a foreign language in Japan. Despite having nine years of English education, their proficiency at the beginning of the study was relatively low. However, the questionnaire survey revealed positive impressions of the ELST, with high scores indicating its effectiveness. The study suggests that learning through AI and multiple-choice chatbots has advantages, and further advancements in ICT technology could enable learners' avatars to practice English conversations in a simulated virtual environment, potentially supported by chatbot evolution and metaverse development. Although the current system uses a multiple-choice chatbot format, future advancements may allow for more natural and unrestricted conversations. To bridge the gap between e-learning and real-world communication, the proposal involves incorporating avatars in a virtual space. This would enable learners to engage in realistic conversations and simulated experiences resembling those encountered in real-life situations. The future version of ELST aims to develop a learning system that evolves chatbots and facilitates conversation practice using avatars within a 3D space in the metaverse world.

13:20-13:45

74875 | *Integrating Generative AI in Higher Education: A Case Study of ChatGPT in English Language Learning*
Yukie Saito, Chuo University, Japan

ChatGPT has become a captivating buzzword among English teachers and researchers, sparking discussions on its merits and drawbacks. Before the widespread use of Generative Artificial Intelligence (AI), including ChatGPT, AI had already found its place in education, benefiting areas such as providing feedback on student work and refining language translation (EDUCAUSE, 2020). AI in Education (AIED) encompasses various applications, ranging from AI-driven personalized instructional and dialogue systems to AI-supported exploratory learning, student writing analysis, intelligent agents in game-based environments, and student-support chatbots (Holmes et al., 2019). In this regard, ChatGPT shows promise because of its ability to play multiple roles, acting as a personal tutor, a study buddy, a motivator, and an assessor (OECD, 2023). This presentation explores the integration of ChatGPT into a university-level English course and provides concrete examples of ChatGPT's application such as generating quizzes, offering feedback on students' writing, and assisting in storytelling exercises. The study further delves into responses and feedback from students who utilized ChatGPT in their course. Findings indicate that students perceive ChatGPT as a beneficial tool for proofreading, generating ideas, and enabling self-directed learning. Importantly, the presentation emphasizes ethical considerations in using generative AI technologies, including potential challenges like copyright infringement and the risk of misinformation in ChatGPT-generated content. When used judiciously, tools like ChatGPT can serve as effective language companions, fostering students' autonomy and enhancing language proficiency within the educational landscape.

14:00-16:30 | Room 322A

Saturday Onsite Parallel Session 4

E-learning: Strategies & Practices

Session Chair: Betsy Orr

14:50-15:15

76187 | *Transforming Education in the Digital Age: Harnessing Technology for Enhanced Learning and Engagement*

Haneen Allataifeh, Tashkent State University of Economics, Uzbekistan

Ahmed Aziz, Tashkent State University of Economics, Uzbekistan

Digital technology has established itself as a crucial element in contemporary education in a society that is becoming more interconnected. Digital tools that provide fresh ways to interact with educational content are being integrated into traditional pedagogical practices. This integration is not only aiding the education process, but also transforming it as a whole. This paper examines how digital tools are altering the education process through a systematic literature review of articles published during the past 10 years. We focus in our analysis on the impact of different digital tools on learning and memory via finding answers to the following research questions: (1) How do different digital tools, like interactive simulations, online forums for collaboration, and multimedia resources, make a prolonging effect on learning and memory, subsequently changing the effectiveness and efficiency of traditional practices? (2) How do various digital tools accommodate various learning styles? (3) How does digital technology enable collaborative and interactive learning environments? (4) How do digital technologies and access to online education modify the roles of both; educators and students? (5) How educational institutions might effectively manage the difficulties of integrating digital technology while maximizing the advantages of technology-assisted learning? Through answering these questions, we underscore the profound impact of digital technology on education, emphasizing how it revolutionizes traditional learning paradigms. We also highlight the need for a well-rounded strategy that considers the altered roles of educators and students, along with the potential technological challenges. Finally, we suggest future research opportunities for this prevalent field.

15:15-15:40

75422 | *Let Me Explain This: Using Video Feedback to Enhance Learner Experience*

Sherry Lin, Texas A&M University, United States

Feedback is given as an effective way to improve learners' outcomes. With the increasing popularity of using technology in the classroom, instructors are exploring different opportunities to provide clear feedback to learners to improve their comprehension of assignments and learn from mistakes. Traditional text feedback can be lengthy and time-consuming to complete, and it often lacks personalized interaction with the readers. With the use of video feedback, which combines video and audio features, instructors can demonstrate ways learners could improve their work with visual demonstrations and use facial expressions, gestures, and tone of voice to convey positive or encouraging messages while correcting errors, which can promote engagement and motivate learning in ways that text which is left up to the reader to interpret tone might not. With the integration of video recording features in many learning management systems (LMS), instructors can record video feedback without leaving the LMS and allow learners to review and watch the feedback asynchronously and without using additional software. In an online asynchronous class, the instructor provided both video and text feedback to the learners, and a survey was distributed at the end of the course to assess student perception of their preference for reviewing comments from video and text feedback. The finding revealed that students found the video feedback helpful because they could follow the video and see the areas where improvements are needed while building a more personal connection with the instructor.

15:40-16:05

74241 | *Overcoming Isolation and Disconnection: Strategies for Engaging Students in Successful Online Learning*

Betsy Orr, University of Arkansas, United States

This study investigated factors that both contribute to and hinder the success of undergraduate students in online courses. Key factors that positively influenced students' online learning included: (a) organized and responsive instruction from professors, (b) strong time management skills to keep up with coursework, and (c) an online course design that combats the isolation of learning remotely. Disconnection from students occurred when students (a) struggled to stay motivated due to time management issues, (b) did not establish meaningful connections with peers and instructors, and (c) felt disconnected from course content and instruction. While most students still preferred face-to-face classes, organized professors who ensured students did not fall through the "digital cracks" and taught time management skills were seen as critical for maximizing learning outcomes in online courses.

09:30-11:10 | Room 322B

Saturday Onsite Parallel Session 1

Science, Environment, & the Humanities

Session Chair: Debra Petersen

09:30-09:55

77287 | *Identifying Factors that Affect Flood Vulnerability of Informal Sector Businesses in Sri Lanka*

Vindya Hewawasam, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Informal businesses play a key role in developing countries by providing more than half of employment and livelihoods. Due to a tendency to be located in sub-optimal lowlands in highly congested urban areas without disaster protection measures, these businesses have suffered some of the worst consequences of floods. In Sri Lanka, informal businesses play a vital role in the economy by arguably representing 96% of establishments although we do not have accurate information about informal businesses yet. The question remains as to what factors contributed to the vulnerability of some businesses whereas some other businesses in the same area appear to cope better. This paper attempts to better understand these factors that affect flood loss and damage to the informal business sector by focusing on business owners' perceptions and insights. We conducted field observations and a questionnaire survey among 180 small business owners in Colombo and Gampaha districts from February to March 2023. Only 16.7% in Colombo and 12.2% in Gampaha had operated registered/formal businesses. The majority of the respondents had experienced floods after every heavy rain though small businesses in relatively more gentrified areas tended to do better in coping with floods. We also identified that more vulnerable businesses exhibited low disaster risk awareness/preparedness and financial difficulties. These reasons affected their decisions refrain from adopting the National Natural Disaster Insurance Scheme and the flood/disaster insurance. The paper also elaborates on how proximity, flood frequency, business size, business registration status, and government compensation availability affected their flood preparedness and responses.

09:55-10:20

77346 | *Policy and Practice of Smallholder Farmers' Income Diversification Strategies for Climate Change Adaptation in Ghana*

Yakubu Abdulai, University of Tsukuba, Japan

Matsui Kenichi, University of Tsukuba, Japan

Climate change adaptation policies have incorporated an income diversification approach for rural smallholder farmers. However, there has been a question as to the extent to which income diversification would help farmers adapt to rapidly changing conditions and worsening food insecurity in many parts of Sub-Saharan Africa. In case climate change is worsening farm incomes in rural Ghana, does the income diversification option help farmers keep their profession? Do smallholder farmers in remote Ghana decide to move to urban areas because of poor and food-insecure conditions? This paper attempts to address these questions with a focus on smallholder farmers in the Upper East Region of Ghana. We examined seven major policy documents to identify policy visions and a gap between what is envisioned and what is needed on the ground. To understand what smallholders needed, we conducted a questionnaire survey among smallholders to investigate the impact of income diversification and urban migration for remittance. Our study found out that all the respondents tended to rely on multiple income options like small-scale mining, and petty trading, to support their farming business. 43% of the respondents embark on seasonal migration to urban areas for remittances.

10:20-10:45

77279 | *An Analysis of Irish Potato Production Problems in Kenya for Sustainability*

Wiliter Momanyi, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Irish potato is an essential food crop to more than one billion people in the world. In Kenya, it is the second most consumed food item in the non-grain category and source of revenue for about 800,000 smallholder farmers. Despite its role as a food security crop, the yield remains low. Sustainable agricultural practices have been promoted more recently to mitigate some of environmental challenges (climate change shocks and soil fertility). The prospect of undertaking sustainable potato farming partly depends on better understanding of the trends in Irish potato production, challenges, and opportunities so that farmers and markets can make informed choices. Therefore, this paper aims to identify essential variables that affect potato production in Kenya. We examined the trends in Irish potato production in Kenya over the past 20 years using information from FAOSTAT 2022, a significant database on global agriculture. Using descriptive statistics, we found that Irish potato output in Kenya increased steadily with an average annual growth rate of 5.8% between 2000 and 2020. This was attributed to improved farming methods, increased use of certified seed, and expanded land area. Nevertheless, average productivity was three times lower (10 tonnes per hectare) than at research stations (40 tonnes per hectare). With this low yield, potato production cannot satisfy 41 kg per capita consumption demand in Kenya. Some problems we identified include ineffective disease management, climate change shocks, and limited market access. These findings provide the basis for implementing sustainable agricultural practices fully to improve potato sustainability in Kenya.

10:45-11:10

77243 | *"Birds, Not Mosquitoes": Multimedia Communication Campaigns to Raise Awareness of the Impact of Mosquitoes on Endangered Forest Birds of Hawai'i*

Debra Petersen, University of St. Thomas, United States

Taylor Fredin, Hamline University, United States

While Hawai'i is frequently referred to as a tropical paradise, few residents and visitors are aware that it is also known as the extinction capital of the world. This most remote island chain in the world is home to a remarkable feat of biological diversity, including Hawai'i's forest birds, the world's premier example of radial adaptation. However, they are some of the most endangered species in the world due to climate change and invasive species, including mosquitoes. The southern house mosquito is invading these birds' habitats and spreading avian malaria. We are members of a team of conservation biologists, environmental educators, and communication specialists who are creating multimedia strategies to educate and engage visitors and residents about these threatened birds and the new effort to prevent the spread of avian malaria by using naturally-occurring bacteria called *Wolbachia* as a mosquito "birth control" to suppress mosquito populations in Hawai'i. We will describe the challenges of engaging people to care about birds that can rarely be seen and the controversies over techniques used to eradicate these mosquitoes. We will share the communication strategies that we employ working with the multi-agency partnership called "Birds, Not Mosquitoes", including multimedia galleries, traveling exhibits, and K-12 outreach materials, in locations including interpretive centers, museums, hotels and schools.

11:25-12:40 | Room 322B

Saturday Onsite Parallel Session 2

AI & Education in Practice

Session Chair: Shannon Lin

11:25-11:50

76847 | Innovation Ecosystems for Artificial Intelligence-Enabled Clothing Supply Chain

Chen Qu, Japan Advanced Institute of Science and Technology, Japan

Eunyoung Kim, Japan Advanced Institution of Science and Technology, Japan

As artificial intelligence (AI) continues to drive technological advancements today, it profoundly influences various aspects of economic and social development. Scholars have done extensive research on the AI field in different disciplines so far, and relative research expanded to inter-disciplines, such as creative computing, data science and AI art, innovation management, etc. The purpose of this research is to identify the state quo of AI in enabling supply chain (SC) in fashion SMEs' innovation ecosystems, contributing a grounded theory basis of AI-enabled clothing supply chain innovation ecosystem (ACSCIE). This study evaluated the overview of AI in the area of SC between 2012 and 2023 using articles from academic databases. 890 articles were screened from research articles in the business, management and accounting, decision science, and social science areas. Yet, 64 articles were critically assessed, covering the AI-enabled SCs sector to minimize the researchers' bias and maximize the reliability and replicability of the study. This study conducted a descriptive analysis and coding analysis to examine the theoretical underpinnings. Also, a synthetic analysis was performed using the Supply-Chain Operations Reference-mode (SCOR) framework. Findings reveal a significant increase in the volume of publications since 2019. However, there is a shortage of relevant theoretical bases, and existing literature lacks a comprehensive theoretical framework for innovation ecosystems in AI-enabled SCs. Therefore, based on a bibliometrics approach and coding analysis, we provided a fashion corpus in AI-enabled SCs, and suggest that the gap in building AI-enabled clothing supply chain innovation ecosystems requires further exploration.

11:50-12:15

77186 | Hey ChatGPT – Is a Louis Vuitton Bag an Investment? Evaluating GPT-3.5 and GPT-4's Readiness for Use in Financial Literacy

Shannon Lin, Dalhousie University, Canada

Stacey Taylor, Dalhousie University, Canada

Samantha Taylor, Dalhousie University, Canada

Vlado Keselj, Dalhousie University, Canada

The recent release of two prominent large language models – GPT-3.5 and GPT-4 – have wowed the world with their ability to generate text in a human-like manner. Their impressive scores on standardized tests make many prestigious professions wonder how soon humans will be outcompeted by AI. While educators ponder how AI will impact the future of learning, we identify mistakes in GPT-3.5 that have been addressed in GPT-4, as well as those that remain. Similarly, we extend this concern to non-financially sophisticated users seeking to improve their financial literacy by using the AI "expertise" in the place of financial professionals. While we expect these models to be imperfect, we detect errors in the most fundamental accounting concepts. Importantly, we find that both models cannot always fully distinguish between different types of users (e.g. non-financial versus financial user). Our findings have important implications for accountants, educators, and students in using AI as a tool in work and education, and the general population looking to bypass financial experts for their personal finance needs.

12:55-14:35 | Room 322B

Saturday Onsite Parallel Session 3

History/Historiography

Session Chair: Tajwar Ali

12:55-13:20

77400 | *Musicians in Cryptography: US Navy Band 16 at Pearl Harbor and Beyond*

Kyle Prescott, Florida Atlantic University, United States

The United States Navy's victory at the Battle of Midway in 1942 is largely attributable to the success of a small team of navy cryptanalysts known as the Combat Intelligence Unit (CIU). Working from the basement of Pacific Fleet Headquarters in Pearl Harbor, the unit provided the US Pacific Fleet with the capabilities and intentions of the Japanese Pacific forces. A substantial portion of the CIU was comprised of displaced musicians from US Navy Band 16, formerly the band of the USS California. These 20 bandsmen survived the sinking of the California in the attack on Pearl Harbor, December 7, 1941. The musicians were recruited to Combat Intelligence and retrained to perform tasks related to the deciphering of Japanese Naval Code JN-25B. Following their code breaking success in early 1942, the musicians excelled in the field of cryptanalysis, suggesting a link between the two specialties. After the Japanese surrender in 1945, nine musicians from Band 16 transferred to the Naval Communications Complex in Washington DC. Recently declassified documents have revealed that four bandsmen eventually joined the National Security Agency (NSA) formed in 1952 and continued with the NSA through the height of the Cold War. While USS California Band 16 has been mentioned in past literature, these references have been limited in scope. Due to the recent declassification of US Navy and NSA documents, a full accounting of their service and accomplishments is now possible.

13:20-13:45

75269 | *The Crossing Borders of Modern Japanese Midwives to the Korean Peninsula Before Colonization*

Soyeon Ho, Nara National Research Institute for Cultural Properties, Japan

In modern Japan, midwives were legally defined as medical professionals. And they were individuals who could operate their own businesses, making them Japanese women who crossed borders to the Korean Peninsula even before colonization. However, research on the crossing borders of midwives has been insufficient due to the approach of conducting studies by separating the research area based on national borders. Studying this will shed light on the labor conditions and way of life of midwives crossing borders, as modern Japanese women workers, and colonizers. Therefore, this study aims to examine the reality of midwives crossing borders in the pre-colonial Korean peninsula through articles of Keijosinpo and statistics by the Japanese Residency-General. Through this study, the following points have been confirmed: First, Japanese midwives were active in Gyeongseong, and Busan at least since the Japanese Legation era. Second, After the establishment of the Japanese Residency-General, some midwives were sent by the Doujin-kai, which sought to infiltrate medical care in Korea and the Qing Dynasty following the victory of the Russo-Japanese War. Third, At the end of 1906, Busan had the largest number of midwives, but as the Japanese population in Gyeongseong surged, the number of midwives also increased in Gyeongseong, and the number of midwives in other cities followed the trend of population growth, and the number of female births. Finally, their income was not evaluated as high, but it was perceived as good because it was recognized as a domestic job that women could do at home.

13:45-14:10

72957 | *Aloha Space Age: NASA and the Hawaiian Islands, 1957-1970*

David Smith, University of Saskatchewan, Canada

From NASA's establishment in 1958 through the early 1970s, the Hawaiian Islands played important roles in space exploration training, education, and mission to the Moon activities, which have not been analyzed comprehensively in previous scholarship. Examining the Islands' engagement in these human space flight initiatives provides insights, from a mid-Pacific perspective, into understanding why the space program experienced the highest level of public approval of all major US federal initiatives during the 1960s; and why later NASA projects transitioned from the space race to a more Earth-focused, environmental perspective in the 1970s. I began research for this qualitative, historical study in 2019 at NASA Headquarters' History Division in Washington, DC. Documentation and knowledge gained at NASA HQ, and through discussions with two space scholars based in Honolulu, informed my research trip to Hawai'i later that same year where key resources were found at the Hawai'i State Archives, University of Hawai'i at Mānoa's Hawai'i/Pacific Collection, the Bishop Museum Library and Archives, and the Hawai'i State Library. Many of the archival files cited in this essay had not been accessed previously by researchers. The final product, *Aloha: Space Age*, explores themes of discovery, pandemic fears, and global stewardship which resonate today, and changes in attitudes that evolved in Hawai'i from the 1960s to the early '70s—as a greater focus on understanding our own planet emerged.

14:10-14:35

77342 | *Assessing the OIC Member States' Engagement in China's Belt and Road Initiative: Opportunities, Challenges, and Implications*

Tajwar Ali, Zhengzhou University, China

Haseena Sultan, Zhengzhou University, China

The remarkable demonstration of substantial collaboration between fifty-seven member states of the Organization of Islamic Cooperation and China's Belt and Road Initiative exemplifies a significant milestone in contemporary international cooperation. This article assesses the involvement of member states of the OIC in China's BRI since 2013. The BRI is a large infrastructure development project aimed at connecting China with other parts of Asia, Europe, and Africa via a network of roads, railroads, ports, and other mega projects. This study examines the geopolitical implications of the BRI on member states of the OIC, China, and other significant global powers. Additionally, it explores the potential consequences of the BRI on regional and global governance. This study's data collection and analysis were based on firsthand accounts from specialists, senior officials of OIC member states, and Muslim World diplomats. The use of the in-depth interview approach and newspaper content analysis method would provide researcher with access to the primary data pertaining to this significant collaboration in the OIC countries. This study offers a thorough and nuanced explanation of the OIC member states' position in the BRI and its broader complications for international affairs in the Muslim World. There are numerous concerns regarding the involvement of OIC member states in a substantial undertaking spearheaded by a communist nation such as China, especially in light of the fact that the majority of Muslim countries uphold capitalist principles.

14:50-16:30 | Room 322B

Saturday Onsite Parallel Session 4

Media Arts Practices

Session Chair: Kathryn Northcut

14:50-15:15

76167 | *Researching, Assessing, and Stimulating Organizational Creativity: Social Media Campaign Program Evaluation Plan*
David Sledge, Drexel University School of Education, United States

This research focuses on creativity in an architectural design organization and aims to show how creativity-strategies can be applied to advance teamwork and foster innovation in private practice. In an ethnically diverse architecture school such as Howard University, each stakeholder must feel included, valued, and encouraged to participate in creative, collaborative team efforts to reflect the goals of contemporary professional practice such as diversity, equity, belonging, and inclusion. Yet, diverse stakeholders often perceive creative production very differently, which complicates collaborative design efforts in the architecture profession. Unfortunately, architectural education has resisted moving away from the outdated model of the solitary, guru-designer, to the type of multidisciplinary, collaborative teamwork promoted by experts of innovation. Moreover, architectural practice depends upon diverse professionals working together: engineers, interior designers, landscape architects, contractors, and inspectors to energize business success. Contemporary designers usually do not need reassurance that they are indeed creative, but rather strategically build a collaborative environment that fosters originality, fluency, flexibility, elaboration, tolerance of ambiguity, resistance to premature closure, convergent & divergent thinking, risk taking, intrinsic motivation and extrinsic motivation. This qualitative research utilized a sample (n=6) consisting of architecture professors and students at Howard University to develop a research plan for a local interior design firm's new social media campaign, that can be utilized to enhance the creative development of all six employees, foster innovation, build creative self-efficacy, and grow the interior design business. A program evaluation of a new social media campaign served as the impetus for the investigation.

15:15-15:40

74963 | *Re-thinking Design Thinking: Lessons from 10 Years of the Design Solutions Supercourse*
Richard Lachman, Toronto Metropolitan University, Canada

Instrumental in the startup ethos of the 2000's and 2010's, and valorized by academic and business institutions around the world, Design Thinking represented what seemed to be a revolutionary approach to user-centred design. However, more recent critiques have questioned the ethics, efficacy, and inequities of the approach. Through 10 years of teaching a university-level course on the methodology, with over 150 external clients or projects, the authors discuss how the academic context represents what may be a more nuanced and suitable practice for Design Thinking in the contemporary design world. Strengths in energizing new thinking, in expanding the agency of end-users, and empathy-building are countered with weaknesses in implementation, long-term evaluation, scale-up, and the valuing of expertise. While this mismatch can often be fatal in real-world interventions, as a learning-opportunity that pairs student designers with external client-experts, the process can remain a valuable one for both partners in the process. Specific examples and lessons from our course and partnerships will be shared in this presentation.

15:40-16:05

77343 | *Ukulele in the Time of Lockdown*
Kay Hearn, Edith Cowan University, Australia

The ukulele is a fun, affordable and accessible instrument and in recent years there has been a boom internationally in the number of groups dedicated to this small instrument. There are an estimated 40 plus groups in Western Australia of varying size and can be formal and informal, with meet ups in community and church halls, cafes, sports clubs and the pub. The ukulele, along with sourdough bread, became one of the new things to do and learn during lockdown and online gatherings of ukulele groups was a big part of this. There are millions YouTube videos dedicated to learning to play and performance. The themes of together apart and an emphasis on inclusion, connection to place and the home emerged in many of the performance videos during the pandemic and the early lockdowns. The following looks at how home and community are imagined and constructed in the videos of the Great Ukulele Orchestra of Great Britain and Love in Lockdown and The Lockdown Ukulele Rockdown.

16:05-16:30

75208 | *Alice in Oz: Case Study of a High Tech Work Environment in the United States*
Kathryn Northcut, Missouri University of Science and Technology, United States

This presentation will feature the architecture and landscaping of Epic Systems campus, located near Madison, Wisconsin. Although American high tech firms are developing a reputation for fancy buildings, Epic is a known leader in workspace design. Epic's ~10,000 employees work in buildings that are all uniquely themed, for example, based on children's stories, space exploration, and agriculture. Photographs will make this a visually-oriented presentation, with many examples of the unique decor and landscaping to help participants gain insight into what it's like to work or visit the site. The primary question under exploration is why: why would a software company go to such ends, and expense, to construct such an environment? Rhetorically, the site sends a strong set of messages to visitors and employees, although these may be interpreted quite differently, as they are signs rather than linguistic artifacts. The knowns and unknowns will be discussed in the context of workplace culture. One of the known motivations stems from the CEO, who, as a female pioneer in medical software engineering, has created the company systematically and intentionally. Research about productivity and collaboration informed the design of the campus, and will be referenced in this presentation. The design and culture of this unique workplace will be explored from the perspective of visual communication and critical theory, with nods to ergonomics, user experience, and architecture.

09:30-11:10 | Room 323A

Saturday Onsite Parallel Session 1

Social, Political, & Community Agendas in the Arts

Session Chair: Lamaiya Lancaster

09:30-09:55

75415 | *Michael-Thomas Foumai's "Breath Water Spirit": A Musical Work that Examines Identity and Advocates Social, Racial and Political Awareness*

Naomi Niskala, Susquehanna University, United States

An-Lin Bardin, Sarah Lawrence College, United States

Works in the western classical music canon are almost exclusively those of white composers. While the last few years have brought about some diversity and expansion of the canon past its narrow inception, there is still a need to give voice to composers of under-represented peoples: to program and perform their works and bring their names and voices to the public. The mission of the Bardin-Niskala Duo (cello and piano) is to commission, perform, and discuss works by ALAANA (African, Latinx, Asian, Arab, Native American) composers. Commissioned composers are asked to write their work based on a folk or children's song of their heritage(s) to highlight their sense of cultural and racial identity. Each composer also produces a contextual video in which they speak about the original song and their own sense of identity and community. "Breath Water Spirit," a 2022 commissioned work by Chinese-Samoan/Hawaiian-born composer Michael-Thomas Foumai, addresses identity through the lens of colonialism. Using intervals and rhythms found in Hawaiian chant, the piece narrates the formation of the Hawaiian Islands through the arrival of the Hawaiians, their ancient battles for unification, the overthrow by the U.S. government, and beyond. Inclusion of Michael's contextual video in performances narrates historical events unknown to many audience members, and personalizes the effects of forced suppression of a culture. In this oral presentation, the Bardin-Niskala Duo examines "Breath Water Spirit" and its role in promoting cultural, racial and social awareness, and includes a video of a live performance of this work.

09:55-10:20

75316 | *Recognizing Ethnocentrism in the Study of Music Performance Anxiety*

Vanessa Cornett, University of St. Thomas, United States

Performance anxiety may be a universal experience among musicians, but attitudes and solutions are culturally specific. The current research methods used to predict or assess stage fright are Eurocentric in nature, and the best practices in performance anxiety management neglect to consider cultural differences. This paper calls for a more culturally responsive approach to working with diverse performing artists. Scholars have produced hundreds of published reports on performance anxiety over the years. The most robust research comes from areas of the English-speaking world: North America, the U.K., Australia. Because the literature in other languages is infrequently translated for a wider audience, English-speaking teachers and scholars are limited to the viewpoints of experts who relate stage fright only to Western musicians performing notated art music in the European tradition. But what about the experiences and perspectives of our non-Western students or those who perform jazz, popular, or other styles of music? What about musicians who identify as disabled or neurodivergent? What role does systemic racism, political violence, poverty, or other forms of cultural trauma have in the assessment and treatment of stage fright? This paper synthesizes many years of the author's engagement in the performance anxiety research, professional experience working with groups of musicians in six non-Western countries, and a recent comprehensive literature review to identify similarities and cultural differences in assessing and managing performance anxiety. It includes recommendations for educators who wish to adopt a more culturally inclusive approach to working with international students and musicians from diverse backgrounds.

10:20-10:45

76930 | *Community Building and Conflict Resolution: An Asian Badminton Group Case Study*

Sophie Ying Chen, University of Wisconsin-Stout, United States

This research paper delves into the pivotal role of informal public art in community building, emphasizing the process of co-creating relationships through everyday activities. Focusing on the Asian Badminton group, a detailed case study explores the intricate dynamics of conflict within informal arts communities, which can exert both positive and negative influences on the community at large. The findings underscore that informal public art serves as a potent catalyst for community development, providing a platform for individuals to converge express themselves, and forge connections. However, the emergency of conflicts within these informal arts groups can undermine the positive outcomes and unity of the community. Effective conflict resolution strategies, encompassing open community, mediation, and shared decision-making, are indispensable for addressing conflicts and fostering an inclusive and harmonious milieu. This research also reveals nuanced findings to enhance our understanding: 1. Timing is critical for conflict resolution. Initiation of discussions at the right moment and transitioning to detailed, calmer digital conversations prove effective. 2. Embracing inclusivity for cultural difference and individual opinions emerges as the linchpin in mediating conflicts, particularly within leadership boards. 3. Privatizing conversations, such as opinion exchanges and investigations, often yield more constructive results than public forums within informal public arts groups. 4. Ensuring transparency at every stage of the problem-solving process within digital groups helps maintain focus and engagement among group members. These insights illuminate the multifaceted nature of informal public art's impact on community building and emphasize the significance of tailored conflict resolution strategies.

10:45-11:10

77410 | *Performing Arts Engagement as a Strategy for Inclusion*

Lamaiya Lancaster, College of Lake County, United States

"Arts-based engagement gives more diverse groups a stake in the process of community change." – (CivicArts.org). This presentation will showcase the community outreach and engagement in the Arts Initiative and the Performing Arts Community Engagement Program (PACE) at the College of Lake County. Discussion will include the program objectives, the implementation of community-based Performing Arts workshops and events, institutional support needed for the implementation, and the cultivation of relationships with Community Partners. The program objectives are: 1. Create substantive community engagement in the performing arts opportunities 2. Create opportunities for cultural, social, and historical expression and preservation through community engagement in the performing arts activities 3. Increase the visibility of the College of Lake County theater, music, and dance departments in the local community. 4. Provide College of Lake County performing arts students with opportunities for real-world experience within the community while cultivating mentorship relationships with working performing artists. 5. Broaden and strengthen existing partnerships between the Communication Arts, Humanities, and Fine Arts Division and the local arts community. 6. Create opportunities to highlight the talent and works of performing artists in the community. 7. Create opportunities to highlight the talents and works of College of Lake County performing arts (theater, music, dance) faculty. After discussion will include a Q&A session and solicitation from attendees of best practices and strategies in community engagement.

11:25-12:40 | Room 323A

Saturday Onsite Parallel Session 2

History/Historiography

Session Chair: Dawa Wangmo

11:25-11:50

75368 | *A Jewel in the Crown of Russian Landscape History: A Discussion of the Simbirsk Defensive Line as a Sacred Emblem*
Sally Stocksdales, Towson University, United States

Built in the mid-17th century, the Russian Defensive Line was a great wooden wall punctuated with forts, stretching 2,300 kilometers from eastern Ukraine to the fortress of Simbirsk which was located on a bluff overlooking the Volga River. The Line was built to protect the burgeoning Muscovy state from raiding invaders from the East and the South. (From 1600-1630 alone, approximately 200,000 Russians were kidnapped and sold into slavery in Crimea, the Ottoman Empire, and beyond.) In this paper I introduce the topic of the Russian Defensive Line as a construction of epic proportions, which shaped the landscape and thus rendered it "Russian." It both symbolically and literally symbolized Russian expansionist power. And it effectively protected the interior from the brutal raids from the South and Southeast. I briefly describe how it was managed for the time period that it existed. Because it was built from wood and not stone or concrete, and because Russia's expansion continued thereafter beyond the Line's demarcation, it fell into disrepair and disintegration, and eventually vanished. Today all that remains of this massive undertaking is a "notch" and the occasional indentations of the forts that punctuated the Line. The larger point of my presentation has to do with meaning. The notch is a remnant, an artefact, a scar on the landscape, which is a memory keeper and a reminder of a rich and complicated history. In this regard, the notch is a primary source, a text which can be read symbolically, atavistically.

11:50-12:15

74544 | *Review of the Education of Judaism Instruction at Yeshivat Ma'alot*
Uri Zur, Ariel University, Israel

The background of the presentation is the education of Judaism instruction at the Volozyhn Yeshiva and Yeshivat Ma'alot and investigating the claim of the management of Yeshivat Ma'alot, the head of the yeshiva, and the teaching staff that the yeshiva is a direct continuation of the famed Volozyhn Yeshiva that operated in 19th century Europe. This claim can be examined from many angles, but the aim of the presentation is to focus on one major angle common to the entire yeshiva world over the generations in Israel and abroad, i.e., the education of Judaism instruction. The presentation is based on historical sources for teaching Judaism in yeshivot, physical attendance of lessons, interviews with teachers and students, and criticism brought by them and by the author. The presentation is in being the first to offer a critique of the Judaism instruction education employed at Yeshivat Ma'alot.

12:15-12:40

74980 | *A Study of Tibetan Buddhism in Kalmykia: Reform or Revival*
Dawa Wangmo, Jawaharlal Nehru University, India

The anti-religious campaigns of the Soviet Union in the 1930s eradicated Kalmyk Buddhism from the public sphere. Following Perestroika, the Kalmyks retained a sense of being an essentially Buddhist people. Nevertheless, since the collapse of the Soviet Communist regime, Kalmykia has been going through a vigorous ethnic and cultural revitalization. Kalmykia, officially an autonomous republic within the Russian Federation, is situated in the European part of Russia in steppe region bordering the Caspian Sea in its southeast. According to the 2010 census, the Kalmyks, a people of Mongolian origin, constitutes over 57 percent of the republic's population of around 3 lacs. Russians living in Kalmykia comprise around 30 percent, the remainder being various Slavic and Asian groups. Since the Kalmyks historically adhere to Buddhism, Kalmykia is often described in tourist brochures and proudly by the Kalmyks themselves, as one of the three "traditional Buddhist republics" of Russia and "the only Buddhist region" in Europe. By discussing this post-soviet shift in local notions of religious efficacy, an attempt will be made to shed light on how the social movements of both reform and revival arise as a collusion between contemporary Tibetan and Kalmyk views on the nature of true Buddhism. This work explores aspects of religious innovation that have developed since the early 1990s in the process of reconstitution of ethnic and religious identity in Kalmykia. Any attempts to study the history of Buddhism in Kalmykia would surely mean to study the "History of the most northern Dharma community in the World".

12:55-14:35 | Room 323A

Saturday Onsite Parallel Session 3

Literature/Literary Studies

Session Chair: Alaa Alghamdi

12:55-13:20

74546 | *Framing Literature: Rhetorics of Book Design in Nella Larsen's Quicksand and Passing*

Emily January, Weber State University, United States

During the Black Arts movement, "[T]he aesthetics of the writers' literary products, not only the contents of their writings, indicated their participation in a presumably unified movement" (Rambsy, 2011, p. 77). Book design, or paratext, indicated specific goals of the movement and were largely self-produced. During the Harlem Renaissance, however, writers' paratexts were created by businesspeople and influenced by patrons. Paratexts in this context mediated Black writers for white readers and are rich sites for understanding how books are positioned for audiences. My presentation will trace the evolution of paratexts for Nella Larsen's novels, *Quicksand* (1928) and *Passing* (1929), examining the design aesthetics and the rhetorics. I will ask how the paratexts change over time, how publishers' rhetorical moves position each novel, who the audience might be and how they are influenced, what the difference is between popular and scholarly paratexts, and how the novels have been recirculated and therefore repositioned. What might the many versions of these novels' paratexts tell us about the social spheres circumscribing them? Understanding these features illuminates the constraints and affordances around race in literature and how literary products are processes in motion and transmission. I will discuss what these paratexts tell us about culture and publishing and how book jackets reveal "the historical networks through which texts make their way to the literary market place" (Young, 2012, pp. 88-89). Ultimately, elements of book design and rhetoric bring texture to Black-authored works and therefore create new meaning.

13:20-13:45

76528 | *Black Mobility in the Era of Jim Crow Laws: Roots and the Routes of the Green Book*

Jieun Park, Changwon National University, South Korea

This study presents a brief survey of "The Negro Motorist Green Book," a travel guidebook published annually in the United States from 1936 to 1967. Initiated by a mail carrier Victor Hugo Green in New York City during the era of Jim Crow laws, the Green Book expanded its scope from New York to nationwide and even overseas. It quickly became known as "the bible of black traveling during Jim Crow," providing lists of hotels, auto shops, gas stations, restaurants, and other businesses where African American travelers were welcome and places to avoid. Additionally, the Green Book offered travel advisories for sundown towns that restricted black mobility. My research on the Green Book archive traces the footsteps of African American travelers from the Great Depression to the Civil Rights Movement years. It closely examines geographical segregation, discrimination, and the challenges of black mobility while traveling across the nation and abroad. The Green Book serves as a historical record of American racism but it also highlights the routes of black resistance. Moreover, it allows us to trace the rise of a new black middle class, the culture of automobility, and leisure travel within African American community. The close reading of the Green Book reveals its value as a socio-cultural document that reflects various aspects of the United States, including the racial discourse in each state and city, as well as neighboring countries from 1930s to the peak of the Civil Rights movement in the 1950s and 1960s.

13:45-14:10

76623 | *Exploring Post-diaspora Muslim Narratives: Leila Aboulela's Bird Summons*

Hamida Allogmani, Taibah University, Saudi Arabia

This paper explores how Leila Aboulela's *Bird Summons* (2019) can be read as a form of post-diasporic Muslim magical realism, drawing on the works of post-diaspora scholars such as Michel S. Laguerre (2017), Jonathan Rollins (2010), Suzanne Scafe (2019), and others, to further comprehend the intricate literary representations of post-diasporic Muslim females. The text's utilization of the magical realist genre, in conjunction with references to Sufism, registers the agency and resistance of the protagonists via 'newly emerging [...] identities' (Rollins 247) of post-diaspora. This union of magic, religion, and modernity suggests that these elements can coexist in post-diasporic Muslim writings. Furthermore, the Sufi Islamic tradition, Scottish folk tales, and George MacDonald's fantasy world that are alluded to in the text can be interpreted as 'diasporic resources' (Brown 42) that enable the protagonists to make sense of their identities as Scottish (or at least pseudo-Scottish) Muslims.

14:10-14:35

76420 | *Exploring Hybridity and the 'Loss of the World' in Hanif Kureishi's My Son the Fanatic*

Alaa Alghamdi, Taibah University, Saudi Arabia

Critical literary approach was employed in this study as a means to examine the hybridity and 'loss of the world' in Hanif Kureishi's *My Son the Fanatic*, a vivid fictional depiction of two immigrants- father and son in a postcolonial setting. The paper addresses the need for the young generation to develop identities that are separate and distinct from that of the older generation and also considered the casualties and the effects of hybridisation on postmodern beliefs. This study aims to evaluate the concept of hybridity as considered to be the norm of the twenty-first century and to present a deep analysis of the issues that exist concerning multicultural identities and immigration in the postcolonial world. It explores the dual trajectory of acclimatisation and hybridisation between a father and son as a device to dissect, examine, and expose the various reactions to the process of hybridisation. From the findings of this paper, it was realised that the process of immigration, along with the issues related to it, has disrupted the smooth transition into modernisation. Thus, in this paper, human experiences are regarded as impossible to be achieved without significant or irresolvable trauma. Also, the tension that immigrants are made to face is analysed to give a deeper understanding and juxtaposition of the difference between a first and second-generation immigrant. The findings of this paper revealed that cultural diversity and religious fundamentalism are not the main problems, but the western opposition and the differences in ideologies that stand as an impediment.

14:50-16:05 | Room 323A

Saturday Onsite Parallel Session 4

Literature/Literary Studies

Session Chair: Agnieszka Dziakowska

14:50-15:15

74479 | *Female Narratives Challenging Monks' View of Buddhism in Buddhist Literature: Rabindranath Tagore's "Chandalika" and "Sotoba Komch", a Noh Play*
Eiko Ohira, Otsuma University, Japan

The number of extant Buddhist scriptures is vast, numbering more than 8,000. The biographies of the Buddha and the stories of the Buddha's previous life found in these sutras are representative of Buddhist narrative literature, and have inspired many excellent works of literature. In Buddhist literature, "love" is nothing but an affliction that prevents liberation, and it is considered to be strictly excluded and suppressed. Buddhist literature is replete with discourses that "indulging in women" is "the gate to destruction". Sotoba Komch, one of the representative Noh plays, a traditional Japanese performing art, depicts the anguish of a man who falls in love with a woman (Komachi), dies in agony without realizing it, and, unable to attain Buddhahood, is transformed into a vengeful spirit. However, what sets this work apart from other Buddhist literature is that Komachi asserts her own views on the profound principles of Buddhism in opposition to the Buddhist priest who serves as repose for the souls of the dead. Such an image of a woman is unparalleled even in Japanese literature, which is a treasure trove of Buddhist literature, but the Indian poet and playwright Rabindranath Tagore's dance drama "Chandalika," in which the protagonist Prakriti, the daughter of a discriminated people, narrates a story that is similar to this one. These two works are noteworthy texts from the perspective of gender and sexuality studies, and are considered to be important texts that encourage a revision of the conventional history of Buddhist literature.

15:15-15:40

75299 | *Sisterhood Among Women Observing Women in Neoliberal Japan: A Study of Female Narrators in Natsuo Kirino's Novels*
Sachi Komai, The National Institutes for the Humanities, Japan

This presentation examines the dynamics of female bonding during the neoliberal era through an analysis of Natsuo Kirino's novels. In recent years, as the concept of sisterhood has experienced a revival parallel to the #MeToo movement in Japan, Kirino has gained attention for her depiction of female ties. However, her works often portray tragic endings, such as broken friendships or the deaths or disappearances of female characters. The narratives seem to emphasize fragmentation over bonding, thereby highlighting the difficulties of sisterhood in Japan—which has the highest gender gap index among the G7 nations. The interplay between bonding and fragmentation suggests that sisterhood emerges in her works through her illumination of the experiences of alienated women. By analyzing Kirino's female narrators using feminist theories that discuss the complicity between neoliberalism and gender norms and focusing on the historical context—post-1990s Japan, which was marked by the expansion of neoliberalism—the presentation describes how sisterhood appears within the narratives of fragmented women. The analysis explores the chronological changes in the narrators, who started as detectives in her early works but later assumed roles such as housewives, prostitutes, and high school girls, and highlights how their observational abilities expose the concealed exploitation of women by neoliberal society. Furthermore, the presentation argues that these observational skills can have dual effects: while they might facilitate the internalization of misogyny and the fragmentation of women, they can also stimulate imaginative connections with women who lead different lives, fostering mutual recognition among them.

15:40-16:05

76339 | *Queering Asian-American Masculinities in David Henry Hwang's M. Butterfly and Ocean Vuong's On Earth We're Briefly Gorgeous*
Sze Yan Gladys Lam, The University of Hong Kong, Hong Kong

Asian-American masculinity has been a critical topic in cross-cultural studies, literary studies as well as gender studies. Previous studies on Asian-American masculinity have relied on the historical context to examine this topic in contemporary literature. However, not much attention has been given to the transformation of queering Asian-American masculinity in contemporary literature. By analysing David Henry Hwang's *M. Butterfly* (1988) and Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019), this research examines the movement of queering Asian masculinity in contemporary texts between the twentieth century and the twenty-first century. Drawing on Judith Butler's ideas on the performance of gender and Raewyn Connell's concept of masculinities, this research will shed light on the shift in the protagonists' bodies in these two texts to examine the changing of Asian-American masculinities. By taking a close look at the descriptions of the protagonists and their performativity in both texts, this research also considers how Hwang starts to reveal the Asian-American body covertly, whereas Vuong queers the Asian-American body in a more overt way to embrace the possibilities of hybrid Asian gender identities in contemporary Asian American contexts.

16:05-16:30

72239 | *Sista, Stanup, Strong: The Use of Storytelling to Raise Collective Female Pasifika Voices Against Gender Violence*
Agnieszka Dziakowska, James Cook University, Australia

In her 2010 review of Michelle Keown's 2007 book *Pacific Islands Writing: The Literatures of Aotearoa/New Zealand and Oceania*, Janet Wilson noted that while the Oxford University Press publication was "an essential introductory text for all students and scholars in this field," Keown's coverage of "recent diasporic communities of the Pacific" and "the place of women writers" were only "subsections" in the conclusion of the work. Since then, an explosion of women's narratives from the Pacific has emerged, many of which began to break taboos in speaking out about gender violence in defiance of kustom and shame (Tupoula, 2004). This paper dedicates a space to these narratives. It traces their emergence out of the trailblazing path made from Sia Figiel's novels that made a space out of the Pacific diaspora for speaking out about gender violence by drawing on a tradition of women's poetry, the collective voice, and the use of *fāgogo*. I show how Figiel's work has made a space for Pacific islands-based female narratives that expose the power and limits of storytelling to redress gender violence, through the anthologies that raise a collective voice (Hendersen, 2016) like *Sista, Stanap, Strong!* (2021) and *Vā: Stories by Women of The Moana* (2021), edited by award-winning Samoan writers Sisilia Eteuati and Lani Wendt Young.

09:30-11:10 | Room 323B

Saturday Onsite Parallel Session 1

Curriculum Design & Development

Session Chair: Sara Elnakib

09:55-10:20

77434 | *Integrating Web-based Technology to Enhance an Accounting Class: Student Response System Gamified Instruction*

Tialei Scanlan, Brigham Young University–Hawaii, United States

Leola Solis, Brigham Young University–Hawaii, United States

Veronica Wright, Brigham Young University–Hawaii, United States

Student response systems (SRS) can be used to facilitate in-class quizzes to test students' knowledge. This study looked at how students used two gamified student response systems (Kahoot and Quizziz) and how it affected their learning. Students use a mobile device, tablet, or laptop/desktop device to engage with in-class quizzes. The purpose of using the SRS was to increase engagement and learning. Marginally significant exam score gains were indicated when comparing the experimental group scores to the previous semester's exam scores. Both positive and negative aspects were reported in interviews from eight out of the eleven students that were enrolled in an undergraduate accounting class. Qualitative findings indicated both SRS software's brought excitement and enjoyment to a long class period. The software of Quizziz allowed for different types of play including having students answer questions at their own speed/pace but was not as aesthetically pleasing. Kahoot was a more familiar platform to students and more aesthetically pleasing, but students lamented that they often fell behind and got frustrated, based on not having enough time to answer questions. This study can help instructors to understand the potential benefits and drawbacks of using gamified SRS software within classes.

10:20-10:45

77295 | *AI AI: Who Is the Most Beautiful Person in the World?*

Fu-Shan Lin, National Tsing Hua University, Taiwan

Hsiu-Hui Hsu, Lee-Ming Institute of Technology, Taiwan

Yu-Ling Ko, National Tsing Hua University, Taiwan

Wei-Jen Cho, Lee-Ming Institute of Technology, Taiwan

Yeong-Luh Ueng, National Tsing Hua University, Taiwan

This research focuses on applying AI to evaluate students' performance in makeup learning, aiming to provide them with a self-learning reference tool and professional grading assistance. The essence of the study to try to establish a teaching assistant model and use AI technology to verify whether facial makeup can enhance facial appeal. This research has two main goals: to achieve the effectiveness of students' makeup learning through AI technology, thus providing beneficial tools for students learning the art of makeup, helping them to better understand and create more attractive makeup designs; to evaluate students' makeup skills in major exams in a fast and fair manner, trying to reduce the biases in judgment standards among different evaluators and ensure the consistency of assessment results. This research targets students in beauty departments of domestic colleges, where AI rated their facial makeup and bare faces after attending courses, providing scores for before and after their makeups. Comparing the bare and made-up faces of 100 models, the study used specific big data algorithms to distinguish between made-up and bare faces. The results prove that AI can effectively evaluate the results of facial makeup. In addition, the study used a CNN model (ResNet18) trained on the SCUTFBP-5500 public dataset, which contains 5500 images of faces. All the images in the dataset were rated in the scale of five by 60 volunteers, and is a widely used benchmark for facial beauty evaluation. We aim to eventually develop a new assisting model for makeup education.

10:45-11:10

77431 | *People, Plants, and the Planet: A Climate Change Curriculum to Support Plant Based Eating in U.S. Adolescents*

Sara Elnakib, Rutgers University, United States

Peggy Policastro, Rutgers University, United States

Ethan Schoolman, Rutgers University, United States

Shauna Downs, Rutgers University, United States

The objective of this study was to examine the impact of climate change curriculum on 5th-grade students' food choices and sustainability considerations. Insight into the drivers of food choice and sustainability considerations among 5th-grade students were gleaned through interviews to assist in the design and implementation of a school curriculum, People, Plants, and the Planet (PPP). Six lessons on climate change and sustainable food behaviors were developed that focused particularly on food systems and plant-based eating. To evaluate the effectiveness of the program at improving climate change knowledge, attitudes, self-efficacy, and behaviors among 5th-grade students, a cluster randomized controlled study design was implemented. Four New Jersey schools in three counties participated in this study. Three NJ schools were randomly assigned to the intervention, while the other school was assigned to the control group. The control groups had a delayed intervention, receiving the intervention after the study was completed. To evaluate the effectiveness of the PPP curriculum, all participants completed pre- and post-test surveys using a paper/pencil format in the classroom. An adaptive version of the Theory of Planned Behavior (TPB) was used as a framework. At the post-test, the full-intervention group had significantly higher mean scores in knowledge compared to the half-intervention and control groups. Through this grant, we were able to formulate a curriculum for 5th-grade students surrounding plant-based eating and climate change that has increased our understanding of climate change and can help shift food choices towards more plant-based foods in the context of climate change mitigation.

11:25-12:40 | Room 323B

Saturday Onsite Parallel Session 2

Professional Training, Development & Concerns in Education

Session Chair: Gili Joseph

11:25-11:50

74742 | *Psychological Safety in Geriatric Health Service Facilities: Key Discoveries Enabling Safer, High-quality Care*
Chiharu Miyata, Mie University, Japan

Nurses provide nursing care from the perspective of life model that respects the user's way of life and values in geriatric care facilities. Enhance nursing professionalism will enable nurses to provide users with more satisfactory care services. In our previous research, we elucidated the psychological mechanisms of organizations and individuals to improve the professionalism of nurses, and clarified that emotional commitment enhances professionalism. We plan to explore organizational factors that enhance emotional commitment, including psychological safety, relationship of trust among workers, and organizational characteristics such as organization policy or vision based on this outcome. As the first step in this plan, we extracted the context of psychological safety in these facilities. We conducted qualitative exploratory descriptive research with semi-structured interviews. Eight nurse managers were selected by intentional sampling. I asked awareness of psychological safety in these facilities, current state of psychological safety and obstacles, and the context in which psychological safety should be considered. All the participants were women, with a mean age of 44.6. An environment in which doctors, nurses, and caregivers could discuss more of their professional perspectives within multidisciplinary care teams as psychological safety in the facilities was extracted. In addition, participants perceived that psychological safety was not adequately ensured at present, and staff were unable to share their opinions to provide better nursing care to patients. Three themes were extracted as obstacles: lack of mutual understanding in multidisciplinary care teams, old customary hierarchical relationships within the facility, and low knowledge and professional autonomy of nursing staff.

11:50-12:15

75263 | *How Clinical Interviews Are Conducted: A Cross-linguistic Study in Japanese Nurse Practitioners and American Student Doctors*

Hiroko Shikano, Jichi Medical University, Japan
Risa Goto, Kansai Gaidai University, Japan

In medical/health-care universities, students develop essential communication skills through recurrent clinical interviews by participating in a simulated patient (SP)-based practicum. Thus, the aim of this study was to elucidate differences in clinical interviews are conducted in Japanese and American English by comparing 18 Japanese nurse practitioners (NPs) and 18 American medical students (MSs), respectively, in interviews with native-speaker SPs. A comparative analysis of conversational data yielded results addressing the following aspects: how both the Japanese NP-SP and American MS-SP pairs opened the clinical interviews, the questions used by both the NPs and MSs during the clinical interviews, and how they changed their topics during the clinical interviews. To open the interviews, the Japanese NPs reconfirmed the SPs' medical data on the basis of their information from medical questionnaires, which the SPs completed beforehand. By contrast, the American MSs allowed the SPs to explain in their own words. Moreover, the Japanese NPs prefaced the interview with sympathetic comments to the SPs, whereas the American MSs did not make such comments. Regarding the types of questions, the Japanese NPs' utterances are relatively long, and they asked the SPs several questions at once. However, the American MSs tended to be straightforward by using both closed- and open-ended questions at a time. When shifting to another topic, the Japanese NPs uttered "(I) understand," whereas the American MSs repetitively uttered "Okay." Overall, although both Japanese and American clinicians have mutual goals that what is the best for patients' care, medical interviews are carried out differently.

12:15-12:40

75248 | *Physical Education Students Have Less Long-COVID Symptoms than Other College Students*

Gili Joseph, Kibbutzim College of Education, Israel
Hadas Schori, Kibbutzim College of Education, Israel

Background: The period of the COVID-19 pandemic challenged the whole world. Beside dealing with the COVID-19 infection, 10-30% of the convalescents suffered from long-COVID symptoms. College students needed to find a way to keep on with their regular life and continue their studies, although coping with long-COVID symptoms. Awareness of an active and healthy lifestyle can possibly help deal with Long-Covid symptoms. Objective: to understand the correlation between performing physical activity on a regular basis and long-COVID symptoms. Methods: 309 college students (218 were physical education students) answered a questionnaire concerning the amount of physical activity they perform regularly and especially just before and after they were infected with COVID-19. They were also asked to answer if they had long-COVID symptoms, what kind of symptoms and the duration of the symptoms. Results: No difference was found in long-COVID symptoms between students that exercise on a regular basis and those who do not exercise or exercise a little ($p=0.26$). Physical education students suffered less from Long-Covid symptoms compared to other college students (6.7% vs 17.4%). Conclusions: Although performing physical activity on a regular basis before or after COVID-19 infection did not reduce symptoms and duration of long-COVID, physical education students who study in their curriculum how to live a healthy and active lifestyle suffered less from long-COVID symptoms. Adding an active and healthy lifestyle course to the curriculum can help manage life in the condition of Long COVID.

12:55-14:35 | Room 323B

Saturday Onsite Parallel Session 3

Issues on Learners' Wellbeing & Psychology

Session Chair: Lorn Sheehan

12:55-13:20

77371 | *The Perceptions and Experiences of Graduate Students: Evidence from a Japanese National Research University*

Lilan Chen, Osaka University, Japan

Tatsuo Kawashima, Osaka University, Japan

Akari Kikuchi, Osaka University, Japan

Yuichiro Wajima, Nagoya University, Japan

The study is devoted to exploring the perceptions and experiences of graduate students at a case Japanese national university through a comparison between graduate students in Humanities and Social Sciences and those in Sciences and Engineering. The data from the Students Experiences in the Research University (SERU) survey conducted at the case university from 16th November 2020 to 19th February 2021 was utilized in the study. The data analysis indicates that both academic resources and financial support of the case university provided in Sciences and Engineering were perceived as higher than those in Humanities and Social Sciences. Despite the perceptual disadvantages, the graduate students in Humanities and Social Sciences were more inclined to consider their institutions as diverse and inclusive for students with diverse backgrounds. The institutional climate of the case university was characterized as open and accommodating for minority students, including those who are international, female, disabled, LGBT, etc. Regarding their individual issues, the study found that graduate students in Humanities and Social Sciences were more prone to professional and mental issues and be less competent in their professional capabilities and achievements regarding applying research methods, sharing research findings, following best practices of integrity and reproducibility in scientific research, collaborating with other researchers and staff, and managing research projects to completion, which contributes to their greater concern about securing a job after graduation in the case university. Moreover, they were more likely to encounter mental issues, such as general anxiety and depression disorder, than those in Sciences and Engineering.

13:20-13:45

77182 | *University Student Lifestyle Choices: Living Arrangements, Travel and Debt*

Lorn Sheehan, Dalhousie University, Canada

Shannon Lin, Dalhousie University, Canada

We reexamine the traditional life cycle hypothesis for a group of Dalhousie business students in the context of adult children delaying adulthood and near-term vacation planning. We test whether the life cycle hypothesis developed by Modigliani (1986) holds for these young adults. When current costs rise and/or expected future earnings shrink, the life cycle hypothesis (LCH) unequivocally predicts a decrease in spending on non-essentials such as travel. More specifically, we explore whether staying at home or moving back home is a lifestyle choice which permits these youths to pursue travel experiences and whether this decision is made in lieu of taking on more debt, as suggested by Carr (2005). Our evidence supports the LCH as students clearly do not wish to borrow to travel and are very realistic about their financial prospects (expected income) after graduation. The students appear to be financially responsible and conservative. When money is short, most would work extra to save up for it or even choose to postpone the trip, rather than move home to save up for the trip. Therefore, our findings do not support the work of Carr who posits that a struggling job market and the rising cost of education do little to discourage students from consuming travel experiences. Interestingly, we also find that moving home to live with parents is becoming socially acceptable and that the motivation is mostly financially driven.

13:45-14:10

73743 | *Exploring Gap Year Dilemma in the Chinese Education Model: Factors Shaping Decision-Making, Perceptions, and Strategies for Overcoming Challenges*

Yujie Zheng, Wenzhou-Kean University, China

Xiyue Zhong, Wenzhou-Kean University, China

Guangjie Zheng, Wenzhou-Kean University, China

Tongyao Zhao, Wenzhou-Kean University, China

Under the Chinese education background, the gap year is regarded as a kind of taboo, which is different from the Western education model. Therefore, it is necessary to explore the social and cultural roots behind the gap year dilemma in the Chinese education system. By shedding light on Chinese college students' perspectives, this study aims to identify the underlying causes that influence Chinese college students' choices regarding the gap year and explore effective strategies for encountering challenges. Utilizing a mixed methods approach, the researchers will survey a minimum of 400 Chinese college students, employing a simple random sampling method through an Internet questionnaire survey. Besides, the conclusion of this study demonstrates that the Chinese education model influences Chinese college students' perceptions through peer pressure, age anxiety, culture construction, Confucianism, collectivism conceptions, etc. In addition, Chinese college students regard the gap year as a leisure time to relax, an adjustment to lifestyle, an exploration of career direction, and an opportunity to understand the world, etc. Based on these, the study will formulate specific methods for Chinese college students to encounter potential challenges during a gap year. Furthermore, these findings will not only provide valuable insights to solve the gap year dilemma in China but also contribute to the existing body of knowledge and provide a foundation for further improvement of the Chinese education model by exploring the intersection between collectivism and individualism, the cultural construction on individual behavior.

14:10-14:35

77136 | *The Lifecourse Pedagogy: Measuring and Encouraging Life Long Learning from Cradle to Grave*

James McNally, University of Michigan, United States

Kathryn Lavender, University of Michigan, United States

This presentation discusses ways the "lifecourse" perspective is being incorporated into educational training, classroom instruction, and overall teaching pedagogy. The concept of "lifecourse" refers to the various stages and transitions individuals go through throughout their lives, including childhood, adolescence, adulthood, and old age. It measures, but more importantly, recognizes the events, experiences, and changes that people encounter as they age and develop. Lifecourse perspectives are often employed in various disciplines, including sociology, psychology, and education, to understand how different factors and experiences impact a person's development and well-being over time. Within an educational focus, the lifecourse perspective emphasizes that learning is a lifelong process, where each stage and experience influences outcomes later in life. The lifecourse framework was originally introduced in gerontological research in the 1950s and codified by Dr. Glen Elder in the 1980s. The lifecourse perspective now touches education at almost all levels of the teaching experience, including Early Childhood Education and K-12 Education, Higher Education, Adult Learning, Career Transitions, Lifelong Learning and Personal Development, and Retirement and Later Life. Overall, the lifecourse perspective underscores the dynamic nature of education throughout one's life and how it interacts with various life events, social factors, and personal experiences. It highlights the importance of adaptable and flexible educational systems that cater to individuals' diverse needs and aspirations at different stages of their lives. The presentation will offer examples of lifecourse research and how it encourages a multidisciplinary, team-science approach to the educational process.

14:50-15:40 | Room 323B

Saturday Onsite Parallel Session 4A

Roundtable: Ethnic Studies Pedagogies in These Times

Session Chair: Ramona Bell

14:50-15:15

74734 | *Ethnic Studies Pedagogies in These Times: Let's Talk Strategies, Challenges, Possibilities*

Ramona Bell, Cal Poly Humboldt, United States

Mariol Ruiz, Cal Poly Humboldt, United States

Nancy Perez, Cal Poly Humboldt, United States

Roberto Monico, Cal Poly Humboldt, United States

Since the new designation of Cal Poly Humboldt along with AB 1460, the new Area F, an Ethnic Studies requirement in California, and the backlash against critical race theory, the Department of Critical Race, Gender & Sexuality Studies (CRGS) is facing several challenges, yet opportunities. Located in rural Northern California, Cal Poly Humboldt is the last university in the California State University (CSU) before you enter Oregon or the first as you leave. This roundtable discussion focuses on the various challenges of a small department in the College of Arts, Humanities, and Social Sciences and the strategies we employ to meet these challenges successfully in ensuring academic excellence, student success, and faculty of color retention. We also discuss possibilities for transforming our world and the role of social justice in the academy.

15:40-16:30 | Room 323B

Saturday Onsite Parallel Session 4B

Workshop: Data Access as a Critical Tool in Education, Training and Career Development

14:50-15:15

77054 | *Data Access as a Critical Tool in Education, Training and Career Development*

James McNally, University of Michigan, United States

Kathryn Lavender, University of Michigan, United States

Researchers increasingly recognize the value of public-use data for secondary research, thesis development, training and education, and the development of independent research grants. As cutting-edge international studies are emerging across Asia, Latin America, Europe, and increasingly Africa, the opportunities for cross-national and comparative research are growing exponentially. This is a particularly exciting time to work due to the large number of trained research professionals working within their home countries and providing culturally grounded interpretations of results. An ongoing barrier, however, is knowing where and what kind of data are available for secondary analysis. This workshop, sponsored by IAFOR and the Inter-university Consortium for Political and Social Research, will offer hands-on examples of how to discover data resources, obtain them, and then implement them as part of a research strategy. Regardless of whether or not you are a student looking for a thesis topic, an instructor looking for research material to use in classroom teaching, or an established researcher looking for new opportunities, the wealth of publicly available data has created almost unlimited opportunities to explore new themes and to collaborate with other researchers worldwide. ICPSR has existed for over 60 years, and it preserves and distributes almost 20,000 studies on health, demography, minority populations, and political science in the United States and worldwide. ICPSR represents one of the world's largest collections of research data, and these resources are only a click away via the Internet. The workshop will introduce you to ICPSR and how it can help your research.

Notes

[illegible]



Sunday, January 7

Online Parallel Sessions

All times are in Hawaii Standard Time (UTC-10)

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

13:15-14:55 | Room A

Sunday Online Parallel Session 1

Arts Theory & Criticism

Session Chair: Ansley Cartwright

13:15-13:40

77389 | *Music and the Culture Wars in the 1970s and 1980s U.S.*

Mikiko Tachi, Chiba University, Japan

This paper examines the role music played in the “culture wars” waged by the Religious Right during the 1970s and 1980s in the U.S. The Religious Right is a group centered around evangelical Christians who asserted political power through the advancement of religiously based policies. They became prominent in the late 1970s and 1980s and emphasized cultural issues in advancing their policies. Their ascendancy coincided with the rise of the popularity of Contemporary Christian Music (CCM), which combined religious messages with rock and popular music formerly deemed immoral by conservative Christians. While CCM drew criticism from the community, some evangelical leaders, most notably Billy Graham, actively used CCM and singing in their movements. The use of music in evangelizing and the debates over the use of rock and popular music among evangelicals have been studied in detail, but not enough attention has been paid to the political ways in which activists used music. Furthermore, while the Religious Right’s criticism of “corrupt” popular culture is widely documented, studies on its history rarely focus on the role music played in its political activism, even though the group saw culture as one of the most important battlegrounds. This paper sheds light on the connection between music and the political movement. Drawing sources from evangelical and music periodicals and contemporary accounts of those involved in the movement, this paper shows how music provided the political movement with a tool to wage culture wars.

13:40-14:05

73491 | *The Role of Media in Social Movements Through a Stonewall Riot Case Study*

Ansley Cartwright, University of Georgia, United States

This paper explores the role media has in shaping public opinion through the analysis of the 1969 Stonewall Riots. It examines the contrasting coverage from traditional news sources and alternative media and subsequently how varied media impacted the LGBTQIA+ community. Conflicting reporting swayed public opinion and had a direct impact on the political climate surrounding the gay rights movement that followed the events of Stonewall. Traditional news sources focused on the point of view of law enforcement and perpetrated stereotypes and homophobia through selective storytelling while alternative media outlets focused on candid details of the riots and spotlighted personal narratives from the community. This research uses the lens of Stonewall to speak to the broader gay rights movement, its successes, challenges and pitfalls, as a result of media coverage. This paper encourages media consumers to remain critical of reporting and pay close attention to the media’s potential biases and agenda-setting goals and to evaluate information and construct their own opinions through varied sources. Finally, this research works to underscore the significance of media in an ever-changing political landscape and emphasizes sources’ responsibility to provide accurate and inclusive coverage in the context of social movements involving marginalized communities.

14:05-14:30

76914 | *Imaging Violence in Wartime Ukraine: War Photography’s Role in Shaping the Cultural Narrative of Europe*

Jiayan Sheng, University of Barcelona, Spain

In her works, Sontag engages with the idea that photography has become the main device to record experience and a way to certify such experience in industrialized states. She argues that photographs are utilized to stimulate moral responses that are already embedded in history. In that sense, photographs do not create a new set of ethical principles and are always linked to a particular historical situation. By placing photographs in contemporary military conflicts, Sontag explores the political mechanisms behind visual representations of suffering and how their production operates on an institutional logic that supports the dominant cultural narrative. In this project, I investigate photographic practices from Western media in the context of the ongoing war in Ukraine, from photojournalism to activist art that place violence and war destruction as its focal point. Following Sontag’s interpretation, I explain how war photography, as a medium for the representation of suffering, aims at evoking emotional responses and works towards refreshing a collective memory of the past and reinforcing a pre-existent cultural narrative. I argue that this mechanism behind the mode of production of violent images still persists today. Against the backdrop of Ukraine, I demonstrate how the current practices of war photography is largely based on the memory of the past conflicts in Europe and aims at invoking the graphic images of wartime Europe during WWII. It is also accompanied with the geopolitical imagination of a global Europe and functions as a powerful force in shaping the cultural narrative of Europe and Europeaness.

14:30-14:55

75450 | *Film Education for Chinese Children: Historical Context, Conceptual Discernment, and Contemporary Situation*

Yutian Ren, Hong Kong Baptist University, Hong Kong

Since its introduction to China, film has been a popular tool for social education and, for a long time, has been used as a means of patriotic education and political propaganda by the Communist Party and the government. In April 2022, the Ministry of Education in mainland China issued new art curriculum standards for nine-year compulsory education. These standards make film compulsory content in primary schools and an optional independent subject in middle schools. The new standards aim to transform film education by emphasizing it as an art form and promoting learning through artistic experience and aesthetic practice. This has the potential to broaden the role of film education, preparing children for participation in a democratic society and a digital world. This paper examines the motivations behind this reform and its potential implementation. It divides the evolution of film education for Chinese children into four historical periods, reflecting the contradictions between official will and civil society. The article also discusses recent tendencies and motivations of the Chinese government’s film education policies for children, highlighting how they align with global trends in a specific context. Finally, the article analyzes three practical film education modes based on primary and secondary schools in The Beijing-Tianjin-Hebei region. These cases reconcile the contradictions between civil society and official ideology and demonstrate the collaborative nature of film-making as a form of education.

15:10-16:25 | Room A

Sunday Online Parallel Session 2

Teaching and Learning

Session Chair: Julie C. Boissonneault

15:10-15:35

76858 | *Analysis of Social Consequences Associated with Academic Grouping in High School*

Julie C. Boissonneault, Laval University, Canada

Claire Beaumont, Laval University, Canada

While many researchers see academic grouping as a way to boost motivation and academic success (Chu & Zhang, 2018), few documented social consequences on these practices on students' socialization (Ivaniushina & Williams, 2019; Johnston & Wildy, 2016) and on the social architecture in a school (Pepler, 2006). According to Social dominance Theory (Sidanius & Pratto, 1999), tensions can lead to all kinds of aggressive behavior through group-based social hierarchy. This communication highlights more specifically the existing links between academic grouping and peer-to-peer aggression within a secondary school. Through an international narrative literature review (Green, Johnson & Adams, 2006), using 6 databases, only fourteen studies were substantive to explain social consequences associated with academic grouping in high school. The little amount of scientific papers found is consequent with the fact of that few researchers have examined this issue, yet so important to study. Results of our analysis provide an insight into certain social dynamics described as oppressive, competitive or exclusive, associated with academic grouping. They also underline the critical effects it plays on social architecture of the school and the risk to be aggressed by peers. As these practices are current in many countries around the world (OECD, 2020), this presentation aims to question the social consequences, often ignored, of academic grouping.

15:35-16:00

75251 | *Introducing Pixar Shorts in the Greek EFL Classroom as a Means to Enhancing Empathy Among High School Students*

Angeliki Ypsilanti, Ionian University, Greece

Ioannis Karras, Ionian University, Greece

For the Greek EFL classroom, film viewing is not a clearly defined objective of the curriculum. Neither is there an approved list of specific films corresponding to each language level. A careful scan of the registered films on the Institute of Educational Policy's (I.E.P.) digital platform, CINEDU, reveals a total absence of Disney animated films as resource material. On the occasion of my membership in the action group involved in the process of my school's self-evaluation on the improvement of the students' relationships indicator, I was assigned to find films that nurture empathy. This paper not only proposes a more clear-cut policy framework in the case of film appropriateness but also makes a cross-curricular case for Pixar shorts' storytelling as an educational tool for enhancing empathy. Hence, five Pixar shorts (i.e., *Bao*, *Day & Night*, *Lou*, *Piper*, *Purl*) were used for making an empathy-raising intervention through TEFL. More specifically, the Harvard Project Zero's "perspective-taking" thinking category, with an emphasis on "Stories" thinking routine, served as the basis for the elaboration of a post-viewing writing activity that prompted the elicitation of emotional and cognitive responses. To this end, EFL students stepped in and out of the film characters' "shoes" to reflect upon the conveyed, the untold and the personal story. According to the final valuation report, student response essays gave the first indication in favor of supplementing the range of educationally acceptable films and suggestions were made for improving empathic awareness through TEFL as part of further action research projects.

16:00-16:25

74950 | *Oğuz Atay's 'Games': Transactional Analysis Theory in Oyunlarla Yaşayanlar (Those Who Live by Games) and Its Analysis with This Theory*

Abdullah Tahir Özdemir, Karabük University, Turkey

In Transactional Analysis, as developed by Eric Berne, life is analyzed as being full of games that consist of transactions between the Parent, the Adult, and the Child Ego States. As a result of these transactions, games causing bad consequences arise. Once they are reached, the players are filled with negative emotions, which is the cost of the games. This theory became more famous after *Games People Play* was published in 1964. Oğuz Atay, who made it clear in his diary by summarizing the theory and its concepts that this theory influenced him, wrote his play called *Oyunlarla Yaşayanlar* (Those who live by Games). *Oyunlarla Yaşayanlar* is about the "bad games" that a history teacher named Coşkun plays with other characters such as Saffet, Servet, Emel and Cemile. We analyze *Oyunlarla Yaşayanlar* with Transactional Analysis in an attempt to reveal the interactions between egos. As a result, we show that although not all elements in the play are entirely consistent with this theory, it is clear that Oğuz Atay benefited from Transactional Analysis while writing this play, and Coşkun and other characters play the games such as "Alcoholic", "Kick Me", "Now I've Got You, You Son of a Bitch", "See What You Made Me Do" and "If It Weren't For You". The difference in Atay's perception of this theory is that he gives a more sociological meaning to the concepts and "bad games" and thinks that they result from the Turkish social structure.

16:40-18:20 | Room A

Sunday Online Parallel Session 3

Sexuality, Gender & Families

Session Chair: Joel Campbell

16:40-17:05

77357 | *Breaking Bad and the Fall of the American Man: Toxic Masculinity as Quality Television and Gender Discourse*

Joel Campbell, Troy University, United States

Breaking Bad was a landmark American television series that focused on an ordinary man, his struggles with mortality as he faced inoperable lung cancer, and his transformation from respected high school chemistry teacher to a “meth cooker” and major drug lord in New Mexico. Audiences sympathized with the character Walter White as an ordinary man trying to provide for his family after his expected death, but they secretly rooted for him as he morphed into a vicious crime lord. Beyond this, the series raised serious questions about contemporary American neglect of middle-class health care and catastrophic illness. If Walter had been covered by public health insurance, his criminal rampage and all of its collateral damage could have been prevented. This paper uses constructivist theory to examine this television series as meditation on changes in American norms, values, and institutions in a time of neoliberal economics trumps all other policy options. It also considers Walter White and the other Breaking Bad characters as exemplars of toxic masculinity in which men, due to unfavorable life experiences and anger about lack of adequate opportunities, veer toward antisocial, sexist, and even criminal behavior. This in turn tears at the fabric of society and makes solution of social problems more difficult.

17:05-17:30

73593 | *Sirigu Women's Painting Murals as Ecofeminist Postcolonial Praxis: An Exploration of Artistic Resistance and Environmental Activism*

Francis Ankyiah, University of Education, Ghana

This research article explores Sirigu women's painting murals as a form of ecofeminist postcolonial praxis that contributes to artistic resistance and environmental activism. Drawing on ecofeminist postcolonial theory, this study provides a critical analysis of Sirigu women's painting murals as a decolonizing practice that challenges dominant narratives and promotes environmental activism. The study employs a qualitative research approach that involves a literature review of ecofeminist postcolonial theories and a content analysis of Sirigu women's painting murals. The content analysis focuses on identifying artistic practices that promote environmental activism, such as the representation of nature and the environment. The study finds that Sirigu women's painting murals are a form of ecofeminist postcolonial praxis that contributes to artistic resistance and environmental activism. The murals use artistic practices such as colour, texture, and symbolism to challenge dominant narratives and promote environmental awareness and activism. The murals also promote the recognition and protection of local ecosystems and the preservation of cultural heritage. The study concludes that Sirigu women's painting murals are a valuable form of ecofeminist postcolonial praxis that contributes to artistic resistance and environmental activism. The study highlights the importance of recognizing and valuing the artistic practices of marginalized communities as a form of resistance to dominant narratives and environmental degradation.

17:30-17:55

76455 | *Study on the “Publicization” of Love in Early 20th Century China: Analysis Centered on Du Cheng Shu & Qu Jiang's Love Letter*

Yan Zhang, China University of Political Science and Law, China

Yuhong Li, Nanjing University, China

This article attempts to answer the question of “love” and why it has always entered the public sphere in Chinese history. This article takes the love letter incident of Wanqing as a case study and uses the process tracking method to classify and integrate various dialects in the Qu Du Incident. The love letter incident in the late Qing Dynasty was famous for the Du Qu incident. Therefore, this article is based on the love letter texts and paper media narratives in the events of Du Qu, Qiu Gongyi, and Han Yang. It horizontally compares the consideration and self-expression of young men and women facing the issue of love, and vertically explores the premature and delayed publicity of love issues under the trend of gender equality since the late Qing and Republic of China. How love letters were exposed in newspapers during the love letter incident allowed for the preservation of the writing of sexual love between men and women since the late Qing Dynasty and the Republic of China. The publication of male love letter texts has forced love writing, which originally belonged to the private sector, to be placed under the spotlight of the public sector of paper media for public evaluation. The examination and comments of various parties in the public sector on love issues are a necessary process for private love writing to move toward the public sector. The issue of love has entered the public sphere through the evaluation of love letters from various parties. However, during the late Qing and Republic of China period, the issue of love still faced the scrutiny of traditional Chinese gender ethics and morality, making it difficult to achieve publicity of love issues.

17:55-18:20

77458 | *The Takarazuka Revue and Collective Gender Fiction*

Maira Miyamoto, Tsuda University, Japan

The Takarazuka Revue, a unique all-female musical company founded in 1914, provides a significant insight into fan culture in Japan. The most popular are otokoyaku (male roles) who perform heterosexual love stories on stage. However, little attention has been paid to the fact that otokoyaku also wear men's clothing off stage and behave like men—at least visually—as if there is no performative distinction between on and off stage. Leonie Strickland observes that otokoyaku can usefully be understood by looking at three spheres in which they perform: on-stage, off-stage, and private spheres. Only in a private sphere do they return to what they are. However, I argue that the relationship between these three spheres is more complex, because the fiction of gender is not authored by performers alone. In fact, I want to propose the concept of “collective gender fiction,” by which I mean (pseudo-heterosexual) gender narratives created over time within a female imaginary community that contains predominantly female fans. This collective fiction is often invisible and even illegible to those outside the community but has more subversive potentiality than one assumes. I suggest that the collective gender fiction of Takarazuka is more pervasive and deep-rooted in history than it may seem, and it is more subversive than we may think, though it is certainly a cultural work of fiction. This paper traces the “origin” and development of the collective gender fiction through an analysis of fan letters and photographs from the 1920s to the 1940s in Takarazuka archives.

18:35-19:50 | Room A

Sunday Online Parallel Session 4

Ethnicity, Difference, Identity

Session Chair: Mark Beeman

18:35-19:00

77358 | *Ethnic Scapegoating: A Sociohistorical Approach to the Last Lynching*

Mark Beeman, Northern Arizona University, United States

In 1981 in Mobile, Alabama, two white men, Henry Hays and James Knowles, became enraged that an African American man accused of killing a white police officer had not been convicted by a jury trial. To send a message to the African American community, Hays and Knowles abducted and killed a nineteen-year-old African American named Michael Donald, who was not connected to the court case. The prevailing theoretical explanation of scapegoating, the frustration-aggression hypothesis, at first look would seem to explain this crime. However, in this paper I argue that the psychological focus of the frustration-aggression approach is too limited to explain ethnic scapegoating. Rather than examining the murder of Michael Donald as an irrational psychological act, it can be more thoroughly understood as a socially organized event. Michael's death, moreover, was part of a pattern of violence that had claimed the lives of at least 6,500 African Americans across the United States from Reconstruction through the Civil Rights Era. A sociohistorical approach is used to contextualize the Michael Donald case within the organizational and institutional arrangements which allowed racialized violence to become so widespread. Theoretical insights from W. E. B. DuBois, C. Wright Mills, Ida B. Wells-Barnett, Herbert Blumer, and William Wilson aid in understanding the assault on Michael Donald and locate ethnic scapegoating within the normative structure of white supremacy that dominated race relations historically, particularly in the Jim Crow South.

19:00-19:25

75395 | *From Past to Present: Tracing South Korea's Multicultural Evolution Through 1990s Media Representations*

Robert Hamilton, Hankuk University of Foreign Studies, South Korea

The 1990s in South Korea stood as a pivotal decade of cultural and political transitions, in which media played an instrumental role in both echoing and shaping societal sentiments. This study delves into the intricate portrayals of non-Koreans across television and mainstream outlets during this time, unearthing the underpinnings of Korea's nascent encounters with multiculturalism. Drawing from participatory observation, the research is enriched with personal narratives of a foreigner's experiences, juxtaposed against the broader media backdrop of the decade. Preliminary insights shed light on a media landscape that oscillated between curiosity for the foreign and a protective stance of domestic identity. Fast-forwarding to the present, South Korea grapples with increasing multicultural dynamics, from rising international marriages to a diverse workforce. This research posits that understanding the media narratives of the 1990s provides crucial context to the challenges and opportunities that contemporary Korea faces in embracing a multicultural identity. It underscores the lingering impact of historical media depictions, emphasizing their influence on policy-making, societal attitudes, and the nation's efforts to foster an inclusive society amidst increasing diversity.

19:25-19:50

77427 | *Black Kewpie and Little Black Sambo: Reading Juvenile Food Culture in American-Occupied Japan*

Nominerdene Enkhbayar, The University of Tsukuba, Japan

This paper aims to explore the hitherto underexamined topic of juvenile food culture in American-occupied Japan (1945–1952) by analyzing *Kuronbo Sambo* (1949), a Japanese translation of Helen Bannerman's *The Story of Little Black Sambo*. Just like other Japanese translations of Bannerman's tale, the story of *Kuronbo Sambo* also starts with Sambo, the protagonist, facing the danger of getting eaten by tigers, but the tigers turn into butter; Sambo's mother uses it to make a feast, and Sambo and his family consume them as dinner. Using the dialogue translation in the 1953 Japanese version of Bannerman's tale as a thread, Erica Kanesaka Kalnay highlights the relation between the racial imaginary of Little Black Sambo and the *kawaii*, or "cute," aesthetic of postwar Japan. Yet I want to highlight a different dimension that is found in the Japanese translation, that is, a figure of Sambo drawn into the text: a black Kewpie. He appears as a black-colored version of Kewpie—the logo mascot of the first Japanese brand of mayonnaise, not butter, with the same name. While the work reproduces the prewar concept of Little Black Sambo, *Kuronbo Sambo*, I contend, situates the narrative at the intersection between race and food through the black Kewpie, creating a new subtext. By analyzing the visual representation of Sambo, in addition to materials related to Kewpie at the Celluloid House Yokohamakan and Daicel-Ijinkan, this paper argues that *Kuronbo Sambo* points to a shift in children's food culture in postwar Japan that adjoins domestic hunger with *kawaii*.

13:15-14:55 | Room B

Sunday Online Parallel Session 1

Media Arts & Practices

Session Chair: Joana Braguez

13:15-13:40

77411 | *Assessing Creative Intelligence: A Study on Human and AI Performance in Divergent Association Tests*

Ashish Khosla, Shoolini University of Life Sciences and Business Management, India

Gaurav Gupta, Shoolini University of Life Sciences and Business Management, India

In the evolving landscape of artificial intelligence and cognitive sciences, assessing and comparing the creativity between humans and machines has become an area of interest. This study utilized the standard Divergent Association Task, a validated measure of verbal creativity developed by Jay Olsen, J Nahas, Denis C, Simon J, Margaret E, to evaluate the creativity scores of 100 postgraduate management students. The task involves generating diverse associations to prompt words, offering insights into an individual's creative thinking ability. The creativity scores derived from human participants were then compared with the results obtained from two prominent generative AI models to draw a comprehensive comparative analysis. The AI models were subjected to an analogous version of the Divergent Association Task to ensure consistency and reliability in the comparative assessment. The objective of this study is to explore the similarities, disparities, and potential synergies in creativity between human intellect and artificial intelligence. The findings are anticipated to provide significant insights, not only in understanding the creative capacities of generative AI in comparison to human cognition but also in identifying opportunities for collaborative innovation, enhancing pedagogical strategies, and contributing to the ongoing discourse on the ethical and practical implications of AI in educational settings.

13:40-14:05

77212 | *Exploring the Synergy Between Digital Illustration and AI: An Artist's Insight*

Joana Braguez, Escola Superior de Tecnologia e Gestão - Instituto Politécnico de Viseu, Portugal

Digital art has revolutionized the creative landscape by merging technology and artistic expression. With advancements in technology, the integration of artificial intelligence (AI) in digital art has gained significant attention. This research paper explores the utilization of AI tools, particularly Dall-E (DE) and Midjourney (MJ), in the creative process of digital art. The artworks presented are part of a larger research endeavour focused on the concept of the "sublime void." By embracing AI as a creative tool, artists can push the boundaries of their artistic practice and explore the synergistic relationship between humans and technology. The integration of AI in art has not only enhanced creative expression but also enabled innovative techniques and mediums, fostering a new era of digital art. This paper delves into the impact of AI on the artistic process and highlights the transformative potential of AI-generated art in contemporary art practices. Through this exploration, the author aims to inspire further experimentation and discourse at the intersection of AI and digital art.

14:05-14:30

74947 | *From Madeira to Hawaii: Augmented Reality Enhancing Creative Historical Education*

Nuno Fraga, University of Madeira, Portugal

Roberto Alves, Conservatório – Escola Profissional das Artes da Madeira, Portugal

The project 'From Madeira to Hawaii' stands as an innovative educational initiative that stimulated creativity and historical research among students. It delves into the late 19th-century migrations from Madeira Island to Hawaii. The pedagogical process, grounded in Action Research principles (Elliott, 1991), culminated in the creation of an Augmented Reality (AR)-enhanced comic book. This achievement represents a collaborative endeavor between students and published illustrators from Madeira Island. They seamlessly merged in-depth research, creative illustrations, and AR elements to bring historical narratives alive. Participants delved into the 19th-century art and culture of both Madeira and Hawaii, embellishing the AR publication with vibrant artistic and historical elements. This fusion stimulated creativity and fostered a comprehensive understanding of the migratory journey's historical context. Echoing Philippe Meirieu's emphasis on active learning, the project employed an interdisciplinary approach, blending history, art education, and technology. Through active participation, students enhanced their critical thinking, problem-solving, and collaboration skills. They transcended traditional learning methods, embarking on an immersive, dynamic historical journey extending beyond the classroom. This presentation aims to critically analyze the comic book's construction and the pedagogical process undertaken. The project fostered a deeper appreciation for history, art, and technology among students, as evidenced by their increased curiosity and the independent pursuit of further historical research. As a testament to AR's transformative potential, 'From Madeira to Hawaii' represents a significant stride in nurturing creativity, innovation, and harmoniously integrating technology with history and art education.

14:30-14:55

75205 | *Co-creation with Users: A Study on Designing an Online Platform for Wearable Devices*

Fang-Wu Tung, National Tsing Hua University, Taiwan

Yun-Ying Shen, National Taiwan University of Science and Technology, Taiwan

The widespread use of wearable devices has created an urgent need to design products tailored to users' preferences and requirements. Designing a wearable device demands consideration of both its physical attributes and the digital services it provides, ensuring alignment with users' lifestyles. Engaging users in the design process emerges as a strategic approach to glean user insights into these facets. This study advances the understanding of co-creation with smartwatch users through an online platform. Employing the concept of co-creation, the research empowered users to personalize their wearable devices according to individual needs and preferences. An iterative design process was used to develop the online co-creation platform, leading to an empirical study involving 401 smartwatch users. The research honed in on participants' feature and digital service selections. Subsequent to the co-creation activities, a survey captured data on participants' health motivations, experiences with the platform, and intentions for future engagement. The findings highlight varied requirements in smartwatch features, correlated with differing health motivations among users, uncovering design opportunities grounded in customer expectations. Factors such as enjoyable user experience, meaningful learning experiences, and high usability were discovered to significantly influence future engagement with the platform. This study underscores the value of online co-creation in the wearable device industry, emphasizing user involvement as a key factor in design processes, and offers an innovative approach for meeting the unique needs of wearable technology users.

15:10-16:25 | Room B

Sunday Online Parallel Session 2

Political Science, Politics

Session Chair: Casey Avaunt

15:10-15:35

76146 | *A Correlational Study of Political Accountability of Barangay Councilors and Barangay Readiness for Climate Change*
Ester Onag, Adamson University, Philippines

Climate change is a worldwide phenomenon having far-reaching consequences in numerous areas of society, including the economy, government, and living conditions. To effectively mitigate these effects, the national government needs to develop and employ policies and directives that can fulfill the safety and protection requirements of its people through development efforts, therefore improving the overall quality of life for all citizens. This research endeavor intends to assess the political accountability of the Malabon Barangay Councilors, especially in the context of their readiness for climate change. It digs into the notion of decentralization, in which national policies addressing climate change are operationalized at the grassroots level through municipal rules, with the Barangay Councilors in charge of implementation, supervision, and reporting. Furthermore, this study delves into crucial concerns related to the administrative responsibility of the Sangguniang Barangay, which substantially impacts the level of readiness for climate change. These considerations extend to their degree of accountability, which often surpasses their prescribed responsibilities as delineated by the local government code. Moreover, the research evaluates the legislative powers vested in the Barangay Councilors, the nature of their priorities when enacting laws, and the extent of engagement they foster among diverse stakeholders, including sectoral leaders and residents. The active participation of these stakeholders serves to foster heightened community awareness, thus enhancing the effectiveness of climate change adaptation efforts.

15:35-16:00

77283 | *Minor Engagement in Health-Based Programs: Insights from UNICEF Lesotho's HIV-Nutrition Intervention*
Sonia Mairos Ferreira, UNICEF, Lesotho
Kimanzi Muthengi, UNICEF, Lesotho

This paper explores strategies to enhance minors' understanding of program participation, ensuring their active involvement from the program's inception through its completion, emphasizing the crucial role of sustainability for long-term change. Drawing insights from UNICEF Lesotho's three-year HIV-nutrition intervention (2019-2022) that spanned all 10 districts and 69 community councils, the project championed the health and nutrition of women and children, especially those affected by HIV/AIDS. This paper critically analyses minors' engagement, participation, and decision-making, highlighting both challenges and opportunities for active youth involvement in health-based initiatives. Included in the analysis, we will delve into the specifics of applying gender lenses and fostering inclusion, providing an in-depth examination of these crucial elements to ensure complete, transparent, and equitable participation. Results indicate that children often display passive to non-participation in several phases of the project cycle. While they are participants in the intervention, and they were consulted for their experiences and perspectives, their involvement did not include other key components of the program, neither did they have any active role in decision making. Another striking observation is the frequent absence of genuine inclusion, and while gender lenses are sometimes applied, it's predominantly limited to data disaggregation, rather than a comprehensive gender and inclusion analysis. By synthesizing these findings, lessons learned, this paper aims to offer robust recommendations, guiding program designers towards more inclusive, gender-sensitive, and child-centric educational experiences. We call stakeholders to engage and collaboratively pave the way for enhanced program participation and completion by our young learners.

16:00-16:25

77282 | *Performances of Power: Lion Dance in Boston's Chinatown*
Casey Avaunt, Elon University, United States

This essay focuses on the social and political activities of lion dance companies in Boston's Chinatown. Lion dances—which combine dance, theater, and music—are an acrobatic ritual rooted in ancient Chinese culture. I examine how lion dance companies, made up mostly of Asian American youths and their leaders, become active social and political agents by generating support for race-based issues facing Chinatown residents. These issues include cultural erasure, poverty, lack of political representation, spatial encroachment, the degradation of resources, and gentrification. I find that lion dance is more than a lighthearted spectacle deployed to spice up public events; lion dance groups fortify Boston Chinatown's community-based political and social networks. Using a performance theory approach, I argue that lion dancers help to strengthen the enclave's political and social structures, providing assets to the community through their collaborative participation in the urban life of Chinatown.

16:40-18:20 | Room B

Sunday Online Parallel Session 3

Visual Arts Practices

Session Chair: Punam Madhok

16:40-17:05

75055 | *The Indian Kalamkari (Vraathapani): A Case of Optimism, Resilience and Transformation in Cultural Textiles*

Malini Divakala, National Institute of Fashion Technology, India

Indian craft practices are inherited through family traditions and nurtured with reverence transforming them as traditions. The Indian Kalamkari/Vraathapani is well recognized in the textile circle for its use of natural dyes rendered through painting with an indigenous tool, 'Kalam'(pen), or 'Vraata' (writing) and 'pani' (work) in Telugu, the local language. A product that was crafted for propagating Hindu mythology the Kalamkari/ Vraatapani pieces depicted elaborate folk style story translations of imaginative forms of Gods and Goddesses as described in the mythological literature. These visually extravagant portrayals have influenced the textile trade markets in the 17th - 18th centuries leading to creation of a new league of textiles built upon the indigenous technique but different in expression. The craft since then optimistically progressed into new frontiers with certain amendments in form and format that are perceived as features of resilience in its journey towards transformation as an Indian cultural textile.

17:05-17:30

77396 | *Avenues to Bring Back Orality in Folktale Practices Using Contemporary Material Cultures*

Vijay Paul Punia, Srishti Manipal Institute of Art, Design and Technology, India

Preserving a practice versus preserving information are two separate things. In folktale contexts, audio, video, and text documentation can help preserve one of the many versions as an embalmed specimen. Whereas film, storybook, and animation adaptations are just one retold version of a folktale. Although useful in preserving and dispensing, these media impact the core of oral practices. Many times, professional adaptations become strong references that challenge the fluid and flexible oral versions in practice. Widespread publishing gives powerful ownership and authorship to the publisher and takes away the collective authorship and teller's ownership of the tale in a breathing interactive engagement allowing individual adaptations, contextualisation, and evolution. The above concerns were dealt with in a hands-on design project by experimenting and devising novel ways of engaging people with folktales to delimit their existence beyond today's reading and watching culture and bring back the essence of oral practices. Explored approaches lead to diverse outcomes like board/card games, interactive and immersive VR game, soft toys, masks, costumes, ice-cream stick packaging, interactive AR murals, and tarot cards. And two novel breakthrough examples include a therapeutic folktale game based on diverse folk philosophies about death to reach a peaceful closure to the overwhelming grief as the game progresses and an animated 24-frame tiger walk cycle by permanent tattooing of 24 participants, where in return, each one narrated a childhood oral folktale about a tiger. The project opened new avenues to discuss the idea of undertaking the preservation of practices in a contemporary context.

17:30-17:55

75376 | *From Text to Screen: The Writing and Re-writing of Hansa Wadkar's (1928–1971) Life Story*

Meghna Gangadharan, Indian Institute of Technology Indore, India

Ananya Ghoshal, Indian Institute of Technology Indore, India

The autobiography of late Indian actor Hansa Wadkar (1928-1971), Sangtye Aika (1970) is a unique piece of writing that was ahead of its time. Initially, a collaborative project with the Marathi weekly Manos (1961-1990) that was also documented, this book brought out Wadkar's story in her voice, as narrated by her. This autobiography was instrumental because, at the time, it gave Wadkar the agency to tailor her autobiographical self to the way she wanted to be seen. Later, in 1977, inspired by Wadkar's book, filmmaker Shyam Benegal made the film Bhumika: The Role, albeit with significant rewritings and departures from Wadkar's text. The paper examines both the writing of the text and its rewriting into the film to evaluate how the agency of the author got modified in the process of adaptation. It also argues that the film is partly a re-casting of Wadkar's image into the mould of the heroine from humble beginnings-turned-unsung-feminist-icon as Benegal saw her. In doing so, the paper questions the erasure of Wadkar's narrative authority by critically analyzing and comparing the film with the book. In pursuing these strands of inquiry, the paper addresses the research gap in the studies on autobiographical writings by South Asian women in cinema and the adaptations of such writings into film.

17:55-18:20

77211 | *The Multifarious Temple-Art of Jayavarman VII and the French Orientalist Interest in Cambodia*

Punam Madhok, East Carolina University, United States

Some of the most impressive Angkor temples (9th-13th centuries CE) were built by Jayavarman VII (reigned c. 1181-1218 CE), a devout Buddhist. Jayavarman's Bayon is magnum opus of the acclaimed Khmer Empire. Carved into its towers are large faces. Are they Shiva, Brahma, Lokeshvara, Vajrasattva, or Hevajra? Jayavarman dedicated temples to deified family members – Preah Khan to his father, Ta Prohm to his mother, and Banteay Chhmar to his chosen protégé. The mythical eagle, Garuda, and multi-headed serpent, naga, are common features of these temples. A project with remedial power that has survived is Neak Pean, dedicated to Buddha Bhaisajyaguru. Dancing maidens, Apsaras or Yoginis, are carved on many temples. Living damsels would perform ritual dances in them. They have inspired the creation of classical Cambodian ballet that entranced Auguste Rodin (1840-1917). It was after Henri Mouhot (1826-1861) made sketches of Angkor's major shrines that they caught Europe's attention. After Cambodia became a French protectorate in 1863, Louis Delaporte (1842-1925) usurped many temple statues that are now housed in Paris' Guimet museum. George Groslier (1887-1945) founded a school and museum in Phnom Penh to protect the treasures of Cambodian art. Drawing upon my recent field trip in Siem Reap, Cambodia, I wish to explore further the amalgamation of Hindu and Buddhist imagery on these temples as well as the French orientalist interest in this region.

18:35-19:50 | Room B

Sunday Online Parallel Session 4

Media Arts Practices: Television, Multimedia

Session Chair: Manish Sharma

18:35-19:00

73224 | *Relationships Between Music Genre, Human Moods-Based Music and Digital Music Playlist Exploration System: Case Study*
Manish Sharma, Lovely Professional University, India

A developing area of music information retrieval is the characterization of musical mood. The emotional significance of the music's lyrics is combined with an audio file extraction in this study to map the melody onto a psychologically based feeling space. This study investigated the driving force behind this system: the insufficiency of user-friendly, contextual-aware playlist-creation tools for music listeners. The necessity for such tools is made clear by the fact that digital music libraries are continually growing, making it progressively more challenging to remember a certain song in the library or to make a playlist for an upcoming occasion. This research article created a conceptual framework and investigate three scenarios of mood classification of music under various presumptions. Case 1 studied the existence of psychologically based emotion space, Case 2 examined the lack of intuitive and contextually aware digital playlist generation tools available to music listeners, and Case 3 investigated the relationship between music genre and human moods. In contrast, there is a strong correlation between human moods, music genres, and digital playlist generation tools such as Spotify and YouTube music that impact human psychology.

19:00-19:25

73751 | *Examining the Impact of Reaction Videos on Chinese University Students' Independent Thinking: Influential Factors and Perceived Effects*

Xiyue Zhong, Wenzhou-Kean University, China
Yujie Zheng, Wenzhou-Kean University, China
Tongyao Zhao, Wenzhou-Kean University, China
Guangjie Zheng, Wenzhou-Kean University, China

In today's digital landscape, where social media platforms are ubiquitous and influencers with substantial followings are prevalent, the dissemination of information through these channels has profoundly influenced global citizens. However, one emerging form of secondary content creation, reaction videos, remains understudied, particularly within the field of communication. Therefore, this study aims to examine the impact of reaction videos on the independent thinking of Chinese university students. By employing the Uses and Gratifications Theory and Parasocial Interaction Theory, this research will explore the motivations and perceived effects of watching reaction videos. Besides, the study will adopt a mixed-methods approach, including surveying at least 400 Chinese university students to gather primary data. Data collection will be conducted using a simple random sampling method through an Internet-based questionnaire survey. Through this comprehensive approach, the study expects to reveal that motivations for clicking on a reaction video include primal curiosity, emotional support, social belonging, and interactive involvement. Furthermore, the study aims to investigate the extent to which reaction videos influence the audience's ability to think independently by examining changes in the public's opinion of the original video after watching the reaction video. Additionally, this study will provide valuable insights into the realm of secondary content creation, specifically regarding how the speaker's ethos impacts message transmission and how media may interfere with message delivery. Ultimately, these findings will contribute to a broader understanding of audience engagement and the dynamic digital media landscape.

19:25-19:50

73582 | *The Intersection Between Anti-fandom and Public Perception: Exploring the Propagation of Hatred Among Generation Z*

Guangjie Zheng, Wenzhou-Kean University, China
Tongyao Zhao, Wenzhou-Kean University, China
Xiyue Zhong, Wenzhou-Kean University, China
Yujie Zheng, Wenzhou-Kean University, China

The entertainment industry is experiencing rapid growth due to the mediatization and globalization of modern society. Within this context, fandom and anti-fandom have emerged as two contrasting phenomena. While fandom represents a collective community sharing common interests and affinities towards a particular object, anti-fandom defines a community characterized by its opposition and dislike for the same object. Despite the significance of anti-fandom, there is a considerable gap in the academic literature, particularly concerning Generation Z. Therefore, this study aims to fill this gap by investigating the intersection between anti-fandom and public perception, focusing on the propagation of hatred among Generation Z. The Attribution Theory and Agenda-Setting Theory will be employed to explore the representative anti-fandom behaviors and the motivations behind these behaviors identified by Generation Z. The study will adopt a mixed methods approach, surveying a minimum of 400 individuals born between 1997 and 2012 to collect primary data. Besides, simple random sampling will be utilized through an Internet questionnaire survey. Through this approach, the findings are expected to reveal the impact of anti-fandom behaviors on public perception considering the existence of anti-fandom communities and their targeted objects of opposition. The results will provide valuable insights into the mutual influence between anti-fandom, fandom, and the public within specific cultural contexts. Ultimately, this study aims to contribute to the field of subculture media and communication by offering a unique lens through which to examine anti-fandom phenomena.

13:15-14:55 | Room C

Sunday Online Parallel Session 1

Education & Differences: Learner's Diversity & Inclusivity

Session Chair: Rayna Tagalicod

13:15-13:40

74723 | *#pullupchair: Participatory Research with Parents of Children Excluded from School*

Sarah Martin-Denham, University of Sunderland, United Kingdom

Internationally, there is a significant gap in research regarding the views, wishes and feelings of caregivers of children and young people who have experienced school exclusion. Eight parents from alternative provision schools in England took part in participatory research through the creative arts over a ten-day period. Through a phenomenological methodology, they gave an insight into the experience of school exclusion with 8 films produced titled #pullupchair. The presentation will share the ethical processes and considerations, findings and impact of the research. The risk and protective factors for school exclusion will be explored through viewing a film coupled with recently published PhD findings. Preventative approaches and models to prevent school exclusion will be discussed, including interventions to counteract the risks through early intervention.

13:40-14:05

75174 | *DEI Initiative in Academic Medicine: An Inclusive Excellence in Medicine Cohort Training Model*

LaConda Fanning, Eastern Virginia Medical School, United States

Introduction: Graduate Medical Education has recognized the value and need of promoting a culture that increases diversity, equity and inclusion (DEI). An understanding of diversity is critical in healthcare education since the faculty, staff, trainees and patients come from a wide range of backgrounds with varying attributes. The IEM training initiative was a product of organizational assessment to identify strategic priorities. Methods: This seven-week case-based cohort training model is a framework to facilitate critical thinking on key facets of DEI. Each week, a DEI concept is presented to challenge previous knowledge and rigid personal cognitive beliefs that may hinder authentic behavior change. Small group and guided case discussions are integrated to foster a reflective process through their experiential knowledge and perceptive experience. Pre/post work and reflective exercises are also integrated to evaluate the underpinnings of hidden motives, values and beliefs that cause prejudgment, bias and everyday microaggressions. Anonymous Pre/post surveys were collected. Results: 43 participants completed the pre-surveys, and 28 participants completed the post-surveys. Surveys showed consistent themes of discomfort and hesitancy with antiracism content. There was a greater insight with the concept of microaggressions, allyship and psychological safety with less insight with the concept of micro interventions and creating brave spaces. Discussion Participants gained valuable knowledge and insight regarding DEI and emphasized the importance of more DEI curricula that allows safety and discussion of concepts that challenges or foster values that hinder cultural humility. It was necessary to challenge one's thoughts and beliefs that were fear driven, biased judgements.

14:05-14:30

76432 | *A Quantitative Study of Middle School Students' Perception of the Impact of Parent Involvement on Academic Intrinsic Motivation*

Pallavi Aggarwal, University of Missouri-Saint Louis, United States

Taylor Mae L. Lawson-Smith, University of Missouri-Saint Louis, United States

Motivation plays a crucial role in student's academic growth and research shows that students who are intrinsically motivated tend to achieve higher academic growth (Mendoza, 2012). Self determination theory (Gagne & Deci, 2005) proposes a continuum that shows the connection of intrinsic motivation with extrinsic motivation. Studies show that parental involvement is one of the factors that results in academic achievement of the student (Hill & Tyson, 2009; Cheung & Pomerantz, 2012), however, not enough research has been done to establish its connection with academic intrinsic motivation. Proposed research helps to investigate the relationship between perceived parental involvement of middle school students on their academic intrinsic motivation. A convenient sample of approximately 700 middle school students of an urban district in mid-western part of the United States was used. 50 students with both student and parent consent form were allowed to participate in the research. A quantitative study was conducted using a Likert scale survey to measure the impact of students' perceived parental involvement on their academic intrinsic motivation. A linear regression analysis helped to establish a positive significant relationship between parental involvement and academic intrinsic motivation which help to create awareness among parents regarding their impact on children's academic growth.

14:30-14:55

73516 | *Quietly Thriving in New Environments: Supporting Introverted Students on Exchange*

Rayna Tagalicod, University of Hawaii at Manoa, United States

Introversion and extroversion are personality traits associated with an individual's preference towards the inner and outer world (Jung, 1971). Although all individuals have elements of both, introversion and extroversion are usually viewed as opposites (Tuovinen et al., 2020). Characterized as being outgoing, assertive, and the center of attention (Ashton & Lee, 2009), extraverts love to engage in interaction with others and seek many social relationships. While introverts also value relationships, they tend to be more selective with their social interactions, preferring less, but high quality relationships. Compared to extroverts, introverts are more comfortable with their inner thoughts and feelings (Helgoe, 2010), and tend to be more sensitive. They also require more time alone before or after interactions so as to rebalance their energy from social overstimulation (Burger, 1995; Schmeck & Lockhart, 1983). Being outgoing and socially confident (Ashton & Lee, 2009), extroverted students tend to have an easier time creating their social network, even in new and different environments, like on exchange. Since they prefer solitude, quietness, and tend to be more introspective, introverted students may have a more difficult time than extroverts in developing friendships on exchange. The goals of this presentation are to provide a deeper understanding of introversion and explore strategies to support introverted college students to adapt to their exchange environment. Below is an outline of this presentation:

- Define introversion
- Describe the different types of introverts
- Explore misconceptions and strengths of introverts
- Discuss strategies to support and empower introverted college students on exchange

15:10-16:25 | Room C

Sunday Online Parallel Session 2

Foreign Languages Education

Session Chair: Narangerel Tsedendamba

15:10-15:35

75362 | *Unheard Voices: A Narrative Exploration of Science Learners' Experiences With French-Medium Instruction Policy*

Khalid Laanani, Hassan II University, Morocco

Said Fathi, Hassan II University, Morocco

Claiming the 'failure' of the Arabicization policy adopted a few years after independence, the Moroccan Ministry of Education decided in 2019 to officially reintroduce the French language as a medium of instruction (FMI) for science subjects. This decision ignited a tense debate about languages in the country especially among politicians. In this very polarized political debate, the educational facet was eclipsed and learners' and educators' voices remained largely 'silenced'. This study seeks to break this silence by giving students a voice. Taking a narrative approach to language beliefs, it aims to reveal how language ideologies shape students' experiences in FMI science classes. To that end, a cohort of 15 high school students were asked to write narratives about their experiences of learning science in French. The dataset was analysed using inductive thematic analysis (Braun and Clarke, 2006). Three central intertwined themes were identified: a) ambivalent language ideologies, b) FMI as an opportunity and c) FMI as a hurdle. The results indicate that students have inconsistent beliefs regarding FMI policy. These inconsistencies are largely due to their conflicting beliefs, on the one hand in the prestigious status of French and, on the other hand in their low proficiency in this language. The study concludes with implications for language policy decision makers and educators.

15:35-16:00

75761 | *The Main Problems Didactics Face While Teaching Dialects of the Arabic Language: A Study Case of Egyptian Dialect*

Edyta Wolny-Abouelwafa, Prince Mohammad Bin Fahd University, Saudi Arabia

Is it possible to teach a language which does not officially exist? Citizens speak it every day, sing in it, it is learnt in families, but it is not considered a language. It has a grammar and it is taught, as there are many educational tools for it. This will be the topic of the presentation – the most researched Arabic dialect, the Egyptian (Cairo) one, which, in the author of the speech's opinion, deserves to be called 'language'. The author of the speech has chosen as a case study the Egyptian dialect, as it is the most popular dialect, the greatest number of people speak it in the Arab countries and the Egyptian media is the most popular and watched by the vast majority. What is more, one can also find a large number of books in the Egyptian dialect, unlike the other dialects. Some theoreticians have tried to create rules which cannot always be applied in practice. Practitioners of language who meet students and transfer knowledge to them can indicate certain problems which need to be solved. There is a great need to amend the lack of uniformity in books, writing and the rules in general because, until now, the only rule was that there are no rules. The author of the speech will also answer the question if the Egyptian initiative "Speak Arabic-Etkalem Arabi" - launched by the Egyptian Ministry of Immigration and Egyptian Expatriates Affairs – could be helpful and, if yes, to what extent.

16:00-16:25

77579 | *The Art of Writing Essays: Note-Taking Is an Essential Element in This Art*

Narangerel Tsedendamba, Mongolian National University of Education, Mongolia

Enkhtuya Tuvden, Mongolian National University of Education, Mongolia

Uyanga Tavanjin, Mongolian National University of Education, Mongolia

Effective note-taking is essential for good writing as it helps students better understand what they have read, organize their ideas in a structurally meaningful way, which, in turn, aids them in producing well-structured and in-depth written work (Fanguy et al., 2023). However, learning to take effective notes, let alone skilfully producing written work in English as a non-native speaker, is a cognitively demanding task (Jiang & Kalyuga, 2022). In this research study, first, cognitive load theory has been employed to comprehend the cognitive demands of the note-taking task for first-year English as a foreign language students (Jansen et al., 2017). Secondly, a genre approach to writing is utilized to teach students how to use notes to write purposeful, coherent, and well-structured essays (Hyland, 2007; Swales, 1990). The findings indicate that note-taking played an instrumental role in essay writing, as it helped students actively engage with the content, and the notes also provided a resource for students to revisit when needed (Jansen et al., 2017). Although, at times, note-taking appeared to be cognitively demanding for some students as they struggled to make connections between the notes they had already written down, overall, it did not impose a significantly higher cognitive load. This was because students had the option to pause the recording to take notes or reread materials. Careful note-taking, combined with the use of a genre approach, which provides a clear purpose for shaping the text, had a positive impact on students' ability to write essays.

16:40-17:55 | Room C

Sunday Online Parallel Session 3

Interdisciplinary Humanities

Session Chair: Noriaki Hoshino

16:40-17:05

77507 | *Pirates and the Question of World History in Mid-Twentieth Century Japanese Intellectual Discourses*

Noriaki Hoshino, Hong Kong Baptist University, Hong Kong

This paper explores the subject of pirate (kaizoku) and its relationship with the question of world history in mid-twentieth century Japanese intellectual discourse. From the wartime to early postwar period, historical Japanese pirates (wako) in East Asian sea became the subject of the discourses of some leading Japanese historians/philosophers such as Takekoshi Yosaburō (1869-1950), Miyazaki Ichisada (1901-1995), and Watsuji Tetsurō (1889-1960). On the one hand, the history of Japanese pirates got popular attentions in the context of ongoing Japanese military invasion into the Chinese continent. Chinese people associated Japanese soldiers with wako and Japanese intellectuals had to respond to it. On the other hand, the subject of Japanese pirate also reminded contemporaneous Japanese intellectuals of the world historical significance of the early-modern maritime subjects working actively across the sea. This paper traces the ways these Japanese intellectuals discussed the subject of Japanese pirate and connected it to the discussion of world history, and Japanese modernity. In doing so, this paper contributes to expanding the existing discussion of modernity in Japanese and global intellectual history.

17:05-17:30

75249 | *'The Many Unruly Waves in the Earth and Sky': An Eco/Geocritical Study of Jibanananda Das's Malloban*

Tanmoy Bhattacharjee, West Bengal State University, India

Malloban (1948), a novel by the Bengali poet and novelist Jibanananda Das (1899-1954), deserves a dedicated reading from the contemporary ecocritical perspectives. The field of ecocriticism, ever-burgeoning as its domain is, is spiraling out in various directions at great speed. This brings into focus a recent critical development known by the various interdisciplinary schools as 'geocriticism'. Geocriticism carries within its relatively cloistered microcosm numerous interfaces that have arisen in the macrocosmic development of ecocriticism over time. The palmiest of illustration would be that ecocriticism has basically been studied with its relation to literary theory, and/but geocriticism has lent it a far sharper edge, since it concerns itself with the axiom that Earth evidences its own agency. The idea of *cortesia*, moreover, as it has been introduced by George Steiner in *Real Presences* (1991), expands the frontier of geocriticism by recognizing the validity of literary craftsmanship such as the novel is; the impact is greater when the same validation comes as a critical response to Earth's wholeness, the continuation of which can never be summed up in conclusive terms. This very sense of inconclusiveness invites us to probe deeper into the sense of dislocation vis-à-vis location/place in Jibanananda's Malloban. Does Malloban's lifelong attempt for carrying within him, like holy grail, the idea about the Earth's wholeness catapult him into a solipsistic world? In response to these questions, the paper will demonstrate how Jibanananda's Malloban excels as an idiolectic eco-logos within the ruling ecocritical-geocritical discourse.

17:30-17:55

75096 | *Crossover Effects of Education on Health and Health Behavior Among Married Couples*

Mamiko Takeuchi, Aichi Gakuin University, Japan

This study presents an empirical analysis of education's effect on health status and health behaviors of married couples and education's crossover effect between married couples in Japan. First, basic statistics show that wives perform better on dietary health behaviors, but husbands perform better on exercise and physical examinations. We confirmed that a tendency for their education and crossover effect weakens when individuals exceed the working age (65 years or older). Furthermore, the crossover effect between education levels is more pronounced for the effect from wives to husbands than vice versa. Among the various health behaviors, the health checkup is the most clear-cut effect of one's educational background, and the crossover effect is confirmed for both husbands and wives.

18:35-19:50 | Room C

Sunday Online Parallel Session 4

Religion, Spirituality

Session Chair: Monique Myers

18:35-19:00

75765 | *Spiritualism in the 21st Century: An Ethnographic Study of a Spiritualist Church in the U.S.*

Monique Myers, Stonehill College, United States

This exploratory study examines the communication dynamics in a Spiritualist church in the northeast U.S. Spiritualism is a religion founded on the principle that communication with the dead is possible, and this is proven through communication dynamics between the deceased and their loved ones via a Spiritualist medium. An ethnography of communication was the methodology used to gather data that included observation, participant observation and three in-depth, qualitative interviews with Spiritualist mediums. The researcher spent over one year attending weekly one-and-one-half hour church services that involved meditation, singing hymns and playing music to raise vibrations, hands-on healing, a sermon, and a medium giving up to one-half dozen messages from deceased loved ones to random congregants in the church. The weekly church service is followed by a half an hour of fellowship—a vital element in building community as a member of this religious, historically marginalized, subculture. Spiritualism-related classes are offered year-round, and eagerly anticipated, for both members and nonmembers alike. The researcher took several classes offered by the Spiritualist church for background information. Findings point to strong beliefs that Spiritualist mediumship is a form of healing; the majority of congregants, mediums, and religious leaders are women; anyone can learn to be a medium; anyone can learn to be a hands-on healer; community-building is of paramount importance and an outcome of Spiritualist communication dynamics; and optional educational classes in Spiritualism are a popular norm.

19:00-19:25

75396 | *Battlefield of Beliefs: The Impact of Military Chaplaincy in South Korea's Religious Landscape*

Hongmin Ahn, Harvard University, United States

There are many theories that attempt to explain why Christianity got so popular in South Korea but not in its East Asian neighbors. This paper aims to explain that the proliferation of Christianity there owes much to the chaplaincy corps, which started as a Christian-only institution and still primarily consisted of Christian chaplains. Despite Article 20 of the Constitution that guarantees freedom of religion and separation of church and state, Christian groups have long viewed the military body as a Golden Fishery (황금어장/黃金漁場) or a sea of golden opportunity, as the government constantly (and forcibly) gathers every able-bodied young man into the mandatory military service and helps chaplains “catch” them with tax-funded religious activities. In addition, in the 1970s, the South Korean military leadership and the Christian-majority chaplaincy ran a joint campaign titled “All Member Propagation Movement,” an aggressive proselytization crusade that tried to convert every member of the service in order to arm soldiers against Communism, their perceived atheistic ideological enemy. As a result, with the help of the Christian military chaplaincy, the Christian population, which accounted for less than 5% of the population after the Korean War, became the largest religious group in the country today. This paper explores the intrinsic and extrinsic forces in the formation of the Christian-dominant military chaplaincy that laid a foundation for the Christianization of South Korea and why the establishment of the Christian chaplaincy corps in 1951 and the subsequent explosive growth of the Christian population there were not mere coincidences.

19:25-19:50

74677 | *Modern Witchcraft and Identifying with Dead*

Mayu Yasuda, University of Tsukuba, Japan

The modern witchcraft movement is a spiritual activism that began in England in the 1950s and spread in the United States in the 1970s. Compared to other spiritual practices, one of the uniqueness of this movement in the United States is that modern witches are trying to identify with the victims in the Witch-hunts and to take responsibility for shaping a world in which prejudice claims no more victims. But how is it possible to identify with the dead who lived in another time and region? How does their calling themselves witches and engaging in spiritual practices using their bodies help them to resist prejudice? In this paper, I will show how contemporary witches, in their practice, identify with the victims in the historical event of Witch-hunts and create a world that resists prejudice.

13:15-14:55 | Room D

Sunday Online Parallel Session 1

Mind, Brain, Psychology: Higher Education

Session Chair: Jodi Basch

13:15-13:40

75694 | *A Comparative Study on Social Support Agents and Academic Resilience of Students in Online and Face-To-Face Learning Environment*

Tooba Saleem, Allama Iqbal Open University Islamabad, Pakistan

This comparative research aims to investigate the role of social support agents in determining academic resilience of students at tertiary level at face to face and online learning environment. The students in online learning face variety of challenges that influence their academic resilience and social support buffers not only stressful experiences but also provide guidance to resolve their educational adversities. The survey method was utilized to measure the social support and academic resilience with adapted scales and background factors. The data was collected from undergraduate students (n=505) enrolled in various degree programs from humanities, social sciences, education and sciences. The reliability and validity of adapted scales were ensured. The subscale of academic resilience included perseverance (14 items), reflecting and adaptive-help seeking (9 items) and negative affect and emotional response (7 items). On the other hand, social support subscales were family support (16 items), friends support (17 items) and teachers support (12 items). The results revealed that medium to high level correlation exists between social support and academic resilience. Moreover these modes of learning influence academic resilience and social support subscale i.e. perseverance ($p=.026$) and reflective and adaptive help seeking ($p=.014$) and teachers support ($p=.002$) has significant values. This illustrates that social support agent's effect academic resilience of students in online and face to face learning environment.

13:40-14:05

75406 | *Resilience, Well-Being, and Authentic Leadership Through the Transition to University*

Jodi Basch, Queen's University, Canada

Before entering university, students are not always equipped with the tools to cope with stressful life events. During the transition to university, students may experience challenges that accompany entering a new stage of life. However, throughout their years at university, students can foster, establish and develop their strengths, allowing them to draw on and develop their resilience. The purpose of this research was to examine how undergraduate student leaders cultivated resilience, well-being, and authentic leadership during the transition to university. This mixed-method study consisted of three phases, questionnaires, focus groups, and individual interviews. The questionnaire was comprised of demographic questions, resilience and leadership scales, and open-ended questions, and was analyzed using descriptive statistics, correlational analysis, and Constant Comparative Method (CCM). Individuals that scored in the 75th percentile or higher on the resilience scale were invited to participate in phase two, five focus groups, and phase three, ten interviews, which were analyzed inductively using CCM. This presentation outlines how the merged findings can be applied to higher education. A correlation analysis was done between the resilience and leadership questionnaires, resulting in statistical significance at the 0.01 level. Detailed analysis of the three phases outlined themes for highly resilient student leaders. Data showed that highly resilient students could draw on their resilience and well-being more effectively, specifically when engaged in value-based leadership positions. This study provides opportunities for professionals and institutions to develop educational wellness curricula and practices that support resilience and positive well-being, and transitional support for university student leaders.

14:05-14:30

77546 | *Cultivating Compassion Self-Care in Social Work Education*

Tabitha Brookins, Alabama State University, United States

Riane Hinton-Smith, Alabama State University, United States

This poster presentation delves into the vital aspect of self-compassion in the realm of social work education. Many social work students find themselves at the culmination of their formal training without adequate self-care strategies, potentially leading to burnout. To combat this issue, it is imperative to equip students with comprehensive self-care training. One promising approach in this endeavor is fostering self-compassion and directing compassion inward. The practice of self-compassion has demonstrated its effectiveness in addressing stress, mitigating burnout, and enhancing the quality of practice. This presentation investigates the advantages of incorporating self-compassion principles into professional social work education. It includes a clear definition of self-compassion, an extensive review of self-care literature, and a conceptual framework for seamlessly integrating self-compassion practices within social work education. By promoting self-compassion in social work education, we can empower future professionals with the tools to not only manage stress and burnout but also to provide more compassionate, effective, and sustainable services. This poster highlights the significance of self-compassion as an integral component of social work education, addressing the well-being of both students and the community they serve.

14:30-14:55

72769 | *Coping with Stress: The Benefits of Mindfulness Meditation Practices in Higher Education*

Patrizia Barroero, Hudson County Community College, United States

Salih Yagoubi, Hudson County Community College, United States

Mindfulness meditation practices in the context of higher education are becoming more and more common. Some of the reported benefits of meditation interventions and workshops include: improved focus, general well-being, diminished stress, and even increased resilience and grit. A series of workshops free to students, faculty, and staff was offered twice a week over two semesters at Hudson County Community College, New Jersey. The results of an exploratory study based on participants' subjective reactions to these workshops will be presented. A qualitative approach was used to collect and analyze the data and a hermeneutic phenomenological perspective served as a framework for the research design and data collection and analysis. The data collected includes three recorded videos of semi-structured interviews and several written surveys submitted by volunteer participants.

15:10-16:25 | Room D

Sunday Online Parallel Session 2

international & Intercultural Issues in Education

Session Chair: Valentina Canese

15:10-15:35

73227 | Critical Reflection in Developing Intercultural Competence

Vicky Bagheri, Virtual Educators Ltd., United Kingdom

Professionals are increasingly required to work in diverse, multicultural environments. Accordingly, skills in intercultural practice are a prerequisite to professional knowledge and competence. Currently, however, there is a gap in the knowledge base as to the learning processes that underpin the acquisition of such intercultural understandings, knowledge & competence. Increasing levels of cultural diversity require a system of higher Education structured to facilitate intercultural learning and develop individuals who are prepared to work in a culturally diverse environment and can make decisions and manage people cognisant of cultural differences. In order to apply such a system and developing intercultural competence in the education sector requires a valuable asset to enable graduates to engage and act globally. This session focuses on: • The importance of intercultural competence and Intercultural communicative competence • Intercultural competence in Education • The tools that can help us gain intercultural competence • How to enhance intercultural competence in classes • How does this affect the role of teachers. This session encourages educators and teachers to enhance intercultural competence in classes in order to help our students become more competent in terms of cultural knowledge and interactions.

15:35-16:00

77333 | Enhancing Global Citizenship through International Journalism Education: A Qualitative Study of College Students' International Communication Skills Development

Hanayo Oya, California State University, Fresno, United States

In our increasingly interconnected world, fostering global citizenship and effective international communication skills is paramount for aspiring journalists. Recent global crises, such as the COVID-19 pandemic and ongoing international conflicts in Palestine-Israel and Russia-Ukraine, along with escalating military tensions in the Asia Pacific region, highlight the urgency of equipping students with the ability to engage in meaningful international dialogues with global citizenship. This presentation discusses the Global Reporting Education Program, an initiative I have launched, bringing together students from diverse backgrounds to study urgent global issues. The program consists of two parts, an online course (theory) and a field report (practice). Through field reporting in regions like Okinawa, Fukushima, and Tokyo, students gain firsthand insights into complex international topics, fostering a sense of global understanding. Supported by a \$40,000 grant from the U.S. Department of State (Fulbright Alumni Engagement Fund), this program serves as a model for promoting international communication and global citizenship among college students. The study presented here utilizes qualitative research methods to investigate the impact of this program on students' international communication skills and global citizenship development. By sharing the results of this research, I aim to contribute to the development of effective international journalism and communication education programs that prepare students for global journalism and international dialogue, especially at this challenging time. This research has the potential to significantly influence the future of international education programs and their role in shaping global citizens and communicators for an ever-evolving world.

16:00-16:25

77370 | Foreign Languages and Internationalization: Analyzing the Language Skills of Graduating Students at a Public University in Paraguay

Valentina Canese, Universidad Nacional de Asunción, Paraguay

Luis Eduardo Machado, Universidad Nacional de Asunción, Paraguay

The knowledge of foreign languages among final-year undergraduate students is important considering the local labor market's competitiveness and the opportunities for academic studies abroad. This research focuses on obtaining data that informs on the knowledge or lack of knowledge of foreign languages for accessing competitive job opportunities and the possible application for scholarships for study abroad by students at a large public university in Paraguay. The study followed a convergent mixed-methods triangulation design using a semi-structured questionnaire and qualitative interviews with final-year university students. The results show that while a majority of students report knowledge of foreign languages, a significant percentage report the opposite. Students associate foreign languages and their importance with issues related to work, improving the quality of their studies, access to knowledge in a foreign language, research and scholarship opportunities, as well as personal development. Internationalization in higher education has become a key indicator of quality for universities and other higher education institutions, so providing students with tools that enable greater participation in internationalization processes is of vital importance. Recommendations include the creation of a university language center that can promote the development of academic language for both students and faculty.

16:40-18:20 | Room D

Sunday Online Parallel Session 3

Teaching & Learning Experiences

Session Chair: Asfia Kama

16:40-17:05

76831 | *Experiential Learning Through Reflection and Practice for Student Design Competitions*

Jeannine Vail, University of North Texas, United States

Natalie Ellis, University of North Texas, United States

Taking risks creates opportunities to embrace challenges, learn from failure and find new ways to connect, grow, and reflect on oneself and with others (Boynton, 2023). Experiential Learning Theory seeks to create learning reflection and thinking. Employing knowledge theories applied to real-world problems in the studio environment benefits student learning. Design competitions introduce students to these challenges using analytical and experimental approaches. Competitions allow students to stack and transfer gained knowledge for their next level of design development. Research has found that learning through the reflection of doing creates individual growth and emotional maturity, which promotes motivation and involvement for students in their educational journey (Gadola & Chindamo, 2019). Acknowledging that all students learn differently, we offer various paths to advance learning opportunities for everyone (Ankerson & Pable, 2008). From student observation and feedback, during participation in a design competition, it was found that the competition aids them to stretch their thinking, realize capabilities, and study design in new ways. Simultaneously, they realized their struggles with time management and control of fears and anxiety associated with competition. Reflecting upon the feedback, we tested our assumptions and refined our research through engagement with other design educators using a workshop that highlighted critical and instrumental input for future design studio endeavors (Schon, 1983). Our outcomes unite pedagogical university research effectively using future design competitions and the personal and professional experiences we will encounter.

17:05-17:30

71430 | *Outdoor Community Learning: Early Educators' Facilitation Strategies in an Urbanized Landscape*

Siew Chin Ng, University of Melbourne, Australia

Urbanised landscapes might consider community facilities and settings which are rich resources for teaching and learning as described by Chaudhury et al. (2015) as public open spaces including parks, plazas, playgrounds, shopping malls and community centres. These spaces can promote the engagement of public in the neighbourhood community environment and in turn support social connectedness within the community members especially when they are freely available to the public (Lachowycz & Jones, 2013). These teaching and learning opportunities in the outdoors could be affected by aspects related to beliefs, practices and barriers (e.g., Ernst, 2014). With a focus on exploring urbanized landscapes, this qualitative study reports findings based on pedagogical conversations from six early educators of children in six Kindergarten (five- to six-year-olds) classrooms across four preschools in Singapore. Preliminary analyses reveal numerous strategies which educators can adopt to facilitate outdoor community learning, including encouraging empathy for the more-than-humans and building community ties. Content analysis is being conducted to illustrate educators' ideas of how outdoor community learning can be promoted with young children. The findings contribute to the understanding of designing outdoor community learning in urbanized places.

17:30-17:55

75800 | *Assessment to Die for – How Did Bond Survive?*

Sean Patrick, University of Pretoria, South Africa

Jacqueline Wolvaardt, University of Pretoria, South Africa

Mari Van Wyk, University of Pretoria, South Africa

Background: Game-based learning (GBL) uses the game as a tool to reinforce learning concepts, creating a smart learning environment in the fully online Postgraduate Diploma of Public Health at the University of Pretoria South Africa. Theory: Cognitive constructivism was used to assist students in assimilating new information (the scenes) to existing theoretical knowledge (from the theoretical component of the module). Players had a limited set of choices, and the feedback received was a right/wrong message. Methods: Using the article "No time to die: An in-depth analysis of James Bond's exposure to infectious agents", Storyline 3 was used to build an online escape room. The goal was to solve each scene using research skills and knowledge gained in the Introduction to Research Methodology module. Findings: N=1633 students completed the game and analyses show students used the game to 1) confirm competence: "The Bond game gave me an opportunity to test my knowledge of all the concepts that we learnt in this module from week 1", 2) connect to the real world: "Having played the Bond game, it gave me examples of how we can use all the concepts we've learned over the past 7 weeks", and 3) integrate learning "The Bond game was an interesting way to really make one go back to all that we have learnt in the previous weeks and put it all together". Conclusions: Incorporating GBL in modules promotes assessment for learning and provides opportunities for problem-solving and critical thinking, which are vital in Public Health education.

17:55-18:20

77433 | *Ithinto Kis ki naw ma ke win (Traditional Teaching): Development and Implementation of Land-Centric Pedagogical Curriculum through UCN's University-Community Collaboration*

Asfia Kamal, The University College of the North, Canada

Melanie Molin, The University College of the North, Canada

Elder Hilda Dysart, O-Pipon-Na-Piwin Cree Nation, Canada

Land-based pedagogy represents an educational paradigm grounded in experiential learning situated within natural landscapes. It accentuates outdoor encounters and direct involvement with the environment to cultivate a profound relational comprehension of ecological systems and Indigenous epistemologies. This study is dedicated to comprehending and documenting the wisdom and practices associated with land-based medicine within Indigenous communities, particularly those residing in the Northern Manitoba region. The research explores a diverse spectrum of medicinal flora, traditional healing methodologies, spiritual rituals, and the intricate interconnection with the natural milieu, exploring possibilities for integration into formal university curricula. Initiated by the University College of the North, the program has established collaborative initiatives within two Cree communities of northern Manitoba, specifically the O-Pipon-Na-Piwin Cree Nation and Mispawastik Cree Nation. A trio of land-based courses was successfully introduced during the Spring and summer of 2023, the syllabi and instructional plans co-created in partnership with community Elders and knowledge custodians. This educational approach amalgamates ancestral teachings with Indigenous scholarly literature, providing students with a nuanced comprehension of the historical, cultural, and ecological import of the land. Integral to this pedagogical framework are on-site experiences and engagement with knowledge custodians and Elders, affording learners direct interaction with their surroundings and enriched learning opportunities. Furthermore, this collaborative endeavor fosters respect, relationality, and reciprocity of diverse perspectives, thereby advancing a more encompassing and inclusive educational milieu. Within the project's deliverables, educational resources are being generated, including a land-based medicine calendar titled "Ithinto Maskikeyah," published in 2023.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

13:15-14:55 | Room E

Sunday Online Parallel Session 1

Innovative Technologies in Education

Session Chair: Zaruhi Soghomonyan

13:15-13:40

77226 | *Analysis of Three Placement Tests: Their Roles and Prospects*

Minako Inoue, Health Science University, Japan

Many universities in Japan, specifically in the private sector in local areas, have been struggling to secure applicants because of the declining number of 18-year-old population. These universities have lowered their acceptance criteria to reach their capacity levels. Consequently, concerns have been raised regarding the declining academic levels and widening gaps among students. To cope with this problem, universities have implemented placement tests to place students according to their proficiency levels so that appropriate support can be provided. Meanwhile, most universities provide freshmen seminars designed to help students build the basic knowledge and fundamental skills required for academic studies. These strategies are believed to help students gain the support they need to continue their academic work without dropping out of school. This study aims to analyze placement test scores and GPA scores. The target population comprised 100 new students who took three placement tests—English, Mathematics, and Japanese—at a local private university. The study analyzes the results of the three placement tests and their GPA scores. The analysis involves numerical presentation, distributions, frequency, and correlations. The study found correlations between the three test results and the GPA. Moreover, the unique characteristics of placement test scores with different majors were revealed. It is believed that the results of the study can help review and improve the current freshmen seminar class and basic liberal arts subjects, such as basic Japanese writing, basic mathematics, and first-year students' English.

13:40-14:05

72609 | *Balancing Between Indian Ethos and International Expectations: A Review on the Philosophy of NEP 2020*

Sreeramulu Gosikonda, NMIMS-Hyderabad, India

India is rich in diversity, particularly in cultural, ethnic, social, linguistic, and religious terms. The most important factors to consider when developing a new education policy in the country are India's rich heritage and great history, Indian philosophers' views on life in general and education in particular, the impact of colonial rule on education, education during the ancient and modern Indian period, and so on. Furthermore, policymakers must take a pragmatic approach in order to prepare Indian citizens to contribute to the knowledge economy in this era of globalization. Because India is the world's largest democratic country, policymakers must consider the expectations of the key stakeholders. Furthermore, they must consider global expectations, the availability of economic resources, the penetration of ICT into the teaching-learning process, unfinished objectives of previous educational policies, and improving quality with an affordable fee structure, all of which are essential elements to consider in the development of new education policy. With this context in mind, the purpose of this study is to comprehend the underlying concept and ideology of the National Education Policy (NEP) 2020. The research is based on secondary sources. The researcher employed the content analysis method. The study finds that NEP 2020 reflects the Indian value system, local demands, and global aspirations. Policymakers believe that India will become a 'Vishwa Guru' as a result of NEP 2020 being well-planned and practical in character. The policy suggests reforming and revamping all levels of education including attracting international students into Indian higher educational institutions.

14:05-14:30

73745 | *The Impact of Leadership Styles on Organizational Commitment in Higher Education Institutions*

Zaruhi Soghomonyan, French University in Armenia, Armenia

Since the end of the 1960s, the higher education sector has grown significantly, resulting in a significant increase in the number of students and institutions (Carvalho, A., Alves and Leitão, 2022). This has resulted in the necessity to rethink the existing sources of financial allocations given the fact that state funding was gradually diminishing (De Boer and Goedegebuure, 2003) and governments' commitments and expectations towards higher education institutions were changing (Salmi, 2009). Moreover, the said change has also resulted in the emergence of a broad spectrum of new actors; stakeholders, who started laying claim to higher education (Neave, 2003). As an outcome, these shifts have triggered a leadership crisis because, while some academics used to appreciate the leadership process, others were quite critical because they believed that administrators and managers were overly bureaucratic and lacked the necessary skills to lead (Lumby, 2012). Because of this, higher education institutions were supposed to adopt a leadership model capable of adapting to and implementing the necessary changes (Bradley, Grice and Paulsen, 2017). Hence, this paper aims to analyze the concept of leadership and leadership styles and the impact those might have on organizational commitment of HEIs. Naturally, the said impact might also be determined by a number of other factors such as the culture, the environment (political, social, economic, etc.) and many more, yet this study offers a comprehensive analysis of how "leadership" is defined when applied to HEIs, what the dominant leadership styles are and what factors influence the adoption of those.

14:30-14:55

76438 | *Modeling Volunteerism Through Motivations of Secondary and Tertiary Students*

Edwin Estrera, University of the Philippines Cebu, Philippines

This study examined the motives and experiences of selected high school, college, and graduate students regarding volunteerism. Seven focus group discussions among 33 key informants were employed, wherein data was analyzed using the Colaizzi method. Using the domains of Affiliation, Beliefs, Career Development, and Egoism, or the ABCE Model of Volunteerism, overall themes of Civics, Career, and Competence, or the 3Cs, described the volunteer motives among the key informants. This study proposes a model of service-learning that sees volunteerism as a continuum rather than a one-time participation to recruit and sustain volunteers among secondary, college, and graduate students. With a deeper understanding of student volunteer experiences in service-learning activities, educational institutions could properly tap the needs and motives, thereby maximizing student volunteerism and community engagement needed in nation-building.

15:10-16:25 | Room E

Sunday Online Parallel Session 2

Education Policy, Leadership & Management

Session Chair: Anshuman Khare

15:10-15:35

75398 | *Assessing the Impact of Large Language Models on Writing Performance in Computer Science Undergraduates*

Ed Sykes, University of Toronto, Canada

Bill Hunter, Ontario Tech University, Canada

This research seeks to assess the efficacy of Large Language Models (LLMs) such as ChatGPT in enhancing the writing capabilities of Computer Science undergraduates during the fall semester of 2023. We have developed a comprehensive and robust methodology that facilitates LLM collaboration in crafting and improving student papers. Evaluation will be conducted using the widely recognized System Usability Scale, with term papers being scrutinized at various developmental stages through readability metrics such as Flesch Reading Ease and Flesch-Kincaid. Our preliminary findings indicate that LLMs may considerably bolster writing quality and user experience, particularly for students in the Computer Science domain who favor practical engagement and active experimentation as their primary learning modes. The implications of this research extend to pedagogy, curriculum design, and educational technology within academic programs. Recognizing LLMs' potential role allows educators to tailor teaching approaches that encourage personalized learning. Moreover, a factual analysis of the influence of LLMs on writing quality—gauged by readability metrics—will guide the assimilation of AI-driven tools into Computer Science education. This could heighten student achievement and involvement. The cornerstone of this study lies in our robust evaluative framework to gauge the effectiveness of Generative AI in aiding students. In addition, this research enriches the expanding literature on the promising role of AI in personalized education. Through tangible evidence, our objective is to discern the extent of ChatGPT's assistance in undergraduate writing endeavors and provide insight for educators and institutions on how best to deploy AI tools to enhance writing skills.

15:35-16:00

75427 | *The Role of Technology in Art Education in Ghana*

Owusu Panin Kwame Baah, Kwame Nkrumah University of Science and Technology, Ghana

Mohammed Shaibu, Kwame Nkrumah University of Science and Technology, Ghana

Owusu Panin Edwina, Little Haven School, Ghana

Technology plays a vital role in modern art education and offers many opportunities and advancements in Ghana. The purpose of this article is to explore the impact of technology on art education in Ghana and the benefits it brings to both students and teachers. There is the problem of technology to equip teachers with innovative tools and resources, enabling them to create dynamic and personalized lessons. Online platforms offer teachers access to a wide range of teaching materials, including lesson plans, instructional videos, and assessment tools. This study adopts case study under qualitative research using interviews, questionnaires and observation in data collection. The integration of technology into art education has transformed traditional teaching methods by providing students with engaging and interactive platforms to explore creativity. Technology allows students to experiment with different mediums, expand their artistic horizons and develop a deeper understanding of art techniques. The study recommends using digital tools and software, students can explore different art forms such as digital painting, animation, graphic design and video editing. This exposure to different art forms allows students to develop a well-rounded skill set that prepares them for the rapidly evolving digital landscape. Although technology in art education in Ghana offers several advantages, there are still challenges. The digital divide, limited access to the Internet and the lack of technical infrastructure prevent the widespread integration of technology in all schools. In addition, ensuring data protection, the digital literacy of both students and teachers, and the ethical use of technology continue to be areas of concern.

16:00-16:25

73324 | *Integrating AI in Business School Curriculum*

Anshuman Khare, Athabasca University, Canada

AI tools (such as chatbots, virtual assistance, virtual and augmented reality, AI-powered content creation) are transforming business education by enhancing personalized learning, improving student engagement, facilitating data analysis, and providing innovative learning experiences. A systematic review approach is taken to suggest that business schools can leverage these tools to create a more dynamic and effective learning environment for their students. Business schools should approach the adoption of AI technologies with a clear understanding of their goals, potential benefits, and limitations. They should prioritize ethical considerations, ensure the quality and accuracy of AI systems, and provide the necessary support and training to faculty and students. By doing so, business schools can enhance the learning experience and better prepare students for the challenges and opportunities in the business world. When integrating AI models into higher business education, it is important to consider the capabilities and limitations of AI. Faculty and institutions should use AI models as tools to augment teaching and learning, while also leveraging other educational approaches that emphasize critical thinking, collaboration, and human interaction. Balancing the strengths of AI models with human expertise can create a well-rounded educational experience for business students. Finally, it is important to remember that integrating AI into the business curriculum should not replace the fundamental principles of business education, instead should complement them. It should provide students with a well-rounded understanding of AI's potential, challenges, and ethical considerations while equipping them with the necessary skills to utilize AI as business professionals.

16:40-17:55 | Room E

Sunday Online Parallel Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Sanjoy Mukhopadhyay

16:40-17:05

77521 | *Awareness, Attitude and Adaptation of Block Chain Technology Among Educational Administrators of South India*
Johnsi Priya, Meston College of Education, India

The newly created Blockchain technology distributes data to all participants for storage using a peer-to-peer network. Data security, dependability, integrity, and transparency are improved by this technology. Consumers, investors, the financial industry, and regulators are becoming more and more interested in blockchain technology. However, particularly in the educational sector, knowledge of blockchain technology is still in its infancy. The aim of this study is to better understand the degree of awareness, attitudes, and adaptation of blockchain technology among administrators of educational institutions in South India. The results will then be interpreted in light of expectation theory. This study used a quantitative method and created a new questionnaire to determine how much people knew about, were using, and trusted blockchain technology. Cronbach's alpha reliability test score is 0.908. The validated survey was used to collect data from 159 respondents online for an actual survey. The investigation used descriptive statistics, and the findings show that the level of knowledge about blockchain technology is intermediate. However, the majority of respondents are certain and believe that blockchain technology can provide a secure and dependable platform, which has a favorable effect on how the technology is applied. The attitude toward blockchain technology was considered by educational administrators to be favorable but not notably significant. Promoting a considerable amount of positive attitudes regarding this technology among educational administrators is required for the successful introduction of blockchain technology for data management in educational institutions.

17:05-17:30

77290 | *Creating Space for Teachers as Curriculum Leaders in Secondary Schools in Vhembe District, South Africa*
Rebecca Bessong, University of Venda, South Africa

Research on the concept of teacher leadership is on the rise because of its potential to enhance school leadership and school performance. Principals are the accounting officers of all what happens in schools. This implies that, principals as leaders of leaders have the responsibility to create space or opportunities for teachers to enact their role as curriculum leaders in schools. The purpose of this study was to investigate how principals create opportunities for teachers to perform their role as curriculum leaders, in schools. The study was conducted in eight schools (6 rural and 2 semi-urban) in Vhembe District of South Africa. Semi-structured interviews and meeting observations were used as data generation instruments. I employed a qualitative research approach with a case study strategy in this study. Through purposive sampling technique, I collected data from eight school principals and thematically analysed the data. The findings indicate that through teacher empowerment (delegating responsibilities to teachers, creating participative decision-making structures, sharing vision) and professional development of teachers (providing time for continuous professional development and platforms for teacher collaboration) principals create opportunities for teachers to perform their role as curriculum leaders in schools. The study further reveals that principals face challenges such as poor support from the Department of Education, a shortage of teachers and unwillingness of some teachers to assume leadership roles. I concluded by suggesting that the Department of Education needs to support schools more by providing more human resources. Teachers must be proactive in assuming curriculum leadership roles in schools.

17:30-17:55

75654 | *Understanding COVID-19 Pandemic Related Effects on Secondary Mathematics Teachers' Perception of Their Professional Identity*
Denis Sheeran, Montclair State University, United States

In March, 2020 the Covid-19 pandemic resulted in nationwide school closures and a sudden, unexpected transition to remote teaching and learning for teachers and students across the US. These changes permeated the teaching experience during the 2020-21 school year. Educators in different areas of the country returned either to fully virtual learning environments, a hybrid school model or, in some cases, fully in-person schooling. In New Jersey, school districts were given the freedom to design virtual or hybrid teaching and learning environments for the 2020-21 school year, deciding on which modality and structure would best fit their community. The purpose of this study is to investigate how secondary mathematics teachers feel about their experiences as teachers in a virtual or hybrid classroom during the Covid-19 pandemic and to explore the effects of the pandemic on the meaning and manifestation of their ongoing professional identity. Semi-structured interviews were conducted with seven secondary mathematics teachers from New Jersey and interpretive phenomenological analysis was performed. The findings show that despite initial feelings of confusion, uncertainty and inadequacy, participants felt that the experience of teaching remotely through the Covid-19 pandemic improved their teaching and brought to light aspects of their personality, instruction, and capabilities that they would choose to continue to foster, or in some cases, eliminate. Participants ultimately did demonstrate a change to their professional identity, pointing toward growth as nurturing teachers, empathetic to student needs, and as practitioners able to acclimate to change and adopt new methodologies and technologies for teaching.

17:55-18:20

77246 | *Status Report for Nuclear Security Science and Technology Consortium for Minority Serving Institution Partnership Program*

Sanjoy Mukhopadhyay, Mission Support and Test Services, United States

Paul Guss, Mission Support and Test Services, United States

Richard Maurer, Mission Support and Test Services, United States

Alexander Barzilov, University of Nevada, United States

Woosoon Yim, University of Nevada, United States

Ke-Xun Sun, University of Nevada, United States

The Nevada Nuclear Security Site (NNSS) has been engaged with the University of Nevada, Las Vegas within the Department of Energy/ National Nuclear Security Administration (DOE/NNSA) funded Minority Serving Institution Partnership Program (MSIPP) for a couple of years under the Nuclear Security Science and Technology Consortium (NSSTC). The abstract outlines the status report of the technical cooperation between NNSS and UNLV during the last couple of years. A brief description of the field work proposal that NNSS has been working on is given below: • hosting periodic seminars on modern radiation detection topics to supplement university curricula. • serving on the consortium advisory board to guide MSIs in science experimentation, laboratory expansion and modernization. • bringing synergy to NNSS's Site Directed Research and Development (SDRD) program research emphasis will be given on the following topics: Perovskite detectors; Assay of radiological material via computational studies, and Remote sensing of radiological and nuclear materials. • hosting MSI faculty and post-graduate researchers for visits to the NNSS site, and reciprocally visit collaborating university sites. The presentation will highlight results obtained during recent NNSS high fidelity ground deposition radiation measurement campaign at UNLV using robot system with collimated gamma detectors and discrete laboratory check sources in an urban area paved surface. The novelty of this project is the combination of robotics with shielded and collimated detectors to conduct radiation survey close to the ground. The data acquisition system allows for remote monitoring of the data outside of the contamination area, providing radiation safety for the response team.



Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

IICAH2024 Virtual Poster Presentations

Literature/Literary Studies

75469 | *Female Imagery in The Woman Dies* by Matsuda Aoko
Piyanuch Wiriyenawat, Thammasat University, Thailand

In patriarchal society, norms are determined by men and women are constantly exploited. The woman dies by Matsuda Aoko is a collection of fifty three short stories and essays, from which six stories have been analyzed from three perspectives: 1) women depicted as objects to be seen; the title story and "Dissecting Misogyny: A Live Demo!" reflect indoctrination on film and show through female imagery as arbitrarily abused, a status so common as sometimes to be overlooked; 2) female struggles in a misogynistic society; "The Purest Woman in This Country" and "Resume" convey an image of societal marginalization in which despite rampant sexual abuse, like rape, molestation, virginity remains an ideal for some males; and 3) female empowerment for conquering males; "Braids" uses women's hair as a metaphorical weapon to dispel negativity and in "Baseball Player Soup," the term masticate is used to evoke overpowering men. We can conclude that these stories express a search for female identity and liberation from gender restrictions.

75417 | *Reimagining Indonesian Masculinity in "Vengeance is Mine, All Others Pay Cash"* by Eka Kurniawan
Witakania Som, Universitas Padjadjaran, Indonesia

Eka Kurniawan's novel "Vengeance is Mine, All Others Pay Cash" (2017) probes into the intricate portrayal of Indonesian masculinity, challenging traditional ideals that put toughness over vulnerability. Drawing from Roger Horrocks' theory of masculinity (2001), this study investigates how masculinity is depicted in the Indonesian context of the novel, employing cultural studies as the lens to analyze characters' negotiation of evolving gender norms. Using qualitative research methods, this study examines the novel's exploration of "masculinity in crisis". Characters navigate the tension between societal expectations and the recognition of male vulnerability. Notably, the protagonist's internal turmoil becomes a catalyst for redefining Indonesian masculinity, as revealed by the study's findings. This study also weighs the convergence of Indonesian cultural elements with the depiction of vulnerable masculinity. The novel defies established norms through characters who challenge stoicism, revealing the complex facets of Indonesian masculinity. In conclusion, Eka Kurniawan's novel reshapes traditional masculine norms, reflecting the transformation of Indonesian societal values. This study contributes to discussions on masculinity's transformation, highlighting the significance of embracing emotional complexity within the context of Indonesian culture.

IICE2024 Virtual Poster Presentations

Counselling, Guidance & Adjustment in Education

76746 | *Improving Support Systems for Students and Families: Incorporating Evidence-Based Prevention Programs in Child Welfare and Their Relevance to Educators*

Amy Vargo, University of South Florida, United States

Pamela Hardy-Jones, University of South Florida, United States

Lisa Coy, University of South Florida, United States

Connie Walker, University of South Florida, United States

Child welfare systems play a critical role in safeguarding the well-being of vulnerable children and families. This research study investigates the implementation of nine evidence-based practices (each federally recognized by the Title IV-E Prevention Services Clearinghouse) within Florida's child welfare system and explores the relevancy of these practices for teachers and school counselors. A mixed-methods approach was employed, combining qualitative interviews with child welfare and behavioral health professionals, a statewide survey, and document review of implementation workgroup meetings and training materials. Findings reveal several key points regarding staff training, cross-system support, and a need for broader community awareness of what the programs can offer children and their families. Implications for teachers and school counselors are significant. As child welfare agencies increasingly adopt EBPs, educators find themselves working with students who have experienced trauma or family disruptions. To support these students effectively, educators must be trained in trauma-informed practices, recognizing signs of trauma, and providing a safe, nurturing classroom environment. Collaboration between child welfare agencies and schools is essential to share information and develop tailored support plans for affected students. Furthermore, teachers and school counselors can benefit from familiarizing themselves with specific EBPs used by child welfare agencies. Understanding the impact of family interventions, parenting support, and evidence-based therapy modalities equips educators to offer appropriate support and referrals. By addressing the multifaceted needs of students and families, educators can contribute to better outcomes for children involved in the child welfare system, ultimately promoting their educational success and overall well-being.

76828 | *Unlocking the Desire for Positive Growth and Change: Motivational Interviewing's Diverse Applications and Implications for Educators*

Amy Vargo, University of South Florida, United States

Pamela Hardy-Jones, University of South Florida, United States

Lisa Coy, University of South Florida, United States

Connie Walker, University of South Florida, United States

Child welfare systems have increasingly embraced the use of evidence-based behavioral health interventions to transition from crisis-oriented care to prevention-driven approaches for children and families. Motivational Interviewing (MI), an evidence-based counseling method, has been employed with the goal of effecting behavior change and enhancing physiological, psychological, and lifestyle outcomes. MI primarily targets ambivalence toward change while boosting motivation to change by having clients reflect on personal goals and any obstacles their current behaviors pose. Findings from the United States will be shared specific to the implementation of two approaches to MI: a traditional clinical application targeting points of resistance within an individual's behavior change process, and a more broadly trained version of MI designed to cause a philosophical shift among child-serving professionals and their approach to engagement. Funded through the Administration for Children and Families, data was collected via statewide survey, stakeholder interviews, and observations. Key takeaways include insights into the resource requirements for each MI approach, challenges, advantages, disadvantages, and opportunities for improvement. While it is commonly associated with counseling and therapy, MI principles and strategies can be applied to various aspects of education and student support, inclusive of MI's potential for addressing classroom behavioral issues, facilitating constructive dialogues during parent-teacher conferences, assisting students in their pursuit of academic and personal goals, mediating conflicts among peers or between students and educators, providing tailored support to students facing academic challenges or dropout risks, enhancing attendance rates, offering career guidance, and fostering prosocial behavior among students.

Curriculum Design & Development

74967 | *Creating Inclusive Curriculum: Incorporating LGBTQ+ Perspectives and Concepts in Counselor Education Courses*

Cory Gerwe, Eastern Virginia Medical School, United States

This conceptual framework examines the critical importance of incorporating LGBTQ+ perspectives and concepts into counselor education courses to foster inclusivity, cultural competence, and social justice among future mental health professionals. The authors provide an in-depth exploration of the societal context surrounding LGBTQ+ individuals, highlight the challenges they face in seeking mental health support, and emphasize the pivotal role of counselors in providing affirming care. Drawing upon theoretical frameworks, practical strategies, and counselor education experiences, this study presents a compelling argument for the urgent need to actively incorporate LGBTQ+ perspectives and concepts into counselor education curricula. Additionally, the framework explores two case studies showcasing the positive outcomes of implementing inclusive curriculum, further emphasizing the transformative potential of such an approach within the counseling profession. While these scenarios are related to counselor education, this framework can be transferred to any educational profession. While there has been a push for counselors to integrate LGBTQ+-affirming concepts in their counseling practice, there continues to be a multitude of counselor education programs that have not implemented inclusive curriculum in their course design. Consequently, this poster aims to 1) discuss the societal context and challenges faced by LGBTQ+ individuals in seeking mental health support, 2) discuss research regarding the barriers to including LGBTQ+ competence in counseling courses, and 3) identify practical strategies for incorporating LGBTQ+ perspectives and concepts into counselor education curricula.

IICE2024 Virtual Poster Presentations

74554 | *Implementation of a Clinical Leadership Curriculum for Pediatric Residents: The Ability to Replicate Outside of Medicine*

Heather Newton, Eastern Virginia Medical School, United States

Rupa Kapoor, The Children's Hospital of the Kings Daughters, United States

Julia Keltz, Westchester Medical Center, United States

Marian Acevedo Alvarez, Loyola University Medical Center, United States

This poster will highlight the use of Kern's Six-Step Approach to Curriculum Development as the conceptual framework used for developing a clinical leadership curriculum. Although the curriculum has been piloted and implemented specifically in medical residency programs, the content is applicable to all educators who have an interest in delivering effective leadership and communication skills to learners of all ages. Successes and lessons learned with pilot studies and implementation among different specialties and institutions will be shared. Samples of the 10-month curriculum will be available and conversations around the next phase of implementation, online modules, will be highlighted.

Design, Implementation & Assessment of Innovative Technologies in Education

76389 | *Digital Technologies in Pre-school Education in the Czech Republic and Norway*

Marie Bajnarová, Palacký University Olomouc, Czech Republic

René Sztokowski, Palacký University Olomouc, Czech Republic

This paper presents the results of a research project that aims to interpret the differences or similarities of pre-school education (PE) in the Czech Republic and Norway. Using Bereday's methodological comparative model, this study specifically focuses on a comparison of the anchoring of the importance of digital technologies in the Czech The Framework Educational Programme for PE and the Norwegian The Framework Plan for the Content and Tasks of Kindergartens. The study highlights the notion of digital technology in PE mainly because of the educational innovations in schools from 2020 onwards in the context of the digitization triggered by the closure of schools at the time of the COVID-19 measure. With the upcoming changes in Czech education, kindergartens need to develop (not only) the basics of algorithmic, logical and computer thinking in children, but also to focus on the need for kindergartens to keep up with technical and social developments, as digital technologies are now a common part of the world around us. It should also be the intention of PE teachers that children gradually become familiar with digital technologies and learn to use them to their advantage and avoid risks. The aim of this content analysis is to provide a comparison of curricular approaches to digital technologies through an analysis of PE frameworks in the Czech Republic and Norway.

Educational Policy, Leadership, Management & Administration

76388 | *Preventing the Digital Gap in Czech Schools*

Marie Bajnarová, Palacký University Olomouc, Czech Republic

A consequence of the digital gap is widening inequality in access to education. At the level of the individual pupil, this can lead to exclusion, which can result in lower chances of success in education and thus lower employability in the labour market and in life. For these reasons, the Czech Ministry of Education, Youth and Sports (MEYS) is using The Recovery and Resilience Plan (RRP) to provide funding to schools for mobile digital technology to create a 'mobile library' from which schools will lend basic digital equipment to disadvantaged pupils. The RRP is a summary of the reforms and investments that the Czech Republic will implement until 2026 from the European Recovery and Resilience Facility. The intention of this step is to: 1) reduce inequalities among pupils (from kindergarten to secondary school) in access to quality education caused by the lack of technical equipment with mobile digital technologies, and 2) also equip pupils with advanced digital learning tools in the context of the revised Framework Educational Programmes and related innovations in education in the context of digitalization. This study aims to answer two research questions: What is the current state of the art in preventing the digital divide in the Czech Republic and what opportunities does MEYS offer to schools in the context of this prevention? The study is based on the method of analysis through qualitative content analysis of publicly available documents published on MEYS.

74881 | *Factors Related to the Intention to Leave Employment Among Young Nurses Working in University Hospitals Who Received Basic Nursing Education*

Kyoko Karasawa, Jikei Kashiwa Nursing School, Japan

Eiko Suzuki, Faculty of International University of Health and Welfare, Japan

This study aims to identify factors related to the intention to leave employment among young nurses working in university hospitals who received basic nursing education and started employment as novice nurses during the COVID-19 pandemic. A self-administered questionnaire survey was conducted with 648 young nurses at four university hospitals in the Tokyo metropolitan area. We collected 438 responses (67.5%), and performed a multiple regression analysis, which showed significance of the results with an adjusted R² of 0.496. Factors related to the intention to leave the present employment were as follows: having been opposed to working at the hospital by relatives or boy/girlfriends ($\beta=0.117$), face-to-face training of the novice nurse ($\beta=-0.085$), strong wishing to work as nurses ($\beta = -0.325$), enjoying working in a pleasant atmosphere ($\beta=-0.249$), in the second year of nursing work ($\beta = 0.206$), having longer overtime hours ($\beta = 0.165$), and being satisfied with the current salary ($\beta = -0.145$). It is a future challenge to establish specific measures by improving professional readiness through basic nursing education and novice nurse training, and also by improving the organizational culture, working environment, and understanding of people around young nurses involved with infectious diseases.

IICE2024 Virtual Poster Presentations

Foreign Languages Education & Applied Linguistics

77418 | *L2 Acquisition of the Word Order of a Mandarin Attributive-Head Construction May not be Affected by L1 or Word Frequency*
Kun Yu, The Hong Kong University of Science and Technology (HKUST), Hong Kong

Word order can be a difficult dimension for L2 learners to acquire, especially for learners whose L1 exhibits a different order pattern (Wang, 2008). For example, previous research reported difficulty in the acquisition of Mandarin [Attributive-Head] constructions for Thai learners with [Head-Attributive] constructions (Yongprapat, 2000; Bai, 2014; Liu, 2021), and has attributed the difficulty to negative L1-to-L2 transfer. However, whether this difficulty is truly L1-specific remains unknown, since the above research focused on one demographic. Adopting a corpus-based comparative approach, this study investigates whether there is a differential difficulty experienced by L1-Thai and L1-English learners whose pattern violates and follows the Mandarin [Acquisition-Head] order respectively, and also whether difficulty may be further modulated by word frequency of the Mandarin attributive. Attributives were selected and grouped into pre-established frequency bands A and B (Ministry of Education, 2010), with 70 attributives in each band. Sentences containing the attributives were extracted from the Global Chinese Interlanguage Texts Corpus (Zhang et al., 2019). Sentences were coded as correct and incorrect based only on erroneous word order. Two L1-Mandarin raters independently coded the errors, with a 89% interrater reliability. A total of 2042 sentences were analyzed. A 2 (L1: Thai vs English) x 2 (Frequency: High vs Low) independent-measures ANOVA was performed on learner accuracy. Results suggest no main effect of L1 ($F(1,2038)=1.78, p=0.18$), no main effect of Frequency ($F(1,2038)=0.08, p=0.78$), and no L1xFrequency interaction ($F(1,2038)=0.45, p=0.5$). This finding provides evidence for universality in the difficulty of Mandarin [Attributive-Head] word order, instead of L1-specific negative transfer.

Higher Education

74425 | *Maintaining Academic Autonomy in Communication Studies: Countering the Threat of Japanese Nativist Belief to English-as-a-Medium of Instruction*
Damian Rivers, Future University Hakodate, Japan

This presentation elucidates the positioning of communication studies within a Japanese higher education institution, emphasizing its utilization of English as a medium of instruction. It sheds light on the ongoing challenges faced by communications faculty as they contend with the amalgamation of English as a Foreign Language (EFL) education. In almost all Japanese universities, it is customary for students to undergo EFL education during the initial two years of their undergraduate studies. This typically involves formal language proficiency training delivered by individuals referred to as native speakers of English, who as non-Japanese nationals, are often employed on temporary contracts and through other irregular terms. Within the present research context of an information systems university, the foundational philosophy reimagined EFL education for non-language majors, framing it as the cultivation of playful scientists through engaging in English medium experiences aligning with the university's primary subject themes. However, these ideals have gradually encountered increased jeopardy from regressive stakeholders who seek to assign traditional EFL roles to non-Japanese English speakers, regardless of their purpose of employment, qualifications and research domain, or specialized skills within the academic realm of communication. Drawing from faculty interviews and policy documentation, this presentation argues that while both disciplines share a common focus on language and communication, their objectives, theoretical frameworks, and pedagogical approaches diverge significantly. Consequently, it advocates for the autonomy of communication studies from EFL education in educational contexts where oppressive nativist views on language and function persist, which ultimately impede the professional progress of faculty possessing skills.

Learning Experiences, Student Learning & Learner Diversity

73547 | *Relationships of Senior Pharmacy Students' Academic Achievement, Engagement in Learning Pharmacotherapy, and Teamwork Learning*
Kun-Pin Hsieh, Kaohsiung Medical University, Taiwan
Zuway-R Hong, Kaohsiung Medical University, Taiwan

Background: This study explored the relationships among senior pharmacy students' academic achievement, engagement in learning pharmacotherapy, and teamwork learning at a Medical University in Taiwan. Methods: We conducted a convenient sampling selection to recruit 37 male and 54 female senior pharmacy students to collect midterm and final pharmacotherapy tests and their Objective Structured Clinical Examination (OSCE) in clinical pharmacy skills. The performance of students' clinical pharmacy skills includes their self-assessment of academic performance, engagement in learning clinical pharmacy, and teamwork learning. Spearman correlations examined the relationships among male and female students' self-assessment on academic achievement, engagement in learning pharmacotherapy, and teamwork learning. Results: There was a significant and highest relationship between students' engagement in learning pharmacotherapy and their teamwork learning. Both males' and females' engagement in learning pharmacotherapy and teamwork learning presented a significant and highest relationship. Females' performance in teamwork learning presented a positive and significant association with their academic achievement in pharmacotherapy. In addition, it was found that these highly engaged students presented a positive and significant relationship ($r=.38$) with their academic performance in learning pharmacotherapy. Conclusions: Taiwanese senior pharmacy students' self-assessment of academic performance presented a significant relationship with their teamwork learning and engagement in learning pharmacotherapy. Educational implications and recommendations are discussed.

IICE2024 Virtual Poster Presentations

Professional Training, Development & Concerns in Education

76471 | *Anki: Innovative Technology to Enhance Physical Therapy Board Exam Preparation*

Germaine Ferreira, Baylor University, United States

Allan Besselink, University of St. Augustine for Health Sciences, United States

Edla da'Silva, University of St. Augustine for Health Sciences, United States

Nathaniel Van Dusen, University of St. Augustine for Health Sciences, United States

Purpose: The purpose of this presentation is to raise awareness among physical therapy students and faculty about innovative technology tools that are grounded in cognitive learning theory with the goal of improving academic performance and Physical Therapy board exam scores. **Methods:** Electronic databases searches were conducted to gather current research on technology tools grounded in cognitive learning theory. **Inclusion criteria-** of college or graduate students, online tools, e- flashcards and English articles published since 2014 to 2023. **Results:** To help learn the large volume of material in a DPT program, students utilize video lectures, and other e- learning resources. However, electronic database searches reveal a lack of research on technology tools that are grounded in cognitive learning theory. Anki is a powerful flashcard app that stands out from other study apps due to it making it an effective tool for studying a wide range of topics. **Conclusion:** Anki is a study tool that has proven to be an asset for the academic success of medical students and can help benefit physical therapy students. Faculty can encourage its use among high-risk students with a low GPA or integrate this learning tool in the curriculum. A large percentage of students stream online lectures by the faculty and supplement their learning with Anki to solidify the concepts from the lecture rather than replacing the contribution of faculty in education. Institutions and faculty involved in physical therapy education will have to reinvent the way they train their students as physical therapists and future educators.

76472 | *Combatting Burnout in University Faculty*

Germaine Ferreira, Baylor University, United States

Karen Aranha, University of Texas Medical Branch, United States

Purpose: Since the COVID pandemic, there has been an unprecedented rise in faculty experiencing burnout. We are seeing high levels of burnout in university faculty, causing some to dread their jobs and thinking of quitting or retiring earlier. The demands of the current time require faculty to switch back and forth between performing well in the traditional face to face classroom and switching often to the virtual classroom. With the rise in mental health cases noted in society, faculty too are faced with challenges of professionally handling the demands of students with mental health issues. The purpose of this presentation is to examine the multilevel factors that contribute to burnout in university faculty, to identify signs of burnout in ourselves and our colleagues and adopt strategies to reduce burnout. **Method:** Electronic databases searches were conducted to gather current research on burn-out in faculty. **Inclusion criteria:** stress in university faculty, virtual learning, and English articles published since 2019 to 2023. **Results:** Much of the research focuses on job demands contributing to burnout and stress. Strategies to help university faculty recognize signs of burnout in themselves and colleagues. Provide tools and solutions to reduce burnout, offer peer support, and foster job satisfaction. **Conclusion:** Encourage university faculty to acquire skills that decrease stress and put the joy back into their job of educating the next generation.

77390 | *Case Study of the Professional Development of Physical Education Teachers: From Sports Coach to Physical Education Teacher to Teacher Educator*

Kengo Kakazu, Okinawa University, Japan

There exists a long-stretching and substantial body of research on physical education (PE) teachers' lives and careers using occupational socialization theory (OST). Indeed, OST, in relation to teachers, addresses the lifelong process of individuals developing beliefs and values about teaching as a profession, teachers' learning behaviours, and roles that are important in the school context. However, especially in Japan, there are few studies focusing on OST in reference to PE teachers, and an accumulation of research is required. Therefore, the purpose of the current study is to clarify which kinds of experiences the surveyed Japanese PE teachers gained, how they grew as teachers, and how they were becoming teacher educators. This project employed a self-study method in which the authors conducted interactive examinations. As a result, in the acculturation socialisation phase, encounters with teachers through sports and studying with the aim of entering university had an impact. Moreover, in the professional socialisation phase, university sports experiences, work on graduation thesis, and encounters with professors had an impact. With regard to the organisational socialisation phase, many experiences, such as experiences with the novice teacher, encounters with university professors, and voluntary participation in research groups, have led to the fulfilment of teachers. Finally, this study clarified that there is a second organisational phase where university professors become teacher educators and are in a position to train future teachers. It is thought that the results of this research will lead to a redefinition of PE teachers' professional development and specialisation.

Teaching Experiences, Pedagogy, Practice & Praxis

77334 | *Examining Changes in Trust and Fact-Checking Methods in Educational Practices for Japanese University Students Using the ChatGPT*

Chiaki Hashimoto, Sendai University, Japan

Yasumasa Yamaguchi, Sendai University, Japan

Hidetaka Uchino, Sendai University, Japan

In recent years, Japan has expanded its education in AI and other information technologies. In addition, Chat GPT will be released in 2022, and guidelines for the use of generative AI have been established by the government and educational institutions. The purpose of this study was to clarify the change in university students' trust in AI and the method of fact-checking information output by generative AI before and after two AI-related classes. In the classes, we explained AI, mentioned in advance that the output of AI, especially in Japanese, is often different from the facts, and verified the output results of ChatGPT. A questionnaire survey using a confidence scale for AI was administered once before and once after the class to verify the effectiveness of the class. 173 students responded to the survey. Fact-checking was conducted by analyzing the descriptions of the references in the reports submitted by the students. The results showed that only the main effect of the class factor was significant, with trust in AI decreasing after the class and distrust in AI increasing after the class. Next, 43.0% of the respondents used the official websites of companies, schools, governments, and other organizations for fact checking, and 40.4% used Wikipedia. In addition, 79.8% of the students verified only one website. In conclusion, there was a change in students' trust in AI, which was effective in the class. It was also inferred that the students were not very careful in fact-checking.



Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

IICAH2024 Pre-Recorded Virtual Presentations

Aesthetics, Design

74606 | *Stimulating Consumers' Emotional Durability in Clothing with Multi-Module Design: A Paradigm Shift in Consumption*
Wenxin Li, University of Wales Trinity Saint David, United Kingdom

The fashion industry grapples with severe environmental challenges, primarily due to its prevalent rapid consumption model resulting in vast waste. Rooted in Donald Norman's emotional design theory, this research advocates for a profound emotional connection between consumers and their garments, transcending mere aesthetics and functionality. The prevailing consumerist mindset, fueled by capitalism's "more is better" philosophy, perpetuates a cycle of desire, acquisition, and ephemeral contentment. This system, built on transient satisfaction, appears misaligned with the contemporary fast-paced world, highlighting the imperative for a more enduring emotional bond with our belongings. Central to this investigation is the innovative concept of multi-module clothing design. Envisioning garments as channels for deep emotional engagements, akin to relationships characterized by love and empathy, we foresee a transformative shift in consumption behaviors. In this context, clothing evolves beyond being mere commodities, becoming treasured extensions of one's persona. Employing Norman's tripartite design framework—visceral, behavioral, and reflective—this study delves into the nuanced dynamics of the consumer-clothing nexus. Our methodology encompasses a comprehensive review of extant literature and case studies, supplemented by an examination of contemporary multi-module design practices in fashion. Preliminary findings suggest a positive correlation between multi-module design and enhanced emotional durability, indicating its potential in fostering sustainable consumption patterns. The research ultimately seeks to uncover strategies that nurture a harmonious bond between individuals and their attire, heralding a future where garments are esteemed not solely for their aesthetic allure but their profound emotional resonance.

Arts - Media Arts Practices: Television, Multimedia, Digital, Online and Other New Media

76821 | *Virtual Archive as New Materiality: Application of Virtual Reality on Digital Art Collection*
Chih-Yung Chiu, Tsing Hua University, Taiwan

"New Materialism" is a philosophical concept that has gained prominence in recent years. It represents a shift in philosophical thinking that challenges traditional dualisms and emphasizes the agency and significance of material entities and processes. Here are some key aspects and concepts associated with New Materialism. Moreover, new materialism has been used to explore how the materiality of VR technology can shape subjectivity and consciousness in virtual worlds. This includes examining how VR can challenge or reinforce our perception of reality. By designing a series discursive networks and embodied relationships, focusing on virtual media's new materialism, the aim of this article is to re-analyze the "technical image," "media technologies," and "audience perception" of virtual reality by utilizing media archaeology as its fundamental methodology. The example of "Virtual Achieve" Proposed by ET@T in Taiwan will be the focus of examination. While attempting to reveal the newness in old objects and the oldness in new tools from the perspective of media archaeology, this research would like to discover the practicality of virtual reality, which is called a new ontological technology without history from three specific aspects in terms of "genealogy and evolution of technical images," and "iteration and development of interface," and "(syn)aesthesia and perception of audience participation." To the extend, the purpose of this paper is to re-examine the alternative cultural significance of virtual reality.

74949 | *The Digital Transformation of Art: A Comprehensive Examination on a Theater Center Case*
Ceylin Özmen, Kadir Has University, Turkey

This article examines the experiences of the creative precariat in the age of digitalization, focusing on how they perceive mediated performances. The art world has undergone a profound transformation due to the advent of technology and digital disruption, with the COVID-19 pandemic further accelerating this shift. A theater campaign that showcased the uncertainties experienced by artists during the lockdown period was analyzed as a case study to understand the transformation of art. Data obtained through in-depth interviews with theater actors and owners were analyzed using discourse analysis techniques. Based on the collected data, the relationship between transforming art and artist insecurity was examined in the context of the artists' desire for physical existence within the realm of art. The analysis provides a theoretical framework by examining the measures and difficulties faced by art center owners, audiences, and artists regarding digitalization, drawing on Baudrillard's concept of "immortality" and Barthes's idea of "The death of the author". The research shows that physical stage artists who heavily rely on their presence on stage are becoming disconnected from art consumers due to the digital transformation. While the need for synchronicity in time and space remains, physical artists must adapt to the digital age to stay relevant. This study highlights the challenges faced by these artists in the process of digitalization, as their limited digital media knowledge and skills make them financially and socially vulnerable. Failure to adapt to digitalization creates uncertainty for physical stage performers, impacting their profession and social existence.

73752 | *Digital Immersion and Intimacy: Existentialist Analysis of Online Asian Sex Workers Lived Experiences*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

Many Asian online adult workers faced the challenge of strangers expressing daily love and marriage proposals to them. This study drew from existentialist philosophy, emphasizing the subjective nature of existence and the longing for meaningful connections, to explore the intricate lived experiences of Asian adult workers when customers developed romantic feelings. Their stories unveiled the complexities and existential dilemmas that emerged in their personal and professional lives. The research highlighted the conflict individuals encountered when seeking authentic connections when their identities became commodified within the adult industry. By examining these existential dilemmas, this research aimed to deepen understanding of the interplay between emotional connections, professional boundaries, and the pursuit of personal fulfillment within the specific cultural and occupational context of Asian online adult workers. The study collected data online, observing both public and private online spaces frequented by the models. Through participant observation, researchers gained first-hand insights into the experiences of Asian online adult workers. Interviews were conducted with sensitivity and ethics, enabling direct dialogue to understand the workers' perspectives, emotions, and coping strategies when dealing with customers' romantic attachments. Rigorous analysis of narratives, emotions, and coping mechanisms shed light on how these individuals navigated the intricate dynamics of romantic attachments while managing professional boundaries and personal lives. The narratives collected from Asian online adult workers through written accounts, audio recordings, and other mediums that facilitated the expression of their experiences will form an exhibition in 2024.

IICAH2024 Pre-Recorded Virtual Presentations

Arts - Other Arts

76855 | *A Study of Literary Characters Who Knew How to Dress Up*
Sneha Bhatnagar, National Institute of Fashion Technology, India

Fashion and Literature are two primarily different mediums though they do intersect each other and deviate in their own historic and contemporary times. Fashion in fiction is explanatory, illuminating, symbolic and full of visualization. Some of the best scenes in the literature are braced with fashion. It is assumed that fashion is only about clothing and although it can be considered true to some extent, fashion is far more complex and inclusive. Fashion has been intrinsically connected to leisure for centuries – especially through mediums such as the literature and theatre. This paper discusses the classic icons and muses from the world of literature who continue to catalyze as inspiration in the fashion world. This paper is based on review of literature and takes a case study approach. It is observed that fashion and literature both offer shape, structure and guide each other. This study extents to apprise the iconoclasts that were first fashioned with a pen.

73717 | *Exploring the Potential Impact of K-pop Virtual Idol Groups in China: Will It Be a Major Hit?*
Tongyao Zhao, Wenzhou-Kean University, China
Guangjie Zheng, Wenzhou-Kean University, China
Yujie Zheng, Wenzhou-Kean University, China
Xiyue Zhong, Wenzhou-Kean University, China

The rising popularity of K-pop in China, coupled with advancements in AI technology, has given rise to both real and virtual K-pop idol groups. The potential of virtual idols to become a major trend, considering the existing fan base, is a topic worth investigating. This study aims to delve into the phenomenon of K-pop virtual idol groups in China, focusing on their potential for success by applying the Symbolic Interactionism Theory. Specifically, the researchers aim to examine the level of awareness of K-pop virtual idol groups among young Chinese college students, comparing it with that of real idol groups. In addition, the study intends to identify which communities are more likely to embrace and support K-pop virtual idols, while highlighting the distinctions between virtual and real idol groups. To achieve these objectives, a mixed methods approach will be employed, involving a survey of at least 400 K-pop fans with Chinese cultural backgrounds to gather primary data. The sampling method will utilize simple random sampling, implemented through an online questionnaire survey. By adopting this comprehensive approach, the researchers aspire to explore various cultural communities and analyze the interaction and potential conflicts between the ACGN subculture community and star-worshipping groups. This study aims to provide valuable insights into subcultural communication, cultural differences, integration, and the convergence of virtual and real dimensions within modern civilization.

Arts - Performing Arts Practices: Theater, Dance, Music

75850 | *Hearing Aids For Musicians: A Guide to the Process*
Megan Bailey, Delta State University, United States

One in five adults suffers from some degree of hearing loss. After age 60, hearing ability typically begins to decline. On average, a third of adults between the ages of 65 and 74 suffers from age-related hearing loss, and nearly half of adults over the age of 75 struggle to hear. For musicians, the reality is that these statistics, in combination with the occupational hazard of inevitable sound exposure, often cause a professional liability for performers. Many corrective options exist, the most popular solution being hearing aids. Hearing aids have undergone massive improvement since they first became commercially available in 1913. Today, a vast selection of hearing aid styles, levels of technology, and functional capability are available from countless providers, ranging from big box stores to private practice audiologists and even direct-to-consumer options. The choices and process can be overwhelming – especially for a first-time hearing aid wearer. Furthermore, most devices are designed for the general population, whose primary goals are generally hearing speech and reducing background noise – not professionally-trained musicians whose needs are more nuanced. As a professional musician and individual who has worn hearing aids for 25 years, I aim to, through my presentation, address problems encountered, suggest solutions, and provide guidance to facilitate a smooth transition for musicians as they find the need for hearing aids in order to achieve continued success in their performing careers.

74770 | *Performance Anxiety: Are We Alone?*
Daniel En-Hao Lin, Indiana Wesleyan University, United States

Performance anxiety is often regarded as one of the major obstacles facing many musicians and performing artists. While research continues to be conducted in this area, one question remains intriguing: are musicians alone in this battle against performance anxiety? Could we observe the same challenges for professionals in other fields and disciplines? The goal of this lecture is to present findings gathered from interviews with professionals of various fields and disciplines. The research subjects included a doctor, police officer, and four elite athletes. The aforementioned professions were chosen for this study because these individuals, despite having to deal with stressful situations regularly, must deliver peak performances. Data collection was facilitated through an extensive series of interview questions administered by the presenter. These questions were focused on three key areas: understanding the required training and education to become specialists in these disciplines; identifying the types of stressful scenarios frequently encountered; and finally, the strategies and coping mechanisms used by the subjects to overcome anxiety and stress. Results from the interviews are utilized to draw connections between these disciplines and music performance, thereby allowing us to understand music performance anxiety through a different lens. Specific techniques for alleviating performance anxiety will also be discussed. Broadly speaking, insights gained from this research will assist educators and instructors across a wide spectrum to apply these principles to a variety of settings in order to help students better cope with the negative impacts of performance anxiety.

IICAH2024 Pre-Recorded Virtual Presentations

75335 | *The Second Body* in Margaret Edson's *Wit*
Joy Shihyi Huang, National Tsing Hua University, Taiwan

This paper employs the idea of "the second body," in Eric Santner's sense in his *The Royal Remains*, to discuss dynamics of language and body in Margaret Edson's award-winning play *Wit*. Building upon Roberto Esposito's concept of immunity, Santner's work may be seen as exploring a folding process by which a subject is partially expropriated in order to come up with an artifice that can better serve or protect itself from outside risks. In light of this folding or doubling, theatre may be seen as an effective vehicle to convey forms of redemptive realizations in various attitudes towards life and death. In *Wit*, actors parallel characters, past parallels the present. Vivian as a professor in the past parallels her present status as a patient. Such ensembles demonstrate "the demonic Doppelganger" that stalks that self-same. *Wit* challenges a militant view of life by problematizing an ethics that prioritizing language (logos) as an instrumentalized weapon to resist death. The more one is enclosed within its own fortress (i.e. wholesome, knowledge), the more one is likely to be devoured by the Doppelganger invented to protect oneself. Doppelganger as a semi-natural (human, biological), and semi-cultural (inhuman, monstrous) part grown out of the subject is like the tumor that, despite eventually devouring Vivian, enlightens her with values of kindness and warmth. *Wit* is revealed in the end when Vivian realizes her advisor's lesson that it is a comma, instead of an exclamation mark, that separates life and death.

Arts - Performing Arts Practices: Theater, Dance, Music

76502 | *1975-2024: Five Decades of Overseas V-Pop*
Tien Ly, Eastern International University, Vietnam

The end of the Vietnam War in 1975 opened a new chapter in the history of the country. The 30 of April, 1975 is a day of many meanings: to the majority Vietnamese, it is an unforgettable day for the people to return to peace and rebuild the country after 21 years of civil war with the intervention of the foreigners whereas to others, this day means the fall of Saigon and the beginning of a long exile with arduous challenges. Lots of Southerners among them, many Saigon artists fled the country to America, Europe and Australia. Paris and then Orange County became the cultural center that attracted most of the reputed Saigon singers to come and live and continue their activities. Many entertainment companies were born, many music products were created and many concerts were organized to serve the Vietnamese diaspora. A school of music appeared and developed in France and in the USA in parallel with Vietnamese music in the country. Overseas V-Pop has experienced ups and downs, golden time and dark time and renaissance in their development since 1975. 50 years of overseas V-Pop studies the background into which Vietnamese overseas music was born and develops: its styles, themes as well as its own particularity. The study also examines its identity and originality, its positive role in diversifying and modernizing of Vietnam's pop culture and its active role in the promotion of the yellow music in Vietnam and across the world.

Arts - Social, Political and Community Agendas in the Arts

75465 | *Chavittunadakam in Flux: Interrogating the Folk-Classical Binary in the Context of Caste*
Navya Dennis, St. Joseph's University, India

The vibrant folk performance tradition of Chavittunadakam, originating from Kerala's Latin Catholic community has historically been marginalized due to its affiliations with lower caste dynamics. This relegation can be attributed to the entrenched cultural hierarchies, specifically the folk-classical distinction deeply rooted in caste relations. Previous examinations of Chavittunadakam have seldom interrogated the validity of this binary or its inherent caste implications, often attempting to situate the tradition within the confines of the prevalent folk-classical paradigm. Utilizing an extensive literature review and conversational interviews conducted from 2019 to 2023 with practitioners, audience members, and academicians associated with Chavittunadakam, this research seeks to illuminate the tradition's intricate historical and socio-cultural trajectories. Two notable revivals of Chavittunadakam are identified: an initial resurgence in the 1950s, culminating in its inclusion in the 1960 Republic Day parade, albeit within the restrictive framework of the folk-classical binary. A subsequent rejuvenation ensued when the introduction of Cultural Studies in India encouraged a more nuanced appreciation of traditions, unfettered by rigid binaries. Concurrently, the liberalisation of the economy and burgeoning tourism industry presented opportunities for the monetization of such traditions. Augmented by academic interventions and its incorporation in the Youth Festival, Chavittunadakam witnessed a transition that increasingly eschewed caste dynamics, instilling a renewed sense of pride and legitimacy among its practitioners. This study underscores the profound implications of cultural hierarchies on art forms and the potential for traditions to navigate and transcend these barriers.

Arts - Teaching and Learning the Arts

76169 | *Unlearning the Canon: A More Global and Decolonized Survey of Art History Course*
Allyson Montana, Columbia University, United States

In undergraduate survey courses, global art is regularly compressed into discrete chapters in textbooks aimed at summarizing cultures and vast expanses of time in a few short pages. At worst, Asian, or African art is highlighted when it has historically influenced a European artist or served as a comparison to Western (read: superior) art. Equally problematic are the ways non-Western art is positioned in art history curricula and museum spaces, mis-categorized as art vs. artifact or grouped according to European standards of time, composition, or material. Often these displays in print, online, or in-person are in deference to the complex non-Western philosophical, socio-political, or spiritual theories that serve as a foundation for both object and maker. In my 2022 literature review I saw three trends emerge drawing from approaches to teaching the course, such as a theoretical approach, a thematic approach and a third category, I call inter/intrapersonal, in which student relevance, narrative or personal connection to the object takes precedence. In the Spring of 2023, I conducted a study in which I interviewed undergraduate instructors who teach survey courses in disrupted ways. I learned that the most important aspect of disruption was not in pedagogy, but in the opportunity for relationship-building, relevance, and meaning-making. Borrowing from gallery teaching and SEL, the survey course is still an important foundation that need not perpetuate the Western canon of art history in racialised ways. Instead, it can be an introduction to a new art history- or hopefully, many art histories.

IICAH2024 Pre-Recorded Virtual Presentations

75644 | *The Impact of Mental Imagery Ability on 2D Drawings' Three-Dimensional Perception: A Case Study Utilizing the Cube Teaching Method*

Shih-Chieh Hung, Southern Taiwan University of Science and Technology, Taiwan

The primary focus of this study revolves around evaluating students' performance on stereo image sequence through drawing. Employing a quasi-experimental design, the research involves an experimental group that taught cube rotation training and a control group taught using the conventional hand-drawn reference frame. Throughout the course, a series of assessments were administered, including spatial ability test, OSIVQ, the group embedded figures test, and pre- and post-tests for stereo image sequences through drawing. The findings of the study revealed several noteworthy points. Firstly, the cube rotation training exhibited a significantly positive impact on the students' performance on stereo image sequence. Secondly, following the cube rotation training, significant differences emerged in the cube mental imagery among students with different object cognitive preferences. Thirdly, after the cube rotation training, differences in spatial ability did not significantly influence performance on stereo image sequence and cube mental imagery generated. Finally, among those who taught by cube rotation training, field-independent students demonstrated a tendency for image deconstruction and Imaginary of cube mental imagery. In contrast, field-dependent painters tended to primarily respond to images directly in front of them, facing greater difficulty in mentally generating cube imagery.

Ethnicity, Difference, Identity

75571 | *"Canción sin miedo": An Indigenous and Feminist Protest*

Andrea Bernal, Arizona State University, United States

The protest song genre in Latin America has gained significant momentum during periods of democratic threat, gaining popularity through contributions from countries like Argentina, Chile, Brazil, and others. This phenomenon has given rise to movements such as "canción nueva" or "nueva trova." Notably, these songs are often performed in Spanish and Portuguese, imbued with a poetic language (Miryam Robayo 57). Moreover, certain genres, like "canción nueva," incorporate string instruments like the guitar, as well as indigenous or regional instruments (Moore 137), infusing them with specific meaning and intent within the realm of protest. However, a limited engagement with indigenous languages in Latin America has been observed within protest songs. As a result, this proposal seeks to analyze the Cover of "Canción sin miedo," performed by indigenous women in Colombia. The aim is to delve into the protest's intent by utilizing indigenous languages in a composition originally written in Spanish. To accomplish this, the song's lyrics are initially dissected in relation to the issue it denounces (violence against women). Subsequently, the song is contextualized within the framework of the Colombian version's lyrics. Lastly, I explore the incorporation of indigenous languages within the song and their significance in the feminist protest. This endeavor seeks to illustrate that the song, beyond being a feminist protest, also represents a challenge to the system from the perspective of indigenous women, presenting the marginalization of indigenous women within the state.

75139 | *"Hijab or No Hijab": Examining Spiritual Identity (Re)construction of Muslim Graduate Students Through Duoethnography*

Biaz Nabilla, Arizona State University, United States

Asri Nurul Qodri, Arizona State University, United States

The question of whether a Muslim woman is required to wear a hijab is a multifaceted topic that continues to evoke diverse perspectives. This complex debate has extended beyond religious circles, impacting the perception of political and cultural pluralism. This issue leads to identity complexity within the context of a secular and diverse education environment. As Muslim graduate students originating from Indonesia and living in the United States, we attempt to understand the recursive process of spiritual identity (re)construction. This study focuses on the experiences of two female Muslims (one with hijab and one without hijab) while navigating academia as both students and researchers. By utilizing personal narratives, dialogues, and personal reflections, we exchange discussions on how internal struggles, societal perception, and political discourses affect our spiritual identity in two countries. By critically examining our experiences, we have found that our expressions of spiritual identity including the hijab have been affected by our immediate surroundings. Through Thematic analysis, we have uncovered personal strategies to overcome challenges, such as finding cultural alliances and personal boundaries and encouraging safe spaces for (re)constructing our spiritual identities. We also highlight the significance of increasing spiritual practices as a means of fostering this process. This research not only expands the application of duoethnography but contributes to a deeper understanding of transnational and spiritual identity formation. The findings present practical insights for female Muslims as international academics, encouraging them to critically shape their spiritual identities that transcend societal boundaries.

76341 | *Exploring Motherhood: A Multisensory Portrait of Complexity, Chaos, and Intertwining Experiences in Contemporary Daily Life*

Tammie Leong, Media Design School, New Zealand

The project seeks to explore the complex nature of motherhood by curating and showcasing a range of diverse encounters, connections, and sentiments presented as individual multisensory portrayals. The research intends to establish an anthology of personal encounters by distinct caregivers to uncover motherhood's intricate and interwoven facets in modern daily existence. This project features personal stories of motherhood, incorporating multimedia elements such as audio, photographs, illustrations, and video creations. These distinctive portraits will be harnessed to create interactive data visualizations to illuminate the manifold array of maternal experiences while questioning prevailing norms. The research blends elements of autoethnography and heuristic inquiry with the principles of metamodernism and data feminism. This research journey is deeply personal and rooted in my transition into motherhood. It has uncovered a spectrum of maternal expectations shaped by societal norms and cultural heritage, which I've grappled with and celebrated. Coming from a unique cultural background, my exploration of maternity care in New Zealand has highlighted the clashes between these two worlds – each with its values and perspectives, bridging Western and Eastern traditions. I've engaged in dialogues with peers and women navigating similar journeys to find solace and understanding. These conversations reveal a complex interplay of realities intertwined with factors like culture, race, class, and gender. They challenge conventional roles attributed to maternal and caregiving relationships, even prompting questions about the applicability of motherhood to fathers, guardians, and non-binary individuals. Shifting views on motherhood over time emphasize diverse maternal experiences, urging a deeper understanding

IICAH2024 Pre-Recorded Virtual Presentations

First Nations and Indigenous Peoples

77409 | *An Autoethnography: Indigenous Intergenerational Pedagogy*
Amanda Fraser, Wilfrid Laurier University, Canada

In Cree, *nêhiyawâstisiwin* means "living a traditional Cree life." Indigenous communities have lived in respectful, relational, and reciprocal ways with all relations. The contemporary understanding of *miyo-pimâtisiwin* (lives a good life) has been disrupted by globalization and colonial attempts at cultural genocide. This autoethnographic research shares traditional Indigenous pedagogy of intergenerational learning to uplift cultural resurgence. Stories and knowledge shared generationally by Elders is the oldest form of pedagogy, along with learning from Creation. Elders have been taught by their Elders and community, who have all been shaped by specific land areas. The uniqueness and aliveness of the land shapes cultures, languages, Ceremonies, and traditions. The Indigenist literature recommends reconnection to land, Ceremony, community, Elders, kinships, and traditional practices for future generations to flourish. Comprehension of Indigeneity relationally perpetuates and propels wholistic wellness forward to benefit all life. This is reflected in the natural regeneration processes found in the bush. Natural life cycles nourish and regenerate new life. Indigenous people have the right to continue natural ways of nourishing proceeding generations. The efficiency of transferring intergenerational knowledge is imperative for Indigenous people's spiritual, emotional, cognitive, sociocultural, and overall health. Indigenous self-determination is imperative on the path towards social justice, as respecting traditional ways allows individual and collective natures to grow. *Nêhiyaw* (Cree) scholar, Amanda Fraser will present autoethnographic research of journeying with the intergenerational knowledge and stories shared by *nimosôm* (my grandfather) and *nicâpân* (my great-grandmother) from Ahtahkakoop Cree Nation.

Humanities - Science, Environment and the Humanities

75060 | *Extreme Weather Impacts on the "Trabocchi": A Case Study of Cultural Heritage and Climate Change in the Italian Adriatic Coast*
Alessandra Mascitelli, University "G. D'Annunzio" of Chieti-Pescara & CNR-ISAC, Italy
Fernanda Prestileo, CNR-ISAC, Italy
Eleonora Maria Stella, CNR-ISPC, Italy
Eleonora Aruffo, University "G. D'Annunzio" of Chieti-Pescara, Italy
Luisa Irazú López Campos, CNR-ISPC, Italy
Stefano Dietrich, CNR-ISAC, Italy
Rosa Claudia Torcasio, CNR-ISAC, Italy
Piero Di Carlo, University "G. D'Annunzio" of Chieti-Pescara, Italy
Stefano Dietrich, University "G. D'Annunzio" of Chieti-Pescara, Italy

Climate change is a global challenge that requires interdisciplinary approaches to understand and address its impacts. One of the impacts is the increase of extreme weather events in the Mediterranean Basin, which threaten the cultural heritage of the region. This study focuses on the effects of extreme weather on the "trabocchi", a type of vernacular architecture along the Italian Adriatic Coast. Their identification as cultural heritage is the result of historical events and social dynamics closely linked to the collective imagination and for which inclusion as intangible cultural heritage in the UNESCO World heritage List has been requested. We analysed the weather events at different scales using methods and data from long-term large-scale (e.g. ERA5 dataset) to short-term small-scale (e.g. models and ground-based sensors). The results showed that the "trabocchi" are vulnerable to extreme weather as well as emphasized the need to protect the integrity of this asset, to study environment changes for planning concrete actions aimed at conservation, including social actions, to mitigate the matter. Our study demonstrates the importance of combining science, environment and humanities to protect and promote this coastal cultural heritage in a changing world.

71833 | *Assessing the Responsibility of Project Leadership on Project Management Success in Global Multinational Organizations*
David Mpettey, IIC University of Technology, Cambodia

Cultural diversity in the global environment includes different leadership competencies and organizational requirements. Project-based organizations with global expansion objectives have organizational cultures that challenge the project innovation environment, team efficiency, and project success opportunities in foreign contexts (Caligiuri & Tarique, 2012; Thamhain, 2013b). Environmental and cultural challenges increase the risks involved with the team-building process and with aligning teams to organizational strategies. Cultural diversity challenges scholars and practitioners to reach consensus regarding the project leadership role and the appropriate leadership style within various cultural contexts. Each organization with a project structure that includes project owners, consultants, a project management office, and execution firms has distinct success criteria. Individual members' cultural backgrounds within their performing organizations challenge the consensus between scholars on unified success criteria in global projects (Müller & Turner, 2010a & b). My focus in conducting this study will be to explore the impact of global projects on economic, social, and cultural environments. The study will contribute to the literature in several ways. First, the findings will enhanced the understanding of the additional constraints that affect success in global projects. Second, the focus on the complex adaptive systems theory (Wang, Han, & Yang, 2015) and the contingency theory (Van de Ven, Ganco, & Hinings, 2013) will contribute to the literature by providing practical implications of the theories on structuring temporary organizations. Finally, the study results will provide essential knowledge of stakeholders' requirements in the selection of project leadership.

IICAH2024 Pre-Recorded Virtual Presentations

Language, Linguistics

75560 | *Pinoy-made Nutricosmetics e-advertisements: A Critical Discourse Analysis*

Ada Baraguer, Mindanao University of Science and Technology-Iligan Institute of Technology, Philippines

The advent of modern technology and digitization of information has transformed the advertising of beauty products through electronic devices and changed the discourse of beauty. While the concept of beauty has been limited to cosmetics, recent development has extended the scope of beauty to cosmeceuticals. This descriptive qualitative research aims to describe the use of language in Pinoy-made nutricosmetics e-advertisements, elaborate on the strategies used in persuading the consumers, and investigate the reasons in using these strategies. The data were collected from the e-advertisements of four (4) Pinoy-made nutricosmetics. Employing Fairclough's Three-Dimensional Model of Critical Discourse Analysis, the collected data are the words, phrases, clauses, sentences that are used in these e-ads; they are textual features, discursive features, and social features. The findings reveal that there are various linguistic features like the use of imperatives, parallelism, adjectives, pronouns, technical and scientific words, and facts and figures, among others. The discursive strategies found are manufacturing consent through implication, invoking inadequacies, puffery, scientific evidence, offering reimbursement or replacement, and green beauty. The findings also revealed that language used in these e-advertisements appear attractive in building image to the viewers and effective in using various discourse strategies to gain the viewer's interest in buying the product. Moreover, the findings reveal that advertisers maintain their ruling position and achieve control over the consumers, and advertisers have the power to shape the orders of discourse. Based on these findings, a few recommendations are forwarded for other researchers to undertake.

76549 | *Determinants of Learning Amongst 21st-Century ESL Learners*

Rosalie Palaoan, Wenzhou-Kean University, China

Jiaqi Chen, Wenzhou-Kean University, China

Bingxuan Lin, Wenzhou-Kean University, China

Mingyuan Fang, Wenzhou-Kean University, China

This study focuses on determinants of learning amongst 21st-century ESL learners at Wenzhou-Kean University. Although it is an undoubted fact that the persistent change in learning experiences has contributed to the changing of learning determinants of 21st-century ESL learners, the actual determinants have not been explored and defined. The study is a cross-sectional study that uses both descriptive and inferential statistics. 174 WKU students participated in this study by completing online questionnaires, while another ten students participated through unstructured interviews. The data collected in the questionnaire and the answers acquired from the interviewees were described and analyzed in depth. This study described the personal attributes, preferences, and recourses of 21st-century ESL learners. According to the study results, WKU students consider motivation, self-discipline, and study environment as the three main determinants of learning. In addition, the findings revealed that most WKU students believe that the learning resources, study mode, and teaching method have a great impact on their studies. Meanwhile, their pre-university learning experiences have an impact on their studies in university, which is reflected in their better adaptation to paperless study at university. The unstructured interview also found that ESL students' learning pressure is well managed. However, most ESL students need help adapting to the new learning environment and need to make better use of the resources that can support their learning, such as ELC. This paper also identifies suggestions that ESL college students agree with by considering the three main determinants discovered in the questionnaire, such as motivation, self-discipline, and study environment, which can help them perform better in their studies.

73115 | *A Study of Good Chinese Learners at the University of Hong Kong*

Yuk Yeung, University of Hong Kong, Hong Kong

This is my sixth consecutive year of doing the research and there are totally 55 students included in my research. I would like to see the long run result of my research. As China is still the engine of world economy, there is a rapid increase in the number of foreign students coming to The University of Hong Kong to learn Chinese. As Chinese is one of the popular subjects for them to choose. Despite COVID-19, from 2022 to 2023, there are still around 900 foreign students (undergraduates or exchange students) come to the University of Hong Kong to learn Chinese as a Foreign Language courses. A language teacher is a facilitator and an instructor of Chinese learning for foreign students. However, in the real world, there are always some good language learners and some less talented language learners in one classroom. So what is the secret of the Good Chinese Learners? What can the language instructors do in order to support good Chinese learners and help the less talented learners to learn Chinese? In the TESOL field, there are a lot of researches have been done by scholars. In the early 1970s, several researchers isolated and defined the concept of Good Language Learner. But in Teaching Chinese as a Foreign Language field, there are relatively fewer researches. So from January 2017 to May 2023, I conducted a survey about good Chinese learners in CHIN9503 and CHIN9504 classes. The survey consisted of an interview with several questions and I will discuss the result of a survey and its implications in this paper. In my research, I will use the Learner Self-Management (LSM) in TESOL field to find out the outside factors and settings of Chinese learners. This research is done in a macro way rather than micro way. Thus this holistic research focuses on finding good Chinese learners rather than focusing on learners' individual differences.

Literature/Literary Studies

75346 | *Form and Vision in Charles Tomlinson's 'The Door in the Wall'*

Neil Conway, University of the Highlands and Islands, United Kingdom

Among Charles Tomlinson's many American inspirations and collaborators, Stevens, Moore and Williams were essential in fostering his interest in form and his attitude toward the themes which were to be discernible until his final publications. Underlying this were the formative conversations with Donald Davie, and as the poet distilled the influences of Cambridge and America, a formalism appeared which seemed to accommodate Tomlinson in his other guise as graphic artist. Coming late in his output, *The Door on the Wall* has often been overlooked as a demonstration of the poet's diverse energies, but it springs from the same well as his early work, and although not as painterly as some of the volumes from the 60s and 70s, reveals that remarkable deftness with the materials of the visual composer: the "same corners, volumetrics, [and] shadows," as Ashbery once put it. Lea (1994) has suggested that Tomlinson's later poetry suffers from the defect that it occasionally lacks an elaborative facility associated with thematic development which he suggests produces "successful" verse by way of a "generalizing rhetoric". However, in substantiating this claim, he is perhaps disregarding the compositional strategies and methodology associated with Tomlinson's insistence on a kind of observation-as-form: a preference for a detachment which is arguably an inheritance from Imagism, and which flows from the idiosyncrasies of Tomlinson's central thematic preoccupations.

iiicahhawaii.iafor.org/programme

IICAH2024 Pre-Recorded Virtual Presentations

76739 | *Vladimir Nabokov's Lolita: The Migration of a Character From Literature to Spanish Pop Music*
Mónica María Martínez Sariego, University of Las Palmas de Gran Canaria, Spain

Lolita, Vladimir Nabokov's portrayal of America was published in Paris in 1955 by the Olympia Press, a publisher devoted to paperback erotica. The novel had previously been rejected by four American publishers who were horrified at its subject-matter: the lustful obsession of a middle-aged pedophile, a divorced and learned European professor, for his twelve-year-old step-daughter. British novelist Graham Greene's praise for *Lolita* brought it into the limelight. In 1958, *Lolita* was finally published in the United States, where its notoriety ensured its immediate success. Considered nowadays to be one of the best novels of the 20th Century, *Lolita* has become firmly established in the literary canon. Moreover, its main character has become an icon in mass culture. However, by making her a teenage temptress with an out-of-control sexuality, popular culture has distorted the point of the novel. Film versions, including adaptations by Kubrick and Lyne and other "decantations", have contributed to this misrepresentation. In this paper the presence of the archetype of *Lolita* in pop music produced in Spain is surveyed. The depiction of the characters of the young girl and the male adult in the song lyrics is considered, together with the aesthetic strategies used by creators to integrate allusions to *Lolita* – as taken from the Anglophone world – into the music videos. The analysis is carried out from a Gender perspective, and it also takes into account the historical and social context in which the songs were produced.

72997 | *Kumu Kahua Theatre in a Transitional Era*
Masami Usui, Doshisha University, Japan

Hawaii's local theatre, Kumu Kahua Theatre, represents the remarkable emergence of Hawaii's localism in the late twentieth century and is currently confronted with new challenges in a transitional era in the twenty-first century. Established by Hawaii's leading theatre leaders and UH's students, especially Japanese and Chinese second and third generations, Kumu Kahua ultimately became an independent theatre group that embraces Hawaii's ethnic and cultural diversity in a sphere of Hawaii's localism: white plantation and missionary colonials, Portuguese plantation workmen, Japanese, Chinese, Korean plantation workers, and Native Hawaiians. Since Hawaii has been accepting new comers from more diverse backgrounds, Kumu Kahua has been presenting a newly-emerging trend of localism. The older generation as the original members of Kumu Kahua is switched to the younger generation from both islands and the continent. Their topics cover from history, legends, and also local people's struggles in a changing society. This century is a challenging era for Kumu Kahua in a respect of racial, ethnic, gender, cultural, and also linguistic diversity.

76815 | *The Knot: Other Possibilities in Moebius' World*
Susan Carolina Peñuela Rodríguez, Arizona State University, United States

This presentation will highlight the multiple possibilities described in the film *Moebius* and how they impact the lives of Argentines who lived in the midst of convulsive social changes, the dictatorship regime, disappearances, famine, and especially the brain drain suffered by the country when many decided to escape from the knot of reality that makes no sense. For this, the essays that have been written about the historical context of the film will be addressed, in addition to Slavoj Žižek and his vision of the multiple realities and their perversions, and finally Freud and his idea of revelation and how it is represented in the intellectual flight from Argentina.

Other Humanities

73686 | *Committee System in Lagos State Tertiary Institutions, Nigeria*
Lawal Bolanle Saidat, Lagos State University, Lagos, Nigeria

The committee system and its effects on institutional governance are examined in this study for Nigeria's postsecondary institutions in Lagos State. This study's objectives were to evaluate the committee system's integration into Lagos State's tertiary institutions and to ascertain its effects on institutional governance. The study utilised qualitative as well as quantitative techniques for collecting and examining data. Ten tertiary institutions in the Lagos State made up the study's sample. For the study, a total of 150 respondents were selected, including 20 students, 60 non-academic staff members, and 70 members of the academic staff. The respondents were chosen using a purposeful sampling strategy. Utilizing structured questionnaires, data were gathered. The data were analyzed using the t-test, Analysis of Variance (ANOVA), and Pearson product moment correlation coefficient. The study's conclusions showed that although the committee system in Lagos State's tertiary institutions has been institutionalized, various issues, including a lack of commitment, political interference, bureaucracy, and insufficient resources, have hindered its real implementation. Additionally, it has been discovered that the committee system has a beneficial impact on institutional governance. It will be important for all of Lagos State's tertiary institutions to create and use a committee structure free from intervention. Additionally, sufficient resources should be offered to guarantee the committee system's successful and efficient operation. Members of the committee system should also receive appropriate training and retraining for efficient institutional governance.

Philosophy, Ethics, Consciousness

76781 | *Adoptee Ancestry Searches: The Intersubjective Space of Self-Integration*
Kate Mehuron, Eastern Michigan University, United States

The adoptee's ancestry search can function as a dynamic intersubjective space that is vital to self-integration in the psychoanalytic sense. The guiding theoretical question of this paper is: How can contemporary intersubjective psychoanalytic theories explain or describe this intersubjective space? Intersubjective psychoanalytic theory has its roots in philosophical hermeneutics and phenomenology. Cases of adoptee ancestry search are presented with the use of these theoretical frameworks, showing how new forms of self-integration may occur as an effect of the search process of working through adoptees' states of "not knowing," especially in closed adoption situations. There is an element of intergenerational traumatic harm to the adoptee by the institutional legacy of closed adoptions. Thus the intersubjective space leading to self-integration necessitates an understanding by the adoptee of the institutional violence of intergenerational secrecy that originated problems of self-misrecognition and moral injury, in early states of "not knowing." This dynamic process of self-understanding is described in hermeneutic, psychoanalytic terms, with the use of case examples. Dominant cultural overvaluations of genetic relatedness arise in this discovery context. This cultural misrecognition of adopted persons' intrinsic value, another moral injury, is a significant part of the adoptee's intersubjective space. The function of third-party empathic witness and testimony is shown to be an indispensable intersubjective part of moral repair, leading to new gains in the adoptee's self-integration.

IICAH2024 Pre-Recorded Virtual Presentations

77284 | *Moral Resilience in Ethical Leadership: When Good is Rewarded with Bad*

Sophia Chou, National Taiwan Normal University, Taiwan

Based on the principles of fairness and reciprocity, people typically expect that good deeds will be rewarded. However, when real-life situations deviate from this expectation, individuals often feel shocked and their moral motivation may be negatively impacted. The aim of this study is to explore how ethical leaders prevent negative impacts on their moral motivation when their good deeds are rewarded with bad outcomes. As no prior research has systematically explored this research question, this study adopts a qualitative research approach. Semi-structured interviews were conducted with 23 ethical leaders from Taiwan. Thematic analysis was employed to identify various psychological strategies, which were further categorized. Analysis showed some leaders assimilate negative experiences into their previous belief by seeing the silver lining. Some leaders emphasize intrinsic ethical values or show empathy to maintain moral motivation. Others let go of reward expectations and transcend dichotomies of good and bad. These ethical leaders demonstrate a wide array of psychological strategies to maintain moral motivation when good deeds result in negative consequences.

Political Science, Politics

76590 | *Critique of Francis Fukuyama's Views on State Formation in Africa*

Ibrahim Lawal Ahmed, Peking University, China

The proposed paper is a critique of Francis Fukuyama's views on, essentially, the crisis of development in Africa which he, rightly, associates with the weakness of state institutions in African countries in his book 'Political Order and Political Decay.' In analysing the underlying causes of weak state institutions in Africa, Fukuyama examines institutional development in the pre-colonial, colonial and post-colonial Africa. But his approach is highly Eurocentric and the facts he presented to back his arguments are selective. Therefore, using historical facts, from secondary sources, I aim to criticize Fukuyama's views on the crisis of development in Africa while proposing a framework of 'modernizing without westernizing' as requisite for strengthening state and nation-building as well as economic development in Africa.

Religion, Spirituality

76150 | *Complexity of Islamic Knowledge (Re)Production*

Alaa Khaled, Manchester Metropolitan University, United Kingdom

With the proliferation of publicly engaged religiosities, most Islamic centres and institutions advanced women sections where women actively participate in shaping themselves and their perspective societies under the umbrella of da'wah (call towards God). Women activism within/out institutional frameworks is not a new phenomenon but a marginalized one. This paper looks at teeming social actors operating and co-existing in the Lebanese society that has contradictory features: conflictual, sectarian, hierarchical, pluralistic, and quasi-cosmopolitan. These actors lie within networks that manage their actions and provide a backbone for their activities. This paper sheds light on the process of Islamic knowledge reproduction by some Lebanese Muslim women activists through transmission and dissemination. Islamic knowledge is continually considered irrelevant and trapped in abstracts. Accordingly, this paper moves beyond this supposedly fixed nature of religion to examine the complexity of Islamic knowledge (re)production by female Islamic activists. It examines 3 case studies in Lebanon using an ethnographic approach that was carried out for four months. It explores the different dimensions interplaying in the process of this knowledge production. First, it looks at da'wah as a creative medium of institutional and personal production of Islamic knowledge. Secondly, it investigates the character of the organizations in prompting the potentiality of knowledge production. Then, it studies the characteristics, teaching styles and role of lay knowledge producers. Finally, it considers the varied audiences' character and contributions to the process of knowledge production. Accordingly, power as constituent of knowledge is highlighted throughout.

77281 | *The Human Traumas in Fazal Sheikh's Photography*

Vasiliki Rouska, Aristotle University of Thessaloniki, Greece

Trauma is the physical injury, the human wound, or the emotional shock and pain caused by an extremely upsetting experience. Metaphorically we use the term to speak of natural disasters. Fazal Sheikh is the American photographer who saw these human wounds within the humanity, within the human face of the other while suffering. His unique glance towards otherness and the marginalized people through his documentary photography, gave a new perception both in photography and society. This aspect of trauma concerns Orthodox theology too in a way that pain becomes an opportunity for revelation, transformation, and holiness. Human's everyday wear is the one that awakens man to be creative. The man is invited to transform his pain to creativity, and the best way to be creative is the dynamics of love. Love becomes the only exodus for man to find a new perception of life. Fazal Sheikh's photographs are a revelation of humanity and love for humanity. This aesthetical way can awaken creatively the masses and transform the human consciousness. This paper is a synthesis of the photography and the aesthetical theology. It is an attempt to enlighten new ways to speak of the things that theology would like to say differently in today's contemporary world. It is deemed necessary to find new directions of expression of the theological terms in new grounds such as the photography.

iiCAHhawaii.iafor.org/programme

IICAH2024 Pre-Recorded Virtual Presentations

Teaching and Learning

76284 | *The Successful Graduate Students' Research Supervision Pedagogy*

Gerard Rushingabigwi, University of Rwanda, Rwanda
Liguo Sun, University of Science and Technology of China, China
Daniel Nsengiyera, University of Science and Technology of China, China
Philibert Nsengiyumva, University of Rwanda, Rwanda
Louis Sibomana, Rwanda National Council for Science and Technology, Rwanda
Damien Hanyurwimfura, University of Rwanda, Rwanda

Pedagogical practices, to make up the successful graduate students' research supervision, are presented in this research. Upon reviewing the existing research works in the same research area, together with the tested four hypotheses for this research, the analyzed raw data was collected by a questionnaire that was answered by 90 qualified respondents. Those hypotheses are: (i) the supervisor's expertise in the research domain has a lot to do with the successful graduate students' research; (ii) the regular supervisory research meeting contributes to the successful graduate students' research supervision; (iii) the feedback on the work in progress affects the successful graduate students' research; (iv) the graduate students' research supervisor's advice really contributes to the successful graduate students' research. On the 35 Likert-type statistically scaled queries, we used the Pearson correlation and multiple regression analysis to test the relationship between variables of this study. In results, the highest correlation of 0.78 is found between the expertise of supervisors in the subject (EIS) and the regular group meeting (RGM): two of the designed statistical model's parameters. The universality of the truth might depend on the research disciplines, location, motivation and system, but this research results in the successful graduate students' research supervision process that is based on regular research meeting favoring the interactive learning environments where the expertise of supervisors governs. In case of the distance learning, the supervised research work's report is preferably done on computer-mediated communication systems; based on which, together with the intelligent tutoring systems, plagiarism will certainly be avoided.

75782 | *From Learning to Earning: Reducing Instructional Materials Costs with Technology and Innovation*

Elaine Correa, California State University, United States
Alexander Reid, California State University, United States
Tamarah Williams, California State University, United States
Anna Catalan, California State University, United States

"From Learning to Earning: Reducing Instructional Materials Costs with Technology and Innovation" is funded by a Department of Education 2023 Open Textbook Pilot (OTP) program Fund for the Improvement of Postsecondary Education (FIPSE) grant award. Decreases in student enrollment, precipitated by the global pandemic has directed attention by administrators on how affordable learning solutions such as Open Educational Resources (OER), and Open Educational Pedagogy (OEP) can be utilized by faculty to address what Colvard et al. (2018) refers to as the three most important concerns in higher education: academic quality, affordability, and high degree completion rates for students. Research on OER/OEP has demonstrated that performance gaps have narrowed, and failure/withdrawal rates have been reduced in some contexts, (Winitzky-Stephens & Pickavance, 2017), however, more attention is needed to ensure that culturally relevant content and pedagogy are an integral part of OER/OEP course adoption. Educators must be mindful to avoid solely replicating Eurocentric content and pedagogies in their OER/OEP selection. From our survey data, we highlight the impact of OER/OEP on student retention and success, with a focus on low-income and underrepresented minority student populations that we serve. We examine student academic motivation, engagement, and stress. We consider the resources that are necessary to provide students with equitable access to learning and examine what OER offers students who experience limited access to technology to learn. Our internal campus-wide survey illustrated some of the challenges and benefits of using OER/OEP for students with a pathway from learning to earning within the workforce.

75149 | *Diversity in Practice with Equity in Learning: Strategies for Teaching Dual/Multi-Language Learners in USA*

Bernadette Towns, Bakersfield College, United States
Rebecca Roth, Taft College, United States
Elaine Correa, California State University, United States

This presentation is sponsored by an Up Lift California Grant (4.5 Million) from Early Educator Investment Collaborative (EEIC) to California State University, Sacramento. As sub-awardees on this grant, our presentation will showcase a Dual/Multi Language Training Course created in CANVAS that we have implemented to help support Faculty and prospective education students who will work with Dual/Multi Language Learners (DLL) / (MLL) and their families. The workshop session will include opportunities to actively engage in strategies for teaching DLL/MLL's as well as provide participants with access to the CANVAS course and resources. This interactive session will cover specific student outcomes, examine DLL/MLL learner experiences, provide strategies to support DLL/MLL, and showcase resources that can be used immediately in the classroom. Attendees will actively engage in the workshop working in small groups and rotate through the specific strategies that will be presented by each of the workshop presenters. Participants will leave the workshop with strategies that they can integrate into their classrooms or teaching practices. This interactive session will require active participation and movement by all attendees. Accommodations (based on space availability) will be made to assist individuals with disabilities who attend the session. All learning materials will be provided for the different learning stations, and attendees will be asked to capture and document the deliverables created using their phones to be environmentally conscious.

IICE2024 Pre-Recorded Virtual Presentations

Assessment Theories & Methodologies

77228 | *CATalysts for Learning: Elevating Education with Authentic Classroom Assessment Techniques (CATs)*

Svetlana Davidek, Defense Language Institute Foreign Language Center, United States

Jon Phillips, Defense Language Institute Foreign Language Center, United States

Classroom Assessment Techniques (CATs) are invaluable tools for formative assessment in any classroom. They offer quick insights into students' learning progress, making them a versatile choice for educators seeking real-time feedback. While diagnostic assessments can be time-consuming, CATs provide immediate information, enhancing instructional effectiveness. This session will cover these points:

1. Understanding CATs: Learn the nature and functionality of CATs and their effective classroom application.

2. Advantages and Benefits: Discover the benefits of CATs for instructors and students.

3. Research Insights: Explore how CATs impact student performance and engagement, backed by research.

4. Authenticity in Education: Understand the relevance of CATs in diverse educational settings.

Additionally, the presenters will demonstrate ten CATs, showing how to implement and use them effectively. Participants will leave the session with a practical toolkit of strategies to apply in their classrooms. This session offers a chance to transform your teaching methods and improve student learning outcomes with CATs.

68688 | *Mathematics Teacher Educators' Enactment of Formative Assessment: Findings from Three Colleges of Education in Ghana*

Justice Enu, Kwame Nkrumah University of Science and Technology, Ghana

Teacher educators play a significant role in the preparation of pre-service teachers to become assessment-literate and able to practice after their training. In this respect, an exploration of teacher educators' practices of formative assessment (FA) will provide an insight into the kind of assessment practices that their students are exposed to. This study therefore used a qualitative approach underpinned by an interpretivist research paradigm to explore mathematics teacher educators' (MTEs) understanding and practices of FA within a system of activity in mathematics modules. The objectives that guided this study were: Determining how MTEs implement FA in mathematics modules; and exploring why MTEs adopt FA techniques in their instruction. The qualitative, interpretive study was framed using activity theory and was located at three teacher colleges in the Central Region of Ghana. To triangulate the data, multiple types of data were generated from six MTEs after they signed a consent form to participate in the study. Data were generated through the administration of semi-structured interviews, lesson observations and perusal of textual materials. Thematic coding and interpretive strategies were employed to analyse the data generated. The analysis and the subsequent findings were established based mainly on participants' responses from the transcribed semi-structured interviews, lesson observation transcripts and document analysis. The findings of the study revealed that teacher educators were able to implement some FA techniques with success, while other techniques were implemented in a disjointed manner. Questioning was found to be the principal technique that teacher educators employ in gathering information

Curriculum Design & Development

74877 | *Development and Feasibility Study of Blended Learning Career Education Program in Korea*

Ji-Yeon Lee, Korea Research Institute for Vocational Education & Training, South Korea

The purpose of this study was to develop and analysis the validity of a blended learning career education program developed as part of preventing career education classes from being cut off during the pandemic. It consists of a total of four topics based on Korea's career education goals and achievement standards and developing the ability of students to solve representative career concerns for each topic on their own. Career concerns for middle school students collected for 10 years on CareerNet, Korea's representative career information network, were extracted by four areas (self-understanding, career exploration, decision-making, and career plan). In order to confirm the validity, an expert FGI (Focus Group Interview) consisting of career teachers and professionals and pilot test were operated. As a result, it was confirmed that blended learning career education programs properly organized online and offline in situations such as the pandemic helped students develop self-directed learning effects and the competencies necessary for career development.

74553 | *The Power of a Quality Needs Assessment to Develop Curricula*

Heather Newton, Eastern Virginia Medical School, United States

LaConda Fanning, Eastern Virginia Medical School, United States

Agatha Parks-Savage, Eastern Virginia Medical School, United States

Cory Gerwe, Eastern Virginia Medical School, United States

This round table session will highlight the usefulness and power that a quality needs assessment provides for the successful development and implementation of a curriculum. Education relies on both new curriculum creation as well as continual updates to existing curriculum to fill knowledge gaps for learners. But how should educators go about identifying training needs? A robust and structured approach is to perform a needs assessment: a formal process of gathering and analyzing data to understand specific learning needs. This initial process is essential to systematically determine what will best suit the learning needs and styles of learners. Kern's 6 steps of curriculum development is the framework we will use to help identify and discuss the stages of a needs assessment: (1) problem identification, (2) general assessment, and (3) targeted assessment. These steps guide the educator through essential processes including: investigating and clearly defining the problem, accounting for multiple perspectives of the various stakeholders, analyzing the current practice and its shortcomings, understanding the goals and attitudes of learners, and considering the available resources and/or anticipating potential barriers to success. Most educators understand the importance of needs assessments; however, they often struggle with the concrete steps necessary to perform one methodically. This roundtable aims to 1) discuss the importance of adequately defining the problem or knowledge gap, 2) discuss the importance of involving all stakeholders, and 3) discuss how choosing the correct method to assess the identified gap (focus groups, interviews, direct observation, surveys, etc.) will provide valuable data for the needs assessment. Lastly, the session will discuss common barriers educators face when implementing a needs assessment.

IICE2024 Pre-Recorded Virtual Presentations

77394 | *Enhancing ESD-Based English Instruction: A Case Study in a Japanese High School*

Rika Iwami, Uekusa Gakuen University, Japan

The purpose of this research is to develop and implement a class that emphasizes active learning elements such as group discussions and presentations from the perspective of Education for Sustainable Development (ESD), as emphasized in the current curriculum in Japan. The outcome of the class is to propose solutions to challenges. The study involved 73 participants from two classes of 17 to 18-year-old third-year students in a Japanese public high school. Two Japanese teachers with varying levels of experience in ESD served as instructors. To ease the burden on instructors unfamiliar with ESD concepts and learner-centered participatory teaching formats, the study utilized authentic open-source unit materials related to educational issues in developing countries. The class included workshops, discussions, and presentations, focusing on learner-centered teaching. The learners were divided into three groups based on their English proficiency: high, medium, and low. A two-factor analysis of variance was conducted to examine the impact of instructor experience in ESD and learner English proficiency on learner attitudes and awareness. The analysis found no significant differences in instructor or learner performance, suggesting that instructor and learner performance do not impact attitudes toward understanding the class or engaging in activities such as discussions, presentations, or writing. Through this practical experience, it was suggested that introducing ESD-based English classes can be motivating for educators unfamiliar with ESD and learners with lower English proficiency, by appropriately utilizing packaged materials and adopting teaching methods that respect learner agency.

75324 | *The Significance of Ethnic Studies Programs at the High School Level*

Sergio Arteaga, University Prep Charter High School, United States

This year we introduced our second ethnic studies class at our school, Latin American Studies, with our Black Studies class being the pioneering ethnic studies class. The inclusion of these two Ethnic studies classes allows us to provide students a look into a history of people that look like them. Most importantly it shows them why they matter and to take pride in who they are while fostering cultural awareness, empathy, and critical thinking. In an increasingly diverse world, ethnic studies equips students with the tools to understand, appreciate, and respect different cultures and perspectives. University Prep's population is primarily identifies as Black and Hispanic/Latinx. For years they have asked for classes that focused on their history and their experiences. Students are eager to learn and being able to provide them with an ethnic studies course that focuses on their history empowers them to question dominant narratives and develop a more nuanced worldview. My Latin American ethnic studies course has aimed to provide this to students along with a sense of belonging and pride. My Latin American Ethnic Studies class along with the Black Studies class has fostered a new sense of belonging and desire to learn amongst our students. In a world where history continues to be taught from one perspective, where folks still are working hard to keep only this perspective being taught, it is even more critical today to implement Ethnic Studies programs on a wider scale.

Design, Implementation & Assessment of Innovative Technologies in Education

77135 | *HybridEdu Quiz Maker: A Tool for Creating Paper-Based and Online Quizzes in Hybrid Classes*

Kanako Matsuo, National Institution of Technology, Kumamoto College, Japan

Ryoji Matsuno, Prefectural University of Kumamoto, Japan

Yutaka Tsutsumi, Kumamoto Gakuen University, Japan

This paper presents HybridEdu Quiz Maker (HEQM), a tool for creating paper-based and online quizzes in hybrid classes. The primary goal of HEQM is to simplify the process of generating comprehension assessment tests, making it convenient and efficient. Hybrid classes, which blend in-person and online instruction, often require instructors to create paper-based quizzes (PBQuiz) for in-person sessions and online quizzes (GFQuiz) for virtual learning. This task can be arduous and time-consuming. HEQM offers a unique solution seamlessly integrating with MS Word and Google Sheets. It provides a set of six quiz templates, including fill-in-the-blank, multiple-choice, open-ended, true/false, matching, and ordering questions, in both MS Word and Google Sheets. What sets HEQM apart is its import and export functionality within Word. Users can import GFQuiz data from Google Sheets into MS Word, allowing them to create PBQuiz effortlessly. Conversely, exporting PBQuiz data is made simple with the option to convert it into GFQuiz data. This data can be directly imported into Google Sheets, streamlining GFQuiz creation. Additionally, editing quiz data in MS Word enables quick PBQuiz generation with model answers, and the same convenience applies to GFQuiz. HEQM significantly reduces the time required for quiz creation, and HEQM's user-friendly interface, akin to MS Word and MS Excel, ensures a smooth transition for users without the need to learn new techniques. In conclusion, HEQM offers a practical solution for quiz creation in hybrid classes, demonstrating its potential to save time and simplify the process. Future developments may include database integration for enhanced data reuse.

75288 | *E-learning in Secondary Schools: Survey of Students in Kigali, Rwanda*

Tuyishimire Olivier, Mount Kigali University, Rwanda

Although much time and energy has been put into digitizing the world around us, education is lagging behind. The question therefore arises to what extent secondary schools should introduce e-learning into their courses. The purpose of this study is to increase knowledge about e-learning by examining students' perceptions and intentions regarding e-learning. To achieve this goal, two broader research goals are pursued. The first objective is to determine students' knowledge and perceptions of e-learning, as well as their attitudes and experiences with it. The second research goal is to assess students' readiness for e-learning and to determine their willingness to pay for it. The researcher used a random sampling method. The target group of this study was 120 people, including teachers and students. 30 teachers and 90 students took part in the survey and interview by telephone, in person and by e-mail. We used both personal interviews and observations. GS Saint Parrotin Gikondo, GS Gatenga, GS Kabuga and TVET School Nyamirama were among the schools with a large turnout. The results show that students are generally positive about e-learning and would be willing to take part in online courses. However, there are still some reservations and the preference is towards the blended format. Despite the Rwandan roots of e-learning, the majority of students do not want full integration of information technology into the study process, so traditional learning methods in combination with IT are preferred.

IICE2024 Pre-Recorded Virtual Presentations

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

77444 | *Ecology of Disabilities: The Ecology of Disabilities Model and the Special Education Ecology Model*

Gabriela Walker, National University, United States

This presentation proposes a unifying theory viewing disabilities as a human experience, looking at micro and macro factors that influence disability from a meta-systemic perspective, where bi-directional interactions are expected and desired. This model builds on a human rights model, where the inherent value of people is upheld at its highest standard. Originating in plant and animal sciences, ecology extends as a philosophy (even an epistemology) to a way of thinking about relationships, interconnections, patterns, and ripple-effect changes. In disability studies, ecology helps reshape this uniqueness as part of the spectrum of human experiences. In special education, ecology helps reframe the learning experience. The Ecology of Disabilities Model and the Special Education Ecology Model address the family professionals, educators and parents, counselors, social workers, policy makers, and any interested parties.

76396 | *Prevalence of Dyslexia Involving Different Levels of Grapho-Phonemic Correspondence in Romance Languages*

Lienise Lins, Universidade Federal Fluminense, Brazil

Milena Uzeda, Universidade Federal Rural do Rio de Janeiro, Brazil

This study aims to relate dyslexia prevalence with different levels of grapho-phonemic correspondence in Romance languages. Thus, we propose to understand dyslexia through linguistic analysis based on the grapho-phonemic structure of languages, rather than strictly relating it to the neurobiological aspect of those individuals with this learning disorder, which is frequently associated with dyslexia. The research was carried out through a literature review on dyslexia and Romance languages with different levels of linguistic transparency, such as Brazilian Portuguese, Spanish, Italian and French. In addition, it concentrates on the Brazilian Portuguese structure of reading, phonology and spelling. Therefore, this study theoretical framework claims that reading and writing skills of individuals with dyslexia are more challenging in languages with opaque graphophonemic correspondence, based on Landerl et al. (1997) and Paulesu et al. (2002). In other words, it indicates a direct association with dyslexia and languages with opaque graphophonemic correspondence, so that it could be considered as a possible "aggravating factor" for the prevalence of this learning disorder.

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

71736 | *Empowering Rural South African Women to Lead Local Business Sustainability Educational Initiatives: A Sustainable Livelihoods Approach*

Tshililo Farisani, University of KwaZulu-Natal, South Africa

Pfano Mashau, University of KwaZulu-Natal, South Africa

Globally, rural women empowerment initiatives have been proved by several academics and practitioners to be associated with the sustainability of local livelihoods. South African post-Apartheid government accept this and embarks on various women empowerment educational initiatives around the country. The gap is in increasing the participation and leadership of rural women in business sustainability-related initiatives that empower young women and sustain local livelihoods. The purpose of the study is to explore alternative processes that empower rural women to participate and lead in business sustainability educational initiatives meant to empower them. This qualitative research design used an interpretative research paradigm to achieve the research objectives. Data were collected from 34 purposively (social network analysis group interviews) and 35 snowballing (semi-structured one-on-one interviews) selected participants from two rural municipalities. Data were analysed using NVivo 12 software. The findings reveal that rural women in South Africa still face cultural and local gender-discriminating rules. The study concludes that such rules impact women's ability to participate in and lead local business sustainability education initiatives. The contribution of this study lies in the policy recommendations that draw from Sustainable Livelihood Framework and Institutional Theory to counter the discriminating local rural rules and other related challenges.

77459 | *Rewriting of the Indian Curricula – Its Effect on the Spirit of Inquiry and Scientific Temper*

Gantav Gupta, Rajiv Gandhi National University of Law Punjab, India

Harshit Singh, Rashtriya Raksha University Gujarat, India

The ever-evolving socio-political dynamics of society, right from the early civilizations to the Anthropocene era, have heavily influenced the knowledge base of humans, and consequently, the systems of education as they have existed from time to time. The systems of education have evolved on two major lines firstly, the change in teaching pedagogy, evaluation mechanisms, levels of hierarchy, etc., and secondly, the transformation in components of the syllabi and the overall curriculum. Whereas the first line of evolution is heartily welcome to expand the horizons of academics and evolve the knowledge base of the new-age students, the second line of reform has been very alarming, thus controversial and widely debated. India has lately been subject to tweaking important aspects of the standardized NCERT syllabi under the garb of so-called reform, where significant historical and scientific facts have been taken down from the textbooks. This exercise is not new to India, as across the years various regimes have carried it out in order to serve their narratives, however, this time especially post-2019, it has become graver and more prominent. Accordingly, this paper shall throw light on such tweaks ever since the 1960's to the recent 'rationalizing' of the syllabus. It shall intricately analyze the effect of such educational remodeling on society at large and on social justice in specific, and how it may also lead to India while otherwise gaining dominance, fostering a hub of ignorance in-house for its upcoming generations.

IICE2024 Pre-Recorded Virtual Presentations

76958 | *Equity, Diversity and Inclusion – Challenges in the Integration Process of Young Refugees Within School Settings in Sweden*
Junior Gómez Manresa, Erik Dahlbergsgymnasiet in Jönköping, Sweden

Cultural and ethnic diversity have become an increasing phenomenon in recent decades in many contemporary societies. That ethnocultural diversity is remarkably visible within school contexts in many countries in Europe and North America. One example of it is Sweden, a place that received more than 35 000 unaccompanied children and young refugees in 2015. This article presents reflections and results from a doctoral study carried out in a municipality in southwest Sweden between 2016 – 2018. Analyzing current integration strategies for newcomer young refugees within school settings was the purpose of the research. Observations and interviews were made to gather necessary information answering the research questions of the study. Educational programs for young immigrants as a part of national strategies include Swedish language learning and the active participation of those young individuals in programs that encourage their integration into Swedish society. At the same time, their active participation in school activities is seen as a solution to solve challenges in the Swedish labor market. Some of the results found in the investigation were the lack of well-planned local strategies for social inclusion of newcomer unaccompanied young refugees, lack of dialogue between personnel and stakeholders who worked around the young refugees, xenophobic attitudes and other obstacles which meant a hinder for sociocultural integration of young refugees into Swedish society.

73859 | *A Study of Tourism Undergraduate Students in Emerging Economics: Factors Influencing the Selection of Part-time Jobs and Career Opportunities*

Diep Nguyen Ngoc, Duy Tan University, Vietnam

Anh Doan Hai, Hanoi University of Science and Technology, Vietnam

Ngan Le Viet Quynh, International School, Vietnam National University, Vietnam

The study aims to determine how undergraduate tourism students in Vietnam might realize their ambitions regarding the part-time jobs that they currently hold, in order to gain a better understanding of how those aspirations might be achieved. The study used a cross-sectional descriptive correlational survey design to collect data from 461 Vietnamese tourism students. KMO and Bartlett's tests were applied for exploratory factor analysis, and the General Linear Model (GLM) was used to determine associated factors with working while studying among students and its three subscales. The results reveal that students with a higher monthly average spending amount are more likely to continue working part-time jobs, and characteristics connected with selecting part-time employment included factors such as enhancing one's financial capability as well as strengthening both professional and soft abilities. Nonetheless, academic achievement was a crucial reason for students to continue working part-time jobs besides their studies. This study contributes to the existing literature by providing insights into the factors influencing tourism students' aspirations regarding part-time work in Vietnam. The findings highlight the importance of having access to financial support alternatives for students to successfully balance working part-time and attending school. The study also emphasizes the significance of academic achievement as a motivator for students to continue working part-time jobs.

Educational Policy, Leadership, Management & Administration

75978 | *Bridging the Digital Divide: Empowering Ghanaian Youth Through Prudent Internet Usage and Social Media Training*
Vida Awinime Bugri, Horizons University, France

The use of the Internet has significantly influenced modern human interaction and life as Facebook, Twitter, Instagram, and WhatsApp have become the dominant media for communication and business. Ghana, along with other countries, has witnessed a surge in Internet users, with over 23 million people accessing the Internet by the beginning of 2023. Current scholarship extensively examines social media in various disciplines including education, banking and business. However, there are growing concerns about the efficient use of social media in Ghana. This study explored internet usage practices among the youth in Ghana, encouraging a more prudent and beneficial way of leveraging the digital landscape. The study analyzed data from a specific Non-Governmental Organization (NGO) training program by comparing it with existing national records and policies. The findings underlined an urgent demand for further training opportunities for youth, a need that remains unmet. The study also contributes to the understanding of the challenges and opportunities of Internet usage and the impact of social media in Ghana, emphasizing the importance of NGO training initiatives and the relevance of continuous efforts to equip Ghanaians with the necessary digital skills and knowledge to make informed decisions in the ever-evolving digital era.

76834 | *Age Limit for Teachers' Recruitment in Moroccan Public Schools: Investigation of Teachers and Student Teachers Perspectives About the Policy*

Bouchra El Oraiby, Southwest University, China

In November 2021, the Moroccan government launched a new educational policy restricting the age for teachers' recruitment in Moroccan public schools, bringing the previous age limit of 45 down to 30, which caused a lot of controversy and disagreements among Moroccan students. The aim of this study was to explore teachers as well as student teachers' perspectives regarding this policy, including their understanding of and their support for the policy, their opinion concerning the aims of the policy and finally their opinion about the influence of the policy on teaching job opportunities. The study used an online descriptive survey questionnaire with closed-ended questions and one open-ended question, which was distributed through social network. 90 responses from student teachers and 63 responses from teachers were received. Answers showed that both student teachers and teachers want to see a better education system and a better teaching quality all over the country, no matter the difference in their opinions and ideas. The majority of student teachers, regardless of their age, as well as teachers, do not really support the policy and do not believe in its aims as highlighted by the government. However, even if minor, there are also some positive feedbacks regarding the policy. More particularly, teachers' views are slightly more positive compared to student teachers' opinions.

IICE2024 Pre-Recorded Virtual Presentations

77236 | *Examining the Nursing Workforce Shortage in Vietnam: Implications for Nursing Education*

HoangNam Tran, Tokushima University, Japan

Ngoc-Quang Phan, Thai Binh University of Medicine and Pharmacy, Vietnam

Yukie Matsuura, Tokushima University, Japan

Bao-Ngoc Dang, VinUniversity, Vietnam

This study examines the nursing human resource crisis in Vietnam that emerged in the wake of the COVID-19 pandemic. A literature review encompassing policy documents, statistics, reports, guidelines, news, media was conducted. Even before the pandemic, Vietnam grappled with a nursing shortage, with a nurse-to-population ratio significantly below the global average. The shortage of nurses jeopardizes nurse-to-patient ratios, patient safety, and equitable access to high-quality healthcare services. The nursing human resource crisis in Vietnam is further exacerbated by the limited capacity of nursing education institutions. Without substantial investments in nursing education, projections indicate that Vietnam may face a crisis of lacking nursing professionals in the near future. The post-COVID-19 nursing crisis in Vietnam underscores the urgent need for reforms in nursing education. Policy interventions should prioritize strategic workforce planning and increased financial investments in nursing education and training programs.

77825 | *Developing Guidelines for the Use of Generative AI in Education and Research-Toward Acceptance of Ethical Behavior for Students*

Nagayuki Saito, Sendai University, Japan

Chiaki Hashimoto, Sendai University, Japan

The advent of generative AI has caused confusion in the field of education and research. Generative AI will force a review of lesson design in educational settings, and it can be said that the future of education will also have to undergo dramatic changes. Considering this situation, many educational institutions are beginning to formulate operational policies for generative AI in educational and research activities. To deal with these newly emerging issues in education and research, Sendai University has formulated guidelines for students and faculty to indicate policies for using generative AI in education and research. This guideline provides operational policies regarding the following events that may occur when using generative AI. If the text output by AI is copied and parsed as is into a report, paper, etc., it may be considered plagiarism. Report assignments are intended to develop the ability to understand and generate objective and logical texts, but the use of AI must not impede the development of that ability. It is necessary to confirm whether the information output from AI is correct, and when confirming information, it is necessary to do so based on multiple information sources. Care must be taken not to input personal information, privacy information, and confidential information to AI. At the conference, based on the results of a survey of students and faculties, This research will discuss the degree of acceptance of students and faculties for the guidelines that we have developed and the changes in their ethical behavior in education and research.

Educational Research, Development & Publishing

74075 | *Study of Career Education in Global Society*

Mayumi Hori, Chuo University, Japan

The diversification of employment has progressed, and the practice of lifetime employment, which is a characteristic of Japan, has decreased sharply by the impact of declining birthrate, aging society and structural changes in economy. Under these influences, the environment surrounding employment has been changing. The number of young people who leave their jobs within three years after graduating from university and who do not work are increasing. As human resource is an important resource in society, we worry that a shrinking labor force will make the economy less productive. There is a large gap between university and society, and young people who cannot smoothly become members of society increase. This situation has been a serious social problem in society. Career education is an important educational stage just before working in society. Looking at the current state of career education at Japanese universities, much of it is standardized and credit recognition is limited. Career education that will improve students' qualification and ability as professional and increase their interest and motivation for working is required. We will confirm the current situation and issues of career education from the materials, by "Career Programs at Universities" (2014), "Career Development Support and Career Education at Universities" (2016), and "Career Education Practical Courses at Universities" (2016) published by the Japanese Ministry of Health, Labor and Welfare and propose the direction and practical method in the accelerating global society. It will contribute to career education that can deal with diversity without being standardized.

74182 | *Integration and Utilization of Digital Technology in Music Education: Conceptual Case Studies Analysis*

Manish Sharma, Lovely Professional University, India

Chhavika Sharma, Geetgram Nigam, India

As student-centered methods, techniques, and applications have taken the place of traditional educational methods, techniques, and applications in the 21st century, the role of the teacher has altered. Teachers now "manage the process" and "guide" pupils in accessing information rather than "source and share the information." A teacher today who wants to effectively guide his students must keep up with technological advancements in his profession, learn its application in the classroom, and incorporate it into his lessons. A large portion of this digital technology is freely accessible through internet downloads, the software bundled with the purchase of PCs, and applications for some mobile phones. A conceptual framework is developed in this research article. Case 1 studied software used and deemed to be beneficial at music education and the usage of the software in music education. Case 2 investigated perceptions and practices of nine music teachers in four New Zealand secondary schools with regard to digital technology and how they are changing their work in their classroom. This study demonstrates the use of five themes that have been found in the literature on pedagogic change brought on by teachers' adoption of digital technologies and software's applicability in music education. These themes offer an effective and efficient educational process for both teachers and students.

IICE2024 Pre-Recorded Virtual Presentations

Foreign Languages Education & Applied Linguistics

73820 | *The Effect of English-Medium Instruction on the Advancement of Students' English Language Proficiency*

Branka Drljača Margić, University of Rijeka, Croatia

Kornelija Čakarun, University of Rijeka, Croatia

One of students' main motives for enrolling on English-medium instruction (EMI) – the use of English as a medium of higher education in countries where the first language of the majority of the population is not English (Macaro et al., 2018) – is an improvement of English language proficiency. Nevertheless, very few studies examine students' English language progress during their course of study. Thus, the aim of this longitudinal study conducted at the Faculty of Economics and Business in Rijeka, Croatia, is to investigate the development of EMI students' English language proficiency during their undergraduate study and compare it with that of their non-EMI counterparts. At the beginning and the end of their studies, both groups of students completed a questionnaire where they self-assessed their English language competence and expressed their language learning-related perceptions. The students also took the Oxford Quick Placement Test and a C-test, as well as a business English test. Interviews with the students were conducted to obtain further insights into their perceptions. The findings show that EMI students have higher general and business language proficiency, and self-assess their English competence higher at the beginning and the end of their studies. The test results point to an equal progress of EMI and non-EMI students in general English, while EMI students progress better in business English. This is in line with EMI students' perceptions that their studies have contributed to the development of their English proficiency and that their expectations regarding their language progress have been fulfilled.

75000 | *Exploring Students' Engagement, L2 Grit, Enjoyment and L2 Anxiety in CLIL in the Japanese Context*

Rieko Nishida, Osaka University, Japan

In this presentation, I will describe how Japanese university students' engagement (behavioral, social, emotional and cognitive), enjoyment (teacher appreciation, personal enjoyment, and social enjoyment), L2 grit (perseverance of effort and consistency of interest), English motivation and L2 anxiety inter-relate to each other. The study was conducted in December 2022, and 123 students aged between 18 and 20 participated. They were enrolling in a hybrid-type CLIL course and they received the online questionnaire in the classroom. The research questions were to identify learner characteristics in relation to engagement, enjoyment, English motivation, L2 anxiety and L2 grit (RQ1), and to explore the inter-relationship between engagement, enjoyment, English motivation, L2 anxiety and L2 grit (RQ2). For the first research question, descriptive statistics and cluster analysis were conducted to see learner characteristics. The cluster analysis revealed that the underlying clustering structures and two different clusters, including Cluster 1 with 74 students and Cluster 2 with 49 students. Independent t-tests were conducted, and except for L2 anxiety, statistical differences were observed. For the second research question, correlation analysis and the Structural Equation Modeling were conducted in referring to Khajavy (2021). The strongest path was observed from engagement to enjoyment (with a path coefficient of .96) and L2 grit to English motivation (with a path coefficient of .88), and the negative path was observed from L2 anxiety to enjoyment (with a path coefficient of -.03) (Chi=63.158, df=40, p=.011, CFI=.976, GFI=.913, TLI=.967, SRMR=.573, RMSEA=.069). In this talk, I will describe an overall summary of the present study.

77467 | *Perception of Foreign English Speakers as Instructors in Elementary Schools in Japan Towards Various Attributions of Japanese Teachers of English*

Akiko Kano, Sophia University Junior College Division, Japan

Atsuko Nakazawa, Sophia University Junior College Division, Japan

In elementary English education in Japan, Japanese teachers of English have heavily relied on foreign English speakers as assistant language teachers (ALTs). Kano and Hiratsuka (2023) highlighted the widening variety of the attributions of Japanese teachers in the recent few years. Nakazawa and Kano (2022) focused on the perceptions of Japanese teachers towards ALTs, both NSE and NNSE. They found that the expectations and relations towards ALTs vary among Japanese teachers of different qualities. They also revealed the preference and high expectations of Japanese elementary school teachers towards specialized Senka English teachers who are Japanese. What about from the perspective of the ALTs? This presentation will focus on the ALTs' perception of the Japanese teachers of English. The teaching system in Japanese elementary schools is complex, and often, neither the attribution of the Japanese teachers whom the ALT team teaches is given to the ALT. Do the ALTs know the explicit attributes of the Japanese teachers they are team-teaching with? Do ALTs see any difference in the belief, pedagogy, or relationship among Japanese teachers according to their criterion? Results from questionnaire surveys and interviews with ALTs will be provided in the presentation. How the ALTs perceive the Japanese teachers they team teach with, whether their perceptions differ according to the attributes of the Japanese teacher, and the differences in expectations of ALTs toward various types of Japanese teachers will be discussed.

Higher Education

74878 | *Unlocking Perception: Enhancing Visual Literacy Skills Through Project-Based Art Engagement*

Jing Chang, UCSI University, Malaysia

Visual literacy is a critical skill that enables individuals to effectively explain and communicate ideas through visual means. While art appreciation courses have been used in a variety of educational settings, combining them with project-based learning to improve the visual literacy skills (VLS) of non-design undergraduates remains an area of exploration. This study aimed to investigate the effects of project-based learning combined with an art appreciation course on the VLS of non-design undergraduate students. Using a mixed research approach, a sample of non-design undergraduates from a university in Inner Mongolia, China, was selected and divided into an experimental group and a control group. Quantitative and qualitative data were collected using pre- and post-assessment tests, classroom observations, and student feedback surveys. Analysis of the collected data yielded convincing results. The experimental group that experienced project-based arts engagement showed significantly higher improvements in VLS than the control group that received traditional instruction. The findings of this study underscore the importance of integrating project-based arts engagement with art appreciation courses to enhance the VLS of non-design undergraduate students. This teaching method can serve as a powerful tool to unleash student perception, foster creativity, and facilitate active learning experiences. Educators and institutions should consider incorporating this interdisciplinary approach into their curricula to develop well-rounded skills and prepare students to navigate an increasingly visual world.

IICE2024 Pre-Recorded Virtual Presentations

76959 | *Individual and Community Learning, Satisfaction, and Academic Performance of Tertiary Students in an Online Plenary Approach: A Mixed Study*

Amor Mia Arandia, Jose Rizal University, Philippines
Melfi Caranto, Jose Rizal University, Philippines
Benedict Antazo, Jose Rizal University, Philippines

Online learning has created serious challenges in propelling higher education institutions to improve ways of delivering learning. One teaching method that can be explored in Philippine Higher education is the use of the Online Plenary approach, a large class setting that can be conducted online related to higher student engagement and building a learning community. This paper studied tertiary students' individual and community learning, online satisfaction, and academic performance. Quantitative and Qualitative methods were used composed of 249 participants, from nursing (n=108, under plenary teaching) and non-nursing (n=148, regular online class) students. Nursing students are a large student group taking a similar course in one semester applicable to the study. Weekly surveys, post-evaluation, and focused group interviews were part of the data gathering. Study results showed that a weekly learning evaluation trajectory among the two student groups showed no significant difference. Online learning satisfaction among the two groups at the end of the semester also showed no significant difference. But, there is a slightly significant difference in the academic grades of the two groups. These differences can be attributed to the different sets of educators and grading standards. Qualitative results also show that students under a plenary approach have various factors leading to learning, satisfaction, and engagement in a learning community. Implications of the study are discussed as well as future directions of research.

74904 | *Crucial Conversations with Adult Learners: Addressing Academic Remediation, Mental Health Concerns, and Lapses in Professionalism*

Cory Gerwe, Eastern Virginia Medical School, United States
Agatha Parks-Savage, Eastern Virginia Medical School, United States
LaConda Fanning, Eastern Virginia Medical School, United States
Heather Newton, Eastern Virginia Medical School, United States

In the intricate landscape of modern education, effective communication is paramount, particularly when engaging in crucial conversations with adult learners. This conceptual framework delves into the significance of these conversations, exploring their role in addressing academic remediation, mental health concerns, and lapses in professionalism. By examining the impact of such discussions on adult learners' educational experiences, this study provides valuable insights into fostering a supportive and inclusive learning environment. Drawing upon a comprehensive review of the literature, the authors present evidence-based strategies for engaging in successful crucial conversations. These strategies are designed to empower educators and facilitators to navigate challenging topics with adult learners, facilitating meaningful dialogue and promoting positive outcomes. To that end, they are showcased through three case studies that highlight the use of Crucial Conversations with adult learners. By promoting crucial conversations through open dialogue, mutual understanding, and collaborative problem-solving, educators can create a learning environment that values diversity, encourages growth, and supports the holistic development of adult learners (Grenny, 2022). This research underscores the need for ongoing professional development in communication and conflict resolution skills, empowering educators to navigate challenging conversations and contribute to the overall success of adult learners.

77455 | *Sleep for Success: The Vital Role of Sleep Hygiene in College Students*

Hazel Anderson, University of St Augustine for Health Sciences, United States
Brad Mensen, Clarke University, United States

Sleep plays a pivotal role in student success, affecting academic performance, and overall physical and emotional well-being. By improving student awareness of sleep hygiene and addressing deficiencies in quantity and quality, educators may be able to help students succeed. This workshop will examine the relationship between sleep and students' achievements, emphasizing the importance of optimizing sleep patterns for academic and personal advancement. Numerous studies have highlighted the detrimental effects of insufficient sleep on intellectual abilities, memory consolidation, and attention span. The sleep architecture of students is often disrupted due to factors like irregular schedules, academic demands, and extracurricular commitments. This results in sleep deprivation, affecting their ability to absorb and retain information effectively. Academic performance is also significantly influenced by sleep quality and duration. Students with consistent sleep patterns tend to excel in the classroom compared to their sleep-deprived peers. Additionally, adequate sleep fosters emotional stability, reducing stress, anxiety, and depressive symptoms. Prioritizing sleep hygiene and awareness can empower students to optimize their academic performance, mental health, and overall quality of life. This presentation explores evidence-based strategies to enhance sleep quantity and quality among students, including maintaining regular sleep schedules, creating a sleep-conducive environment, stimulus control, and adopting relaxation techniques. The provision of sleep education and support services within educational institutions will also be discussed.

IICE2024 Pre-Recorded Virtual Presentations

71933 | *Futuristic Education: Utilizing ChatGPT as a Learning Support Tool*

Xiangxin Wang, Wenzhou Kean University, China

Ke Wu, Wenzhou Kean University, China

Wenbin Lin, Wenzhou Kean University, China

Yixiao Shen, Wenzhou Kean University, China

Rosalie Palaroan, Wenzhou Kean University, China

Yiling Wang, Wenzhou Kean University, China

ChatGPT has grown in popularity among educators recently. Implementing artificial intelligence (AI) technology in education could change the way of teach and learn. As a Sino-American cooperative university, Wenzhou-Kean University (WKU) needs to thoughtfully embrace ChatGPT as a support learning tool that can better prepare to get used to futuristic education. Therefore, the main goal is to determine in-depth public perceptions of ChatGPT use in WKU educational programs. Moreover, it aims to examine how using ChatGPT affects reading comprehension. The study adopted the technology acceptance model and the connectivism learning theory as the theory of the research. The mixed-method approach was used to identify the most prevalent issues with ChatGPT use on the university campus and to suggest inclusive education initiatives that can support a secure and productive learning environment for WKU students. It employs a pretest-intervention-posttest design to determine the significant difference in pre-test and post-test scores using ChatGPT. Over 200 students and 22 professors in WKU, were chosen as study participants. The findings revealed that most students hold positive views of ChatGPT. It was also found during the experimental study, that there is no significant difference in pre-test and post-test scores using ChatGPT. This implies that ChatGPT did not have a significant impact on the students' reading abilities.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

75382 | *Bridging Disciplines with Melodies: The Interdisciplinary Impacts of Music Education on Non-music Major Undergraduates*

Yuan Cong, UCSI University, Malaysia

Music has long been recognized for its universal appeal and its potential to influence cognitive and emotional processes. In the higher education context, courses traditionally seen as non-essential, like music, are often sidelined. Yet, preliminary studies suggest a strong interdisciplinary connection between music education and enhanced learning experiences across multiple academic disciplines. This research digs at the ways in which non-music major students might benefit from a general education in music by exploring how exposure to music curricula can forge links with their main academic interests and enrich their education. This study used a mixed-methods strategy by surveying and interviewing a group of 200 college freshmen from three institutions who had completed at least one general music course but were not majoring in music. Finding possible relationships and narratives about their music education experiences was the goal of this research, which cross-referenced academic achievement, retention rates, and self-reported insights. Preliminary results showed that 78 percent of students surveyed agreed that taking music classes benefited their overall academic performance. Improvements in critical thinking, problem solving, and subject-matter recall were also linked to musical training. Music education as part of a student's general education provides benefits beyond learning to play an instrument. It allows students to move between subjects more easily, creating a more holistic learning environment. Recognizing that even students not majoring in music may gain useful skills and perspectives from studying music, universities should rethink the scope of their general education courses.

77306 | *Transdisciplinarity of STEM Education: The Inclusive Nature of Transdisciplinary STEM*

Hebah Alamr, Prince Mohammed bin Fahd University, Saudi Arabia

Science, Technology, Engineering, and mathematics (STEM) education has drawn great attention in recent years as an authentic approach to educating students at all levels. The premise of STEM education lies in the integrated nature of these four areas of knowledge. Integrative STEM education has shown its credibility to enhance students' understanding and motivation to engage in wicked problem-solving because of its integrated nature. In that sense, the effectiveness and difficulty of the subject depend on the level of integration (Know, 2016). This paper discusses the importance of transdisciplinarity of STEM education, not only among the four disciplines of science, technology, engineering, and math. But also, understanding how STEM is present in other contexts. The study will investigate how faculty in engineering departments use the transdisciplinarity approach in their teaching and research to understand the awareness of the importance of transdisciplinarity.

International Education

76743 | *Japanese as a Lingua Franca: Exploring Communication Dynamics and Pedagogical Insights for L1 Speakers*

Mitsuko Takei, Hiroshima Shudo University, Japan

Lingua franca (LF) communication research is critical to addressing the challenges and opportunities posed by our increasingly interconnected and linguistically diverse global society. English is at the forefront of LF scenarios as it has both global prevalence and international significance. By contrast, Japanese as a lingua franca (JLF) has a different dynamic, unfolding primarily within specific communities and contexts. For example, internationalization efforts in Japan's higher education institutions have given rise to intercultural collaborative learning courses and virtual exchanges. These endeavors foster JLF communication between local students and Japanese language learners from overseas partner universities, aiming to enrich students' communication skills and intercultural competence. LF communication, in theory, involves both first language (L1) and non-L1 speakers, bridging linguistic divides through a common medium of choice. However, research focusing on L1 speakers within the LF paradigm remains relatively limited. This study examines the dynamics that Japanese L1 speakers experience as they adapt, communicate, and perceive their roles and behaviors while using their L1 Japanese in an LF context. Drawing upon online JLF interactions and subsequent interviews, empirical data are presented to highlight the distinctive behaviors and perceptions of Japanese L1 speakers in these situations, compared to L1-speaker contexts. The findings provide valuable insights into their strategies and attitudes for effective communication. Furthermore, this study explores the pedagogical implications of these findings, providing educators with practical insights for preparing L1 students for meaningful engagement in JLF scenarios, thereby promoting intercultural understanding and effective meaning negotiation.

IICE2024 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

74019 | *Collaborative Teaching-Learning in Classroom cum Research Based Setting and its Impact*

Aman Deep Singh, Nirma University, India

Kaushik Bhuyan, VIT-AP University, India

The shift towards collaborative teaching and learning techniques has been pioneered in the last few years, gaining considerable attention and being at the forefront of research. Its rapid adoption is due to its transformative potential that turns the learning environment into an interactive learning space; it implies inclusivity, participation and, most importantly, deep learning, and improving retention ability. The collaborative teaching process involves two or more educators planning, organizing, instructing, and assessing a group of students collectively. The aim is to meet the diverse learning needs of students within one classroom, share perspectives and subject-matter expertise, combine appropriate teaching styles, creating an environment that fosters learning and diversity. Sharing responsibility reduces the burden on an individual and escalates each teacher's strengths so that the curriculum is covered more comprehensively and identifies learners' needs. Collaborative learning is how learners work together to solve problems, complete tasks, or understand new concepts. Collaborative learning encourages students to share ideas and think critically, building essential skills such as communication, problem-solving, and teamwork. Students construct and become part of knowledge creation instead of assuming the role of passive listeners. Collaborative student learning helps teachers analyze student work to improve instructional decisions and understanding. From the research perspective, teachers can conduct comparative research, get acquainted with the higher education system and policy-making, advance multidisciplinary research that facilitates the development of theoretical approaches and methods, distribute the responsibility of performing tasks, learning from and helping each other, and broadening horizons of knowledge.

73552 | *The Role of Writing Anxieties on Second Language Writing Deficiencies in a Post-pandemic Environment*

Arifi Mohammed Waked, Prince Mohammed Bin Fahd University, Saudi Arabia

Reem Ahmad, Prince Mohammed Bin Fahd University, Saudi Arabia

Amnah Alsaeed, Prince Mohammed Bin Fahd University, Saudi Arabia

Maura Pilotti, Prince Mohammed Bin Fahd University, Saudi Arabia

This study aimed to answer two questions concerning second language writing regarding sustainable education in the post-pandemic world. Participants included native speakers of Arabic in an English-language written communication course returning to on-campus instruction. We examined whether early exposure to English, particularly English-language writing, predicts diminished anxiety. Aspects of anxiety examined included somatic anxiety manifestations, avoidance behavior, and cognitions such as appraisal concerns and communication apprehension. We also assessed whether anxiety predicts specific writing deficits. Participants completed a writing-anxiety questionnaire, answered questions about their exposure to English prior to this class, and their attitudes toward writing in English. Participants wrote a brief paragraph responding to the query "Who am I?". Overall anxiety increased with later exposure to English but decreased with exposure to English-speaking media and favorable attitudes toward English-language writing. Overall anxiety was linked to writing qualities such as increased use of concrete words and brevity. The forms of anxiety examined were differentially related to both measures of English exposure and attitudes as well as writing quality and quantity. These findings add to the existing literature on sustainable education by illustrating that anxiety manifests in different forms and that such forms may also selectively link to particular aspects of the writing process.

74960 | *Pecha-Kucha Method to Promote the Acquisition of Soft Skills in Online Higher Education*

Rafael Diaz Morato, Universidad a Distancia de Madrid, Spain

Elena Alonso de Mena, Universidad a Distancia de Madrid, Spain

Alba García Barrera, Universidad a Distancia de Madrid, Spain

The latest neuroscientific evidence in the educational field shows the great importance of helping students to be an active part of their learning process, which must undoubtedly acquire a deep and significant character that make it useful throughout life. For this, the acquisition of soft skills is of paramount importance. However, the development of these skills becomes complex in the higher education stage, even more so when it is developed in online environments. For this reason and in that context, an experience has been developed in which students have collaboratively summarized different didactic units of a subject through the Canva tool, using interactive forums to communicate and share their presentations, elaborated following the Pecha Kucha method. The results of the study show that the experience developed has contributed to improve the soft skills of the participants, among others: creativity, critical thinking, communicative competence of oral expression, capacity for analysis and synthesis, and capacity for teamwork.

77622 | *Game-Based Learning for Raising Environmental Consciousness*

Konstantina Geramani, IN2 Digital Innovations GmbH, Germany

George Ioannidis, IN2 Digital Innovations GmbH, Germany

Andrea Petrus, IN2 Digital Innovations GmbH, Germany

In this presentation, the results of the European Project GENTLY will be illustrated. The project brings together stakeholders in seven European countries and has as a goal to raise young people's knowledge and awareness of climate change issues and green deal practices. For this reason, a board game has been designed, developed, and tested with young people. Game-based learning (GBL) can empower young people, make them aware of environmental threats and train them on green deal practices for energy efficiency. Non-formal learning through the developed game promotes energy efficiency practices and volunteering, educate the youth and promote green practices so as to be used in their whole life while fostering at the same time an understanding of environmental danger and empower young people to become active citizens. The developed game has also a digital version and a special version which targets visually impaired people in order to reach as many young people as possible.

IICE2024 Pre-Recorded Virtual Presentations

77300 | *A Brief Report Regarding a Relationship Between Specification of BYOD Devices and ICT Proficiency Test*

Yasumasa Yamaguchi, Sendai University, Japan

Chiaki Hashimoto, Sendai University, Japan

Hidetaka Uchino, Sendai University, Japan

Nagayuki Saito, Sendai University, Japan

In this information society, information literacy and computer skills are one of the most important factors in higher education. Because of the COVID-19 pandemic, online learning was widespread and became a general way of learning. Sendai University introduced a curriculum based on BYOD (Bring Your Own Device) in 2023. The university presented recommended minimum specifications; i5 or greater processor, Windows 10 Home or macOS Big Sur, 8GB of RAM, 256 GB storage, Webcam, 5 hours or greater battery life, and 13 inch screen. These specifications assume the online lecture with the use of GoogleMeet through the Google Classroom. We focused on the RAM of the student's laptop and analyzed the relationship between the score of computer skills and information literacy in the information process class. 65% of students have 8GB RAM and 31% of students have 16 GB RAM. The present study investigated the relationship between the students' ICT proficiency and the specification of BYOD devices. We compare the 8GB group and 16GB group by the score of the ICT proficiency test (P-ken). The t-tests revealed that the score of ICT proficiency of students who used a 16 RAM laptop were significantly higher than the students who used an 8 GB RAM laptop. The results suggest the relationship between the ICT proficiency and skill to the specification of BYOD devices.

76298 | *Linguistics for Intercultural Competence in the Classroom*

Zachary Killebrew, Peru State College, United States

Gulsat Aygen, Northern Illinois University, United States

We argue that adopting a linguistically oriented pedagogical approach following Aygen (2021,2022 a, b,2023, and in progress) in the classroom contributes to fending off linguistic discrimination and provide empirical evidence that a linguistic path to eliminating cultural discrimination also helps improves intercultural competence. The effect of this linguistic approach as a systematic incorporation of intercultural sensitivity and consciousness raising efforts were tested by using the ISS survey of Bennet (2011). In this study, approximately 445 students were given the ISS at the beginning and end of 8 semesters of an English Grammar course. They were asked to self-evaluate their attitudes toward different cultures using Bennett's developmental model, which divides stages of intercultural sensitivity into ethnocentric (denial, defense, minimization) and ethno-relative (acceptance, adaptation, integration) categories. In aggregate, students saw a positive unidirectional shift toward more ethno-relative responses: approximately 38% of students showing moderate or high degrees of ethnocentric attitudes moved toward showing little of them, and the same percentage of students exhibiting low levels of ethno-relative attitudes shifted to moderate or high levels. Combined with our qualitative evaluations and comments from students, we conclude that Aygen's pedagogical approach adopted in Language classes contributed significantly to consciousness raising, resilience against linguistic discrimination, and overall intercultural performance, which may be considered a major step forward in building intercultural competency. Furthermore, the results suggest the potential for future research into fostering better intercultural communicative performance in students using the descriptive linguistic approach adopted in this study.

77047 | *Differentiating Indigenous Career Education in a Canadian Post-Secondary Institution*

Robline Davey, Simon Fraser University, Canada

Developing skills to navigate career development and management is critical to a student's long-term success and overall well-being. However, Indigenous students do not access career education at the same rate as non-Indigenous students. A 2010 report from Human Resources and Skills Development Canada documented a high unemployment rate for Indigenous youth between ages 15 and 24—double and triple the rates of non-Indigenous youth. This can be attributed to colonial oppression in Canada resulting in various societal problems that impact Indigenous peoples disproportionately. The 2015 Truth and Reconciliation Commission resulted in 94 Calls to Action that mandate ways for all societal sectors to increase intercultural competency. Specifically, #92 calls for an increase in opportunities for economic development. To better support Indigenous students seeking career opportunities, academic career practitioners require intercultural skills. Yet, Western educational practices, including career education, do not always align with Indigenous philosophies and self-concepts. Additionally, Indigenous pedagogy has not always been accepted in post-secondary institutions. Because modeling is an important aspect of career education, our university hired an Indigenous career coordinator to respond to the needs of Indigenous students and employers. I will describe methods that one Canadian university has implemented to address this gap, explore challenges facing Indigenous students, and share practices used in this specialized position. The study will employ a mixed methods approach comprised of a quantitative survey with several open-ended questions, disseminated to all Indigenous students at the university. Additionally, semi-structured interviews will take place with a subset of students who will self-select.

75593 | *Leveling HEIs ICT Competencies Across the Digital Divide Spectrum: A Bridge for the Future of Teaching and Learning*

Novy Clores, DEBESMSCAT, Philippines

It is imperative to recognize the importance of ICT in the learning process, particularly in the context of the digital divide spectrum. The COVID-19 pandemic has highlighted the need for academes to adopt digital technologies in providing quality education to students. Thus, it is crucial to investigate the current state of ICT competencies in Masbate's Higher Education Institutions (HEI) learning programs and identify strategies to level up these competencies across the digital divide spectrum. The study used a semi-structured questionnaire to collect data of respondents from three (3) districts of HEI in Masbate where an Email Blast/Group Chat was used to provide links to the google form questionnaire. Mixed-Methods Research (MMR) where both Statistical Methods and thematic analysis approaches were used to analyze the data. Frequency and Percentage, Analysis of Variance (ANOVA) was used to determine differences in the perceived ICT competency among students according to demographic and study related factor using the Statistical Analysis System (SAS) software. The study revealed that there was a significant difference in competency between students using computers with home-based internet service with other respondents that differ in gadget used and mode of access, with the former having the highest competency score. Development of policies and programs that supports the implementation of effective ICT initiative is recommended. This study contributes to the discussion on the role of ICT in education and the need for equitable access to digital technologies across the digital divide spectrum as we empower students through equitable access to ICT in education.

IICE2024 Pre-Recorded Virtual Presentations

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

73179 | *A Stranger Among Strangers? Impression Formation in the Middle Eastern Classroom*

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Lama Alqahtani, Prince Mohammad Bin Fahd University, Saudi Arabia
Khadija El Alaoui, Prince Mohammad Bin Fahd University, Saudi Arabia
Arifi Waked, Prince Mohammad Bin Fahd University, Saudi Arabia

A freshman at the beginning of a course is often a stranger among strangers. How can teammates for a group assignment be selected? The impression that peers have of each other relies on hearsay or scant information gathered from brief interactions. Evidence exists that descriptors do not equally impact impression formation. Instead, impression formation is shaped by key descriptors, such as “warm” or “cold” (Hampson, 2019). Yet, evidence comes from individualistic cultures. Our study asked whether impression formation is shaped by the cultural orientation of the evaluator. It relied on students of Middle Eastern descent who endorsed individualism and collectivism to varying degrees. First, they completed the cultural orientation scale of Triandis and Gelfand (1998). Then, they were presented with seven descriptors of a person. Six descriptors were given to all students: intelligent, skillful, industrious, determined, practical, and cautious. The middle descriptor changed: either “cold” (n = 118) or “warm” (n = 126). Students evaluated the person on 29 bipolar adjectives (generous vs. ungenerous). The person defined as “cold” was judged less favorably than the person judged as “warm”. Thus, as students' endorsement of collectivism over individualism increased, their evaluations of the “cold” person became more positive. No relationship was found between the evaluation of the “warm” person and cultural orientation. These findings indicate that the evaluator's collectivistic disposition tempers the recognition of the socially undesirable trait of coldness. Implications and applications for instruction in the Middle East are discussed.

73184 | *Emotion Detection in the Middle Eastern Classroom: Implications for Instruction*

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Maria Alabdulrahman, Prince Mohammad Bin Fahd University, Saudi Arabia
Lara Lara Alotaibi, Prince Mohammad Bin Fahd University, Saudi Arabia
Arifi Waked, Prince Mohammad Bin Fahd University, Saudi Arabia
Khadija El Alaoui, Prince Mohammad Bin Fahd University, Saudi Arabia

The detection of emotions in people's faces is key to human communication. As such, it is a relevant aspect of instruction in classrooms across the globe where cultural differences exist. Is judging people's emotions from facial expressions shaped by cultural dichotomies, such as individualism and collectivism? Findings of research using cross-country samples had shown that individuals from collectivistic societies judge the facial expression of a focal person by considering the expressions of surrounding people. Conversely, individuals from individualistic societies discard the context in which an emotion is expressed. The participants of our study were college students from a Middle Eastern society whose traditional collectivism is challenged by the individualistic themes of its economy. Their varied levels of endorsement of individualism and collectivism underscored their mixed cultural orientation. After completing a cultural orientation survey, students viewed drawings depicting a central person who expressed anger, happiness, or sadness, surrounded by other people who either showed a different emotion or remained neutral. They rated the intensity of the emotion of the main character. In this study, only happiness estimates were sensitive to the emotional expressions in the background. Furthermore, estimates of happiness increased with participants' collectivism irrespective of whether the context was neutral or mismatched. These findings indicate that a component of a person's collectivistic orientation is the recognition of a socially desirable emotion, such as happiness, which can enhance the cohesiveness of the collective to which one belongs. The implications of these findings for classroom management in the Middle East are discussed.

77301 | *An Exploratory Survey of University Students' Perceptions Regarding AI and Robots by Psychological Scales*

Yasumasa Yamaguchi, Sendai University, Japan
Chiaki Hashimoto, Sendai University, Japan
Hidetaka Uchino, Sendai University, Japan
Nagayuki Saito, Sendai University, Japan

In recent years, there has been a significant expansion of information education in high schools and a proliferation of science and technology education, resulting in global recognition of STEM and STEAM education. The release of Chat GPT on November 30, 2022, marked the onset of a transformative era in intellectual engagement and learning, prompting the urgent need for the development of educational utilization guidelines. To address this imperative, gaining an understanding of the public's awareness and perspectives on this issue becomes essential. This research aims to illuminate the utilization of interactive AI in education, with a specific emphasis on individuals' impressions and attitudes towards AI. Drawing upon the context of university first-year education, our study seeks to unveil a foundational perspective that can guide the future application of AI in educational settings. To achieve this, we conducted a questionnaire survey using psychological scales, including a trust scale for AI, the Negative Attitudes toward Robots Scale (NARS), and the Robot Anxiety Scale (RAS). A total of 338 participants (237 male, 101 female) from the freshman student population took part in this study. Our results revealed significant correlations between the sense of distrust for AI and both NARS and RAS. However, no significant correlation was observed between the sense of trust and NARS or RAS. By exploring how individuals perceive AI, this research offers valuable insights for developing and integrating AI in education, addressing the pressing need for guidelines in this evolving landscape.

IICE2024 Pre-Recorded Virtual Presentations

Primary & Secondary Education

72963 | *Enrichment in the Elementary Classroom*

Jill Tussey, Buena Vista University, United States

Michelle Metzger, Buena Vista University, United States

Jessy Bibler, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Enrichment activities can provide students with additional learning opportunities. However, as educators, it can be a challenge to develop meaningful enrichment activities for students. "Enrichment encourages students to take a more expansive or in-depth look at a concept or topic, perhaps by further research, approaching it with a different lens or perspective, or connecting the subject to a more meaningful or rewarding facet of the real world" (Taylor, 2019, para. 2). There is a needed focus on meaningful ways to increase enrichment opportunities within the classroom setting. The presenters have experience working with children in the educational system as well as within the higher education system. During this presentation, presenters will share resources, materials, and activities for teachers to implement into their elementary literacy, math, and physical education classrooms. Enrichment activities will be hands-on and digital to help provide that balance between tactile and online learning within the elementary classroom. However, the activities can be adapted to fit into middle school, high school, and higher education classrooms. A selection of the enrichment activities will also provide social-emotional growth opportunities.

74965 | *Development of Learning Design that Amplifies Self-Regulation and Peer Interaction Among Elementary School Students in a Two-Dimensional Metaverse*

Shin Kurata, Nagasaki University, Japan

Yoshimasa Hoshino, Nagasaki University, Japan

Rintaro Yamamoto, Nagasaki University, Japan

The two-dimensional (2D) metaverse has been gaining momentum as a platform for executing "personalized and collaborative learning" in an online environment, in Japanese elementary education, within the purview of Society 5.0. Vital elements of this pedagogical approach are children's self-regulation and peer interaction. However, empirical studies targeting these aspects within a 2D metaverse are sparse. This study aims to devise a learning design that amplifies self-regulation and peer interaction among children in a 2D metaverse, as part of a "personalized and collaborative learning" framework. The study employed a 2D metaverse-based "individualized and collaborative learning" model, with 26 children from Nagasaki and Fukushima prefectures participating. The lesson design is predicated upon the concept of "reconstruction of disaster-affected areas." This pedagogical approach is architected to facilitate students' autonomy within the 2D metaverse, enabling them to freely navigate, as opposed to adhering stringently to instructor-led directives. The 2D metaverse utilized was "oVice," a web-based virtual space service. A subsequent evaluative survey, employing a 5-point Likert scale, probed the children's self-perception of "self-control" during the self-regulation learning performance phase, and their awareness of social presence through peer interaction. Owing to a non-normal distribution per the Shapiro-Wilk test, the Wilcoxon signed rank test was utilized to investigate discrepancies between each survey item and the median rating. The outcomes illustrate a positive appraisal of self-regulation and peer interaction among participants.

Professional Training, Development & Concerns in Education

76610 | *Cultivating Preservice Teachers' Professional Vision About Multilingual Students Through Video Analysis*

Gwendolyn Williams, Auburn University, United States

Teacher professional vision is comprised of three skills: perception of relevant classroom events that influence student learning, interpretation of how incidents connect to pedagogical theory, and the decision-making that the teacher will undertake to anticipate student response to learning or proposing alternatives to observed activities to maximize student learning (Gippert et al., 2022). Previous research demonstrates that teacher professional vision positively influences student learning because they are more able to analyze their student's needs and provide appropriate levels of support (Kersting et al., 2009). While videos have been an integral part of training preservice teachers to attend to various aspects of classroom instruction of English learners (Estapa et al., 2016), such research has not explored the analysis of what preservice teachers gain from analyzing both public videos of others' teaching and self-produced videos of their own teaching for their own professional growth. This study compared the teacher professional vision of preservice teachers regarding English learners as they responded to a video of an elementary classroom with multilingual learners, and then critiqued a video of themselves teaching in a practicum placement classroom. The data was analyzed through thematic analysis (Braun & Clarke, 2022). Findings from this study indicated that preservice teachers moved from offering surface level descriptions of their observations to theoretically justified decisions as to how instructional practices would affect student performance. The presentation will offer practical suggestions for developing teacher professional vision of preservice teachers as they learn to teach multilingual students.

76473 | *Professional Perception of Primary School Students in Mathematics – Possibilities for Training, Promotion and Research with Video Vignettes*

Joerg Zender, Lichtigfeld School, Germany

Martina Geisen, University of Potsdam, Germany

Teachers' professional perception is a precondition for appropriate teacher action in complex teaching situations. However, developing competencies in this field is as crucial as it is hard to receive. Pre-service teacher students cannot just attend school lessons to watch, interact and learn. So, video vignettes are often used as context-sensitive impulses for supporting and researching the professional perception of these students. The article shows an example of one way to develop and train the professional perception of pre-service teacher students in the context of an education lecture. Besides, the professional perception of students is explored regarding the difficulties learners face when working on context-related problems. In the context of this research, a web-based video instrument is used. The use of video vignettes has become more popular with the Pandemic and stayed that way due to the positive effects described in this article.

IICE2024 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

74411 | *Teachers' Engagement in Literacy Practices*

Bailey Herrmann, University of Wisconsin Oshkosh, United States

Jessica Gallo, University of Nevada, United States

Teachers' personal and professional literate histories impact their beliefs and practices regarding literacy instruction (Gomez, 2009). Bernstein (2014) explained, "Students pick up on the ways in which teachers are oriented to literacy and if teachers—in part—shape students' literacy practice and, possibly, their identity, then researchers must continue to attend to the complexity of teachers' literacy identity and its manifestation in practice" (p. 126). When teachers are active in their literate lives as readers, writers, and creators, they send a message to their students about the power and value of literacy (Affinito, 2021). This study investigated how K-12 teachers in a graduate-level literacy course in the Midwestern United States engage in literacies in their personal and professional lives. Through one-on-one qualitative interviews and analysis of teachers' reflective writing and course artifacts, the researchers aim to provide a greater understanding of teachers' personal and professional literacies. Findings show that, through the process of collaborative reflection and participation in literacy conversations, the teachers are able to see the impacts of their own literate practices on their teaching practices and students' literacy learning. This research shows the importance of teachers' developing and reflecting on their own literacy practices and concludes by advocating for increased emphasis on teachers' own literate identities in teacher education programs.

75645 | *Rebels, Radicals, and Revolutionaries in American History: An Arts-Integrated Graphic Novel Project*

Agnieszka Chalas, Nanyang Technological University, Singapore

Graphic storytelling can be an evocative and powerful medium for exploring the past and representing historical narratives. In this presentation, I describe a secondary school graphic novel project that integrated the visual arts with history education. Co-taught by an art teacher and a history teacher, the project, funded by the Margot Stern Strom Innovation Grant from Facing History and Ourselves, saw Grade 11 students enrolled in an American History class first study various 'upstanders' in American history and then express their newfound historical understandings by creating short graphic histories depicting the lives and achievements of significant change-makers in American history – those who risked everything for justice, equality and truth (e.g., Dolores Huerta, Harvey Milk, Fred Hampton, Billy Jean King, etc.). Arts integration, as an approach to teaching, is widely understood to help teachers meet national and state curriculum standards while deepening student learning. This presentation, therefore, illustrates the pedagogical potential for integrating the visual arts with History and offers an innovative way to engage students with History and express their knowledge and understandings in creative ways. The presentation will begin by situating the project within the specific context of our school environment and best practices in the field of arts integration. The bulk of the presentation will then be dedicated to walking the audience step-by-step through the project while images of the student work created will provide supporting evidence for the outcomes being presented.

77225 | *If ChatGPT is Writing the Courses and the Assignments, Why Do We Need Faculty or Students? An Ethics Module on Academic Integrity and Generative AI in Higher Education*

Christopher Hill, University of Doha for Science and Technology, Qatar

This presentation delves into the convergence of academic integrity and Generative AI (GenAI). It introduces a framework for a lesson dedicated to exploring the ethical dimensions of GenAI with undergraduates students. This lesson was piloted during the winter semester of 2023 and subsequently during the Spring intersession. It specifically targeted first-year undergraduates at a science and technology university in the MENA region, focusing on Open AI's ChatGPT. While originally designed for an ethics-oriented course, the lesson serves as an adaptable module applicable across diverse disciplines. The emergence of ChatGPT and GenAI has sparked concerns regarding their impact on academic integrity, challenging established norms and blurring the lines of authorship. Engaging students in this discourse promotes critical reflection and responsible use of these technologies. This approach not only equips students with the skills to navigate the ethical application of GenAI in their assignments, but also facilitates a constructive dialogue between students and faculty on formulating effective policies for GenAI integration.

75653 | *How to Teach the Importance of Banks? The Case of the First US Bank*

Cristina Vilaplana-Prieto, University of Murcia, Spain

In this teaching project I present an experience carried out with students of the Degree in Political Science at the University of Murcia (Spain) within the subject "Principles of Economics". Given the context in which it is taught, it is necessary to explain economic concepts reducing the mathematical part as much as possible. For this reason, I have used historical texts from the United States. Students participate in two rounds of a role play to help them understand the role of banks in facilitating economic growth through loans. Round 1 is conducted without a bank. After the first round, students read excerpts from Secretary of the Treasury Alexander Hamilton's 1790 report to Congress in which he proposes a national bank because the United States had few banks at the time. In this report, Hamilton made a case for how banks should work and dispelled rumors about banking in this report sent to Congress. Students then conduct Round 2 of the role play with a bank. After the round, students read excerpts from and summaries of the statute creating a national bank, Thomas Jefferson's opposition to the national bank (February 15, 1791, Letter to President George Washington), and Hamilton's rebuttal. This experience shows how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. Students realize the role of financial institutions as channelers of funds between savers and investors, as well as the relevance of the interest rate on deposits and loans.

IICE2024 Pre-Recorded Virtual Presentations

75461 | *Empowering Chinese Speaking Proficiency: Technology Implementation of ACTFL OPI-Aligned Activities*

Hui-Ju Chuang, Defense Language Institute Foreign Language Center, United States

Lin Tsai, Defense Language Institute Foreign Language Center, United States

The ACTFL Oral Proficiency Interview (OPI) assessment stands as a recognized and dependable measure of an individual's language speaking proficiency. Integrating technology into the creation and implementation of ACTFL OPI-aligned speaking activities emerges as a highly effective approach to develop students' oral proficiency in the target language, both within the classroom and beyond. Employing technology and apps to design ACTFL OPI-oriented speaking engagements enriches students' exposure to diverse subjects, fostering their conversational aptitude for practical communication and discussions encompassing familiar and novel themes. The presentation will delve into the strategic integration of technology, specifically utilizing the apps, such as Flip, VoiceThread, and Padlet to design activities aligned with ACTFL OPI criteria, thereby foster students' interpersonal and presentational communication competencies. The discussion will illuminate how these apps can be harnessed as a tool for designing OPI-compliant activities, drawing from the experience of a California language institution. Moreover, the presentation will pinpoint on the app's role in fostering peer learning and autonomous learning paradigms. The presenters will showcase these activities, presented through multimedia mediums including student work exemplars.

77452 | *Taoist Invention in Chinese-English Bilingual Picturebooks for American Young Readers*

Hsiao-Hui Yang, The Pennsylvania State University, United States

Xiaoye You, The Pennsylvania State University, United States

Li Zheng, Nanjing Normal University, China

In the field of Children's Literature, authors write picturebooks for children with the hope of bringing them aesthetic joy, philosophical inspiration, and amusement. However, few studies have explored authors' struggle and negotiation when interacting with child audiences. This study examines how in a general education course Chinese international students created Chinese-English picturebooks and negotiated with American young audiences. In this course, the student authors first studied Taoist classics and learned that all ideas and values are not stable and fixed. Value judgments come from comparison. The way we look at things must constantly change, being flexible and pliant. Based on the Taoist philosophy, the students then created their story texts and illustrations. Finally, they narrated their picturebooks to kindergarteners ages 3 to 5 years old. With the authors' strong intention to introduce Taoist philosophy to American children, the study found that they experienced frustrations. They struggled to get the Taoist ideas across to those young audiences. They were shocked and fell silent when the children's responses were not aligned with their expectations or when children's reactions were anything relevant to Taoist concepts. They finally realized that there was no need to stick to those preplanned questions and responses. Instead, they could just go along with the children's spontaneous responses, where these young audiences connected those picturebook characters to their daily-life experiences. They created new meanings for the Taoist picturebooks based on their age, social and political contexts, and their cognitive development. Those interactions revealed the true spirit of Taoism.

73703 | *Challenges and Opportunities of Remote Teaching as a Basis for Blended Learning*

Isagani Triste, De La Salle-College of Saint Benilde, Philippines

Identifying the challenges encountered and the opportunities discovered by the teachers during this distressing time benefits the academic institution and its clients. However, a comprehensive study of how different challenges and opportunities are associated with teachers' success in teaching is lacking. This paper intended to determine the challenges encountered and the opportunities discovered by the teachers during the Covid-19 pandemic and how these challenges and opportunities are associated with and influenced the success of teachers in teaching. Using the data collected from the researcher-made questionnaire, the researcher used Pearson's r and multiple regression analysis to examine the relationship and influence of the challenges and opportunities to the success of the teachers in teaching. The researcher found that there is a significant negative low correlation between the challenges and the success of teachers, while opportunities and success have a significant positive low correlation with each other. Consequently, challenges and opportunities simultaneously influenced the success of teachers in teaching. The results of this study can be used to further improve the programs of the academic institution to help teachers become more successful in teaching.

72898 | *Lived Experience: Teachers Serving First Nation School Communities*

Jia Li, Ontario Technology University, Canada

Novera Roihan, Ontario Technology University, Canada

Indigenous communities, especially located in "remote" and "very remote" areas, have had many formidable challenges in engaging Indigenous students due to lack of resources and support. One of the major issues is the high turnover of teachers. A variety of complex factors have a critical impact on their decisions to stay or leave (Burleigh, 2016; Hall, 2013; Mueller et al., 2011). Through storytelling, this study explored six teachers' perspectives on their inspirations and challenges teaching at First Nation schools. Thematic analysis was conducted for over 300 pages of interview transcripts. The findings revealed their overall positive experiences, along with a myriad of ongoing challenges and complex emotions. These included the lack of supporting infrastructure and limited technological access and training, e.g., limited access to high-speed Internet leading to compromised instruction delivery during the Covid-19 pandemic. The lack of resources to develop culturally responsive curriculum was also reported by the teachers. Our findings highlighted the need for Indigenous teachers and students to gain access to technology to close the digital divide for Indigenous communities (Government of Canada, 2017; Office of the Auditor General of Canada, 2023). Teachers made recommendations, integrating Indigenous knowledge as a significant component for the curriculum development. Suggestions are made to support teachers' instruction, retainment, and enhance students' engagement through involving the local community. Given the historical legacy of residential schools, socio-economic inequities, systemic oppression, and the pandemic experienced by remote Indigenous communities, this study contributes to our in-depth understanding of teachers' needs in the Indigenous schools.

IICE2024 Pre-Recorded Virtual Presentations

77462 | *Online Technical Instructional Video-Generating Motivation Scale (TIVGMS): Development, Reliability and Validity Testing*

Yaoyao Zhang, Technical University of Munich, Germany

Wencan Zhang, Fujian Chuanzheng Communications College, China

Daniel Pittich, Technical University of Munich, Germany

More people engage in producing online technical instructional videos as a result of increased access to open video channels and the advancement of video-based technical teaching and learning. Producers are essential in the transfer of technical expertise. Their motivations and backgrounds vary widely. It raises the question of what inspires people to generate online videos. Understanding their motivation can help design videos and organize how to utilize them in technical didactic methods. Dimensions of a scale were formed based on the perspective of cognitive surplus. Two round surveys were conducted in China mainland. Analysis of first-round data (N = 239) revealed that Kaiser-Meyer-Olkin = 0.906 and Bartlett sphericity test value $\chi^2 = 1957.696$ (df = 120, $p < 0.001$), which indicated that the data were suitable for factor analysis; An online technical instructional video-generating motivation scale (TIVGMS), contains five factors and 16 items, were formed through the exploratory factor analysis; 16 items' loadings ranged from 0.568 ~ 0.900 and cumulative variance contribution rate = 72.394%. The confirmatory factor analysis with the second-round data (N = 279) demonstrated that TIVGMS construction fit was good ($\chi^2/df = 2.338$, RMR = 0.036, RMSEA = 0.075, CFI = 0.923, TLI = 0.915, IFI = 0.934). The Cronbach's α coefficient of whole TIVGMS was 0.904, and it of five factors ranged from 0.752 ~ 0.904. Motivations for generating online technical instructional videos can be measured by TIVGMS which has sturdy validity and reliability.

77184 | *Promoting a Sense of Community in the Japanese as a Foreign Language Classroom and Beyond*

Yoshimi Maeno, Wellesley College, United States

Foreign Language Learning could be lonely tasks, memorizing endless lists of vocabulary, grammar, and sentences. In this post-pandemic era, it is extremely important for foreign language learners to feel a sense of community when they learn a foreign language. Building a community and promoting a sense of community is a very important part of the language learning process. There are many benefits of community building in the classroom. Classroom community should be a positive learning environment for students. When students feel safe and comfortable in their classroom environment, they are more likely to take academic risks that are necessary for developing different skills. Cate Denial, an author of "A Pedagogy of Kindness" mentions that the importance of the teacher having a mindset of collaboration with students in the classroom. She emphasizes that a teacher needs to be a partner with the students in the learning process. In this paper, I would like to point out the importance of having a sense of community when learning a foreign language. I will lay out how I promote a sense of community inside and outside of the classroom with my students who are learning Japanese as a foreign language.

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.

IICE2024 Review Committee

Dr Samra Afzal, National University of Modern Languages, Islamabad, Pakistan
Dr Mubashara Akhtar, Lahore College for Women University, Pakistan
Dr Balamuralithara Balakrishnan, Sultan Idris Education University, Malaysia
Dr Gladie Natherine Cabanizas, Tarlac State University, Philippines
Dr Yung-huei Chen, National Chung Cheng University, Taiwan
Dr Anna Childs, Pellissippi State Community College, United States
Dr Melissa Corrente, University of Ottawa, Canada
Dr Joanie Crandall, Yorkville University, Canada
Dr Lorna Dimatatac, Technological Institute of the Philippines, Philippines
Professor Biljana Djoric Francuski, University of Belgrade, Serbia
Dr Rayna Fujii, University of Hawai'i Manoa, United States
Dr Sreeramulu Gosikonda, NMIMS-Hyderabad, India
Dr Minako Inoue, Health Science University, Japan
Professor Heeseon Jang, Pyeongtaek University, South Korea
Dr Mi-young Kim, University of British Columbia, Canada
Dr Erick Kong, California State University East Bay, United States
Dr Laura McNeill, University of Alabama, United States
Dr Matthew Motyka, University of San Francisco, United States
Dr Muhammad Irwan Padli Nasution, Universitas Islam Negeri Sumatera Utara, Indonesia
Dr Zanita Glenda Plaga, West Visayas State University, Philippines
Professor Yashwantrao Ramma, Mauritius Institute of Mauritius, Mauritius
Dr Shelanee Theresa Ruales, Mindanao State University - Iligan Institute of Technology, Philippines
Dr Robbie Lee Sabnani, National Institute of Education, Nanyang Technological University, Singapore
Professor Christian Schachtner, IU University of Applied Sciences, Germany
Dr Mubeshera Tufail, Allama Iqbal Open University, Pakistan
Dr Miguel Varela, Academic Bridge Program, Qatar
Dr Alice Wabule, Cavendish University Uganda, Uganda
Dr Yifeng Yuan, University of Technology Sydney, Australia

IICE2024 Senior Reviewers

Professor Hazel Mckenna, Utah Valley University, United States
Dr Oluwayemi Odularu, Walter Sisulu University, South Africa
Dr Bill Joyce, Bemidji State University, United States
Dr Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Dr Haneen Allataifeh, Tashkent State University of Economic, Uzbekistan
Professor Hyorim Lee, Kyungpook National University, South Korea
Dr Josefina Ochoa, Bulacan State University, Philippines
Dr Tabitha Brookins, Alabama State University, United States
Dr Robert Dilenschneider, Jichi Medical University, Japan
Professor Norimune Kawai, Hiroshima University, Japan
Dr Olimpia Racela, Mahidol University International College, Thailand
Professor Hazel Anderson, University of St Augustine for Health Sciences, United States
Dr Jodi Basch, Queen's University, Canada
Dr Apasara Chinwonno, Chulalongkorn University, Thailand
Dr Justice Enu, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana
Dr Tshililo Ruddy Farisani, University of KwaZulu-Natal, South Africa
Dr Germaine Ferreira, Baylor University, Waco Texas, United States
Dr Junior Gómez Manresa, Jönköping University & Erik Dahlbergsgymnasiet in Jönköping, Sweden
Professor Liwei Hsu, National Kaohsiung University of Hospitality and Tourism, Taiwan
Dr Rika Iwami, Kobe University Secondary School, Japan
Dr Zachary Killebrew, Peru State College, United States
Dr Xuan Li, University of Montana Western, United States
Dr Aman Deep Singh, Nirma University, India

Dr Isagani Triste, De La Salle-College of Saint Benilde, Philippines
Professor Alexander Zureck, FOM University of Applied Sciences, Germany
Dr Katie Archer Olson, Alaska Pacific University, United States
Dr Cory Gerwe, Eastern Virginia Medical School, United States
Dr Sonja Gedde, Colorado State University, United States
Dr Ji-yeon Lee, Korea Research Institute for Vocational Education & Training (KRIVET), South Korea
Dr Jia Li, Ontario Technology University, Canada
Dr Anomi Bearden, Red Deer Polytechnic, Canada
Dr Laura Mcneill, University of Alabama, United States
Dr Marcel Lebrun, Plymouth State University, United States
Dr Martiallou Organiza, Ramon Magsaysay Central Elementary School, Philippines
Dr Christine Oskar-poisson, Columbia College, United States
Dr Ahmad Zufrie Abd Rahman, Malaysian Examinations Council, Malaysia
Dr Abby Brown, Arizona State University, United States
Dr Consuelo Grier, Bellevue College, United States
Dr Dávid Máté Hargitai, University Of Pannonia, Hungary
Dr Pankaj Kamthan, Concordia University, Canada
Dr Heather Newton, Eastern Virginia Medical School, United States
Professor K Scherrer, MSU Denver, United States
Dr Denis Sheeran, Montclair State University, United States
Dr Anjana Tiwari, National Institute of Technical Teachers Training and Research, India
Dr Amy Vargo, University of South Florida, United States

IICE2024 Reviewers

Dr Novy Clores, DEBESMSCAT (Masbate State College), Philippines
Professor Branka Drljača Margić, University of Rijeka, Croatia
Dr Randall Osborne, Texas State University, United States
Dr Michi Ann Saki, Doshisha Women's College of Liberal Arts, Japan
Dr Morakinyo Akintolu, University of South Africa, South Africa
Dr Ama Boafo-arthur, University of Ghana, Ghana
Dr Erinlee Kelly, Goldey-Beacom College, Wilmington, United States
Professor Aejin Kim, Gyeongsang National University, South Korea
Dr Daniel Lim, Duke University China, China
Dr Cheng Luo, Brock University, Canada
Dr Yasmine Mostafa, University of Fukui, Japan
Dr Joseph Osodo, University of Eswatini, Swaziland
Professor Michael Owen, Brock University, Canada
Dr Mitsuko Takei, Hiroshima Shudo University, Japan
Dr Molina Walters, Arizona State University, United States
Dr Mayumi Abe, Waseda University, Japan
Dr Pallavi Aggarwal, University of Missouri-Sanit Louis, United States
Dr Cheryl Aro, University of Victoria, Canada
Professor Tungalag Baljir, Mongolian National University of Education, Mongolia
Dr Alena Barysevich, University of Guelph, Canada
Professor Andrea Bencsik, University of Pannonia, Hungary
Dr Rebecca Bessong, University of Venda, South Africa
Dr Lilan Chen, Osaka University, Japan
Dr Jeanine Couto, Winston-Salem State University, United States
Dr Julianne Cuccio Slichko, The College of Saint Rose, United States
Professor Trent Davis, St. Mary's University, Canada
Professor Nathalie Gagnon, Université du Québec à Rimouski, Canada
Dr Cheryl Gibson, University of Kansas Medical Center, United States
Professor Loren Goodman, Yonsei University, South Korea
Dr Risa Goto, Kansai Gaidai University, Japan
Dr Elaina Guilmette, University of Saskatchewan, Canada
Professor Alexander Guzman, CESA Business School, Colombia
Dr Baraki Haile, Aksum University, Ethiopia
Dr Chiaki Hashimoto, Sendai University, Japan
Professor Bailey Herrmann, University of Wisconsin Oshkosh, United States
Dr Christopher Hill, University of Doha for Science and Technology, Qatar
Dr Rosalind Hudson, Louisiana State University of Baton Rouge, United States
Dr Liane Hypolite, California State Polytechnic University, Pomona, United States
Dr Chung-in Im, Seoul National University, South Korea
Dr Kamini Jaipal-jamani, Brock University, Canada
Dr Alisha Janowsky, University of Central Florida, United States
Dr Gili Joseph, Kibbutzim College of Education, Israel
Dr Hisaki Kawamoto, Tokyo Institute of Technology, Japan
Dr Erin Keith, St. Francis Xavier University, Canada
Professor Chun-ja Kim, Ajou University, South Korea
Professor Toru Kobayashi, Nagasaki University, Japan
Dr Yuka Kurihara, Tokai University, Japan
Dr Heather Leavitt, Yavapai College, United States
Dr Ming Li, Osaka University, Japan
Dr Xiaobin Li, Brock University, Canada
Dr Sherry Lin, Texas A&M University, United States
Dr David Litz, Emirates College For Advanced Education, United Arab Emirates
Dr Xiaodong Liu, Tsinghua University, China
Dr Christina Miller, University of Oklahoma, United States

Dr Dianna Moodley, Durban University of Technology, South Africa
 Dr Sungmin Moon, California State University Northridge, United States
 Dr Fadi Muheidat, California State University San Bernardino, United States
 Dr Minh Nguyen, Wonju College of Medicine, Yonsei University, South Korea
 Dr Rieko Nishida, Osaka University, Japan
 Dr Funmilayo Oguntade, The Federal University of Technology, Akure., Nigeria
 Dr Betsy Orr, University of Arkansas, United States
 Dr Joseph Otsiula, KAIMOSI FRIENDS University, Kenya
 Dr Hijin Park, Brock University, Canada
 Dr Sean Patrick, University of Pretoria, South Africa
 Professor John Pavlik, Rutgers, The State University of New Jersey, United States
 Dr Esther Pretti, Arizona State University, United States
 Professor Maria Selena Protacio, Western Michigan University, United States
 Dr Anand Rao, State University of New York at Geneseo, United States
 Dr Kirk Rogers, CSU Dominguez Hills, United States
 Dr Ilkhom Rustamov, Tashkent State Transport University, Uzbekistan
 Dr Krista Schultz, Yorkville University, Canada
 Dr Gunjan Sharma, Dr. B. R. Ambedkar University Delhi, India
 Dr Narasimha Shashidhar, Sam Houston State University, United States
 Dr David Sledge, California State University, Sacramento, United States
 Dr Ju-eun Song, Ajou University, South Korea
 Dr Rayna Tagalicod, University of Hawaii at Manoa, United States
 Professor Mamiko Takeuchi, Aichigakuin University, Japan
 Dr Sachiko Tanabe, Teikyo Heisei University, Japan
 Dr Andrew Toelle, University of Florida, United States
 Dr Nermin Vehabovic, Elon University, United States
 Professor Cristina Vilaplana-prieto, University of Murcia, Spain
 Dr Gabriela Walker, National University, United States
 Dr Chloe Weir, Burman University, Canada
 Dr Gwendolyn Williams, Auburn University, United States
 Dr Edyta Wolny-abouelwafa, Prince Mohammad Bin Fahd University, Saudi Arabia
 Professor Josephine Pui-hing Wong, Toronto Metropolitan University, Canada
 Professor Mi-ae You, Ajou University, South Korea
 Dr Joerg Zender, Lichtigfeld School, Frankfurt am Main, Germany
 Dr Hebah Alamr, Prince Mohammed bin Fahd University, Saudi Arabia
 Dr Jennifer Duckworth, Washington State University, United States
 Dr Jennifer Griffith, Texas A&M University, United States
 Dr Ezinne Idika, University of Nigeria, Nsukka, Nigeria
 Professor Richard Lachman, Ryerson University, Canada
 Dr Jonghyun Lee, Seoul National University, South Korea
 Dr Juterh Nmah, California State University, Bakersfield, United States
 Dr Nkhensani Thuketana, University of Pretoria, South Africa

IICAH2024 Review Committee

Dr Tomas Chochole, University of West Bohemia, Czech Republic
Professor Xiaofan Gong, Beijing Institute of Graphic Communication, China
Professor Yi-ting Kuo, Jen-Teh Junior College of Medicine, Nursing and Management, Taiwan
Dr Yuk Yee Lee, University of Wollongong Hong Kong (UOWCHK), Hong Kong
Dr Reena Mittal, MJPRU, Bareilly, India
Dr Hansel Hope Perez, Our Lady of Fatima University, Philippines
Dr Can Sakar, Gendarmerie and Coast Guard Academy, Turkey
Dr Zainor Izat Zainal, Universiti Putra Malaysia, Malaysia

IICAH2024 Senior Reviewers

Dr Sandra Dixon, University of Lethbridge, Canada
Dr Johnny George, Meiji University, Japan
Dr Mais Aljunaidy, Texas State University, United States
Dr Mónica María Martínez Sariago, University of Las Palmas de Gran Canaria, Spain
Dr Haydee Cabasan, Mater Dei College, Philippines
Dr Emily January, Weber State University, United States
Professor Hanh Nguyen, Hanoi National University of Education, Vietnam
Dr Amonrat Thoumrungroje, Mahidol University International College, Thailand
Dr Kathryn Northcut, Missouri University of Science and Technology, United States
Dr Diana Jean Cadeliña, Notre Dame-RVM College of Cotabato, Philippines
Dr Kay Hearn, Edith Cowan University, Australia
Dr Joana Braguez, Instituto Politécnico de Viseu, Portugal

IICAH2024 Reviewers

Dr Khawla Almulla, King Faisal University, Saudi Arabia
Dr Jyotika Elhance, University of Delhi, India
Dr Jonghyun Lee, Seoul National University, South Korea
Dr Christine Oskar-poisson, Columbia College, United States
Dr Khay Boon Tan, Singapore Institute of Management Global Education, Singapore
Professor Alaa Alghamdi, Taibah University, Saudi Arabia
Dr Hamidah Allogmany, Taibah University, Saudi Arabia
Dr Casey Avaunt, Elon University, United States
Dr Ramona Bell, Cal Poly Humboldt, United States
Dr Thomas Bivins, University of Oregon, United States
Dr Jennifer Dewinter, Illinois Institute of Technology, United States
Dr Barna Donovan, Saint Peter's University, United States
Dr Demelash Bezabih Ewnetu, St Paul's Hospital Millennium Medical College, Ethiopia
Professor Michelle Faubert, University of Manitoba, Canada
Professor Nuno Fraga, University of Madeira, Portugal
Dr Muhammad Ridwaan Gallant, University of the Western Cape, South Africa
Dr Lori Guerrero, Texas Tech University, United States
Dr Soyeon Ho, Nara National Research Institute for Cultural Properties, Japan
Dr Isaac Hui, Lingnan University, Hong Kong, Hong Kong
Dr Shih-chieh Hung, Southern Taiwan University of Science and Technology, Taiwan
Dr Daniel En-hao Lin, Indiana Wesleyan University, United States
Dr Shannon Lin, Dalhousie University, Canada
Professor Wen-ling Lin, National Taiwan University, Taiwan
Dr Rickey Lu, The Hong Kong Polytechnic University, Hong Kong
Dr Adebayo Mabayoje, Teeside University, United Kingdom
Dr Sarah Maiter, York University, Canada
Dr Alessandra Mascitelli, University "G. D'Annunzio" of Chieti-Pescara, Italy
Professor Hiromi Masuda, Prefectural University of Hiroshima, Japan
Professor Kate Mehuron, Eastern Michigan University, United States
Dr Esther Amiemenomoh Michael, Nigerian Defence Academy, Nigeria
Dr Lorn Sheehan, Dalhousie University, Canada
Dr David Sledge, California State University, Sacramento, United States
Dr David Smith, University of Saskatchewan, Canada
Dr Sally Stocksdale, Towson University, United States
Professor Margaret Dumais Svogun, Salve Regina University, United States
Dr Calum Waddell, University of Aberdeen, United Kingdom
Dr India White, University of Florida, United States
Dr Piyanuch Wiriyaenawat, Thammasat University, Thailand
Dr Stephanie Zollinger, University of Minnesota, United States
Professor Abdulhameed Agboola, Federal University of technology, Minna, Nigeria
Dr Naomi Niskala, Susquehanna University, United States
Dr Kofi Quartey, University of KwaZulu Natal, South Africa
Dr Arvind Shukla, Sharda University, India
Professor Mikiko Tachi, Chiba University, Japan

Notes

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Bangkok

February 17-21, 2025

The Southeast Asian Conference on Education

Barcelona

November 12-16, 2024

The Barcelona Conference on Education

The Barcelona Conference on Arts, Media & Culture

Chiang Mai

February 15-19, 2024

The Southeast Asian Conference on Education

Honolulu

January 3-7, 2025

The IAFOR International Conference on Education

The IAFOR International Conference on Arts & Humanities

Kyoto

October 14-18, 2024

The Asian Conference on Media, Communication & Film

The Kyoto Conference on Arts, Media & Culture

London

July 11-15, 2024

The European Conference on Education

The European Conference on Language Learning

The European Conference on Arts & Humanities

The European Conference on Aging & Gerontology

Paris

June 13-17, 2024

The Paris Conference on Education

The Paris Conference on Arts & Humanities

Incheon

October 28-November 1, 2024

The Korean Conference on Education

The Korean Conference on Arts & Humanities

Tokyo

March 25-29, 2024

The Asian Conference on Education & International Development

The Asian Conference on Psychology & the Behavioral Sciences

The Asian Conference on Aging & Gerontology

May 23-27, 2024

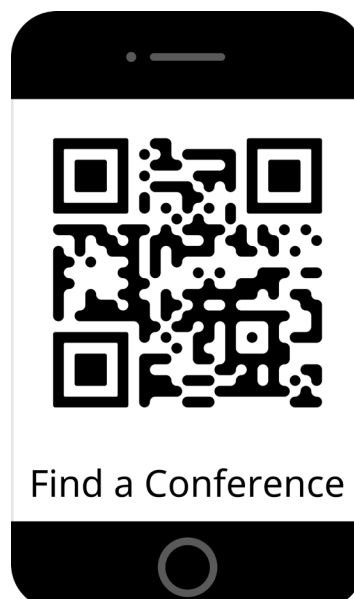
The Asian Conference on Cultural Studies

The Asian Conference on Arts & Humanities

The Asian Conference on the Social Sciences

November 25-28, 2024

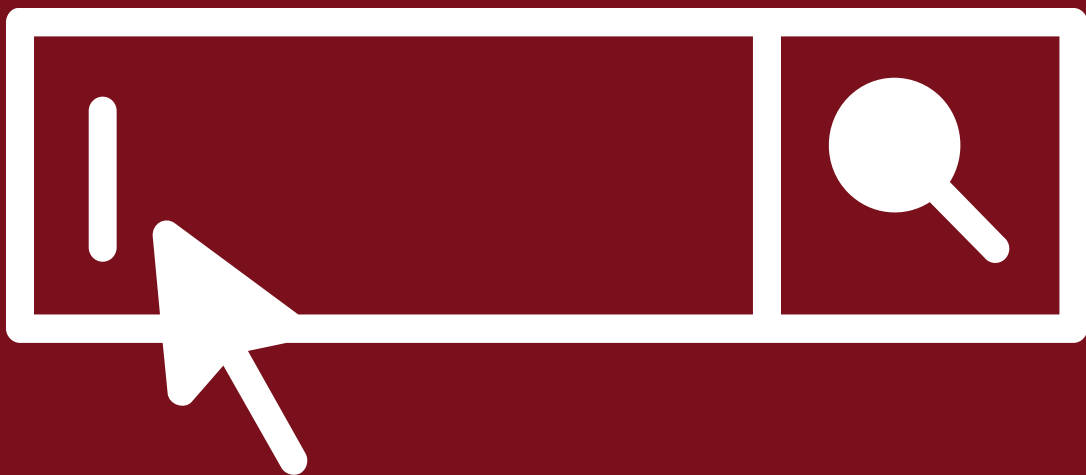
The Asian Conference on Education



iafor

RESEARCH ARCHIVE

www.papers.iafor.org



Visit the IAFOR Research Archive, where you can search and access the repository of research generated by IAFOR.

You can search by keyword(s), subject area(s), or specific conference proceeding(s) to access abstracts and full papers from past IAFOR conference proceedings, browse and read them online, or download them to your device.

INTERNATIONAL | INTERCULTURAL | INTERDISCIPLINARY



Where will your ideas
take you next?

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

iafor

iafor.org