Final Draft Schedule

Please Check & Confirm
Please check that all information pertaining to you is correct and notify us at support@iafor.org if there is any error. Please notify us of any corrections by Wednesday, December 8.

Please note that all abstracts are printed as submitted. Any errors, typographical or otherwise, are the authors'.

Final Schedule
After minor changes have been made to the schedule we will send you a link to the final schedule.

The final schedule will contain session information and a detailed day-to-day presentation schedule. This, along with details on how to access the online sessions, will be available on Wednesday December 22.
Thursday at a Glance
January 6, 2022

Hawaii Convention Center Sessions
All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for all keynotes and featured presentations

12:30-13:00  Conference Registration | Hawaii Convention Center Theatre (320)
13:00-13:05  Announcements & Welcome | Hawaii Convention Center Theatre (320)
              Matthew Chima, IAFOR, Japan
13:05-13:25  Featured Cultural Presentation | Hawaii Convention Center Theatre (320)
13:25-13:30  Welcome Address | Hawaii Convention Center Theatre (320)
              Joseph Haldane, IAFOR, Japan
13:30-13:45  Recognition of IAFOR Scholarship Winners | Hawaii Convention Center Theatre (320)
              Joseph Haldane, IAFOR, Japan
13:45-14:15  Keynote Presentation | Hawaii Convention Center Theatre (320)
14:15-14:30  Break
14:30-15:20  Keynote Presentation | Hawaii Convention Center Theatre (320)
15:20-15:30  Conference Photograph | Hawaii Convention Center Theatre (320)
15:30-16:00  Break
16:00-16:50  Featured Panel Presentation | Hawaii Convention Center Theatre (320)
16:50-17:00  Break
17:00-18:00  Conference Poster Session | Room 323A
Friday at a Glance
January 7, 2022

Hawaii Convention Center Sessions
All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for selected presentations

13:00-14:40   On-site Parallel Session 1 | Hawaii Convention Center 3F various rooms
Room 318A: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Room 318B: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Room 319A: Higher Education
Room 319B: Professional Training, Development & Concerns in Education
Room 321A: Workshop Presentations
Room 321B: Arts - Teaching and Learning the Arts

14:40-14:55   Coffee Break

14:55-16:35   On-site Parallel Session 2 | Hawaii Convention Center 3F various rooms
Room 318A: Support & Mentorship in Education
Room 318B: Higher Education
Room 319A: Educational Policy, Leadership, Management & Administration
Room 319B: Teaching Experiences, Pedagogy, Practice & Praxis
Room 321A: Workshop Presentations
Room 321B: Arts - Arts Theory and Criticism

16:35-16:50   On-site Coffee Break

16:50-18:30   On-site Parallel Session 3 | Hawaii Convention Center 3F various rooms
Room 318A: Teaching Experiences, Pedagogy, Practice & Praxis
Room 318B: Learning Experiences, Student Learning & Learner Diversity
Room 319A: Higher Education
Room 319B: Learning Experiences, Student Learning & Learner Diversity
Room 321A: Workshop Presentations
Room 321B: Media, Film Studies, Theatre, Communication
Saturday at a Glance  
January 8, 2022

Hawaii Convention Center Sessions  
All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for selected presentations

13:00-14:40 On-site Parallel Session 1 | Hawaii Convention Center 3F various rooms  
Room 318A: Interdisciplinary, Multidisciplinary & Transdisciplinary Education  
Room 318B: Teaching Experiences, Pedagogy, Practice & Praxis  
Room 319A: Design, Implementation & Assessment of Innovative Technologies in Education  
Room 319B: Philosophy, Ethics, Consciousness  
Room 321A: Workshop Presentations  
Room 321B: Language, Linguistics

14:40-14:55 Coffee Break

14:55-16:10 On-site Parallel Session 2 | Hawaii Convention Center 3F various rooms  
Room 318A: Educational Research, Development & Publishing  
Room 318B: Curriculum Design & Development  
Room 319A: Higher Education  
Room 319B: Humanities  
Room 321A: Workshop Presentations  
Room 321B: Teaching and Learning

16:10-16:25 Coffee Break

16:25-18:05 On-site Parallel Session 3 | Hawaii Convention Center 3F various rooms  
Room 318A: Curriculum Design & Development  
Room 318B: Teaching Experiences, Pedagogy, Practice & Praxis  
Room 319A: Teaching Experiences, Pedagogy, Practice & Praxis  
Room 319B: Interdisciplinary: Arts  
Room 321A: Workshop Presentations  
Room 321B: Humanities

18:05-20:35 Conference Dinner (Optional Ticketed Event)
Sunday at a Glance
January 9, 2022

Online Sessions
All times are Hawaii Standard Time (UTC-10)

All times are Hawaii Standard Time (UTC-10)
January 9 13:00 in Hawaii
January 9 15:00 in Los Angeles
January 9 18:00 in New York
January 9 23:00 in London
January 10 08:00 in Tokyo
January 10 10:00 in Sydney

14:00-15:40 Live-Stream Presentation Session 1
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: International Education
Room C: Literature/Literary Studies
Room D: Educational Support

15:40-15:50 Break

15:50-17:30 Live-Stream Presentation Session 2
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: Curriculum Design & Development
Room C: Ethnicity, Difference, Identity
Room D: Higher Education

17:30-17:40 Break

17:40-19:20 Live-Stream Presentation Session 3
Room A: Curriculum Design & Development
Room B: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Room C: Cultural Studies
Room D: Workshop Presentations

19:20-19:30 Break

19:30-20:45 Live-Stream Presentation Session 4
Room A: Assessment Theories & Methodologies
Room B: Learning Experiences, Student Learning & Learner Diversity
Room C: Cultural Studies
Sunday Live-Stream Presentation Session 1: 14:00-15:40
Room A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

62110  14:00-14:25
The Effect of Praising and Mutual Trust on Student's Learning
Yasmine Mostafa, University of Fukui, Japan

Research has proven that praising is always considered an effective strategic way to motivate students in the classroom, raise their self-esteem and promote their positive behavior (Floress, 2017; Allday, 2012). The literature defines two types of praise: general praise (GP) which is a general statement of approval, and behavior-specific praise (BSP) which describes a specific characteristic or behavior of a child (Floress, 2017). Burnett (2001) reported that Australian children want to be praised for their achievements and behaviors (Burnett, 2010). This research investigated two cases. In the first case, the researcher studied how positive praise promotes Japanese students' self-learning and active engagement in a 6 graders English class in a Japanese school, whereas Japanese students are known to be shy and tend not to engage in English classes in fear of making mistakes. In the second case, the researcher shows how positive praise and constructional feedback can alter the aggressive behavioral attitude of a 6 grader Egyptian child in the classroom into active engagement and sense of responsibility. The research adopted a case study approach based on classroom observation and post-class interviews with the teacher for the first case and practical engagement with the student in the second case. The study suggested that the constant encouragement and praise during the class and the mutual trust between the teacher and the students that is derived by the safe learning atmosphere created by the teacher are the driving forces behind the students’ positive behavior and active engagement in both cases.

62137  14:25-14:50
Service Learning as Transformation: An Academic Touchdown
Caron Westland, University of Colorado Denver, United States

Teaching becomes transformative when students combine community partnerships, a passion area, and an investment in service learning. When students are required to complete a service learning project, they engage in reflective thinking (Warren, 2012). Meaningful learning is realized in the process of a student independently deciding “what they will do” and building collaborative partnerships. During COVID 19, we saw the need to depend on the community more and become more collectivistic. This presentation will discuss the process of designing, engaging, and reflecting on service learning projects as a way to achieve transformative learning and building collaborative partnerships. While service learning can be correlated with higher test scores (Hart & King, 2007), the more powerful impact is the potential for transformation. Students, who are more enlightened because of a community-based experience, can bring that insight into their future profession. This allows students to build on their experiences as a way to increase their own cultural sensitivity (Boyle-Baise, 2005; Brown & Howard, 2005). The transformation is based on students seeking out their own partners and sharing their expertise in the form of service. The “transformed understanding of knowing” is created by the essence that all learning is personal (Palmer, 1993). The transformative nature of this process in which this project unfolds for students, and why the learning is so personal, is described. This presentation will highlight the student gains and insight as a result of the service learning assignment and offer ways to engage faculty in incorporating service learning in their curriculum.

61789  14:50-15:15
Teaching Flipped Bi-synchronous Executive MBA Class: Practice and Findings
Janejira Sutanonpaiboon, Sonoma State University, United States

This study was conducted in an online, bisynchronous Executive MBA Research Method class during April-May 2021. The class met online synchronously every other Saturday afternoon and Wednesday night, with two hours of asynchronous class time between the weeks, for eight consecutive weeks. Due to low enrollment, the class was a combination of a regular EMBA cohort and a wine cohort, consisting of 34 professionals and/or executives who work full time in various industries in the EMBA cohort, and in wine industry in the wine cohort. This was a significant increase compared to the same class taught in the previous year (18 students). The class employed a flipped classroom format where the instructor prepared all PowerPoint slides, lecture videos, research articles, assignments, etc. 1-2 months in advance, and posted all
learning materials at the beginning of the semester. Students would read the chapters and watched lecture videos on their own time (in the online asynchronous portion of the class), then met in an online synchronous class via Zoom. The synchronous class time was devoted to group discussions and activities. The instructor visited each group to join the discussions, provide suggestions, and answer any questions students might have. The class evaluation survey results show that student spent, on average, 4.94 hours per week synchronous (in class), 4.06 hours on reading, 3.74 hours on assignments/activities (asynchronous), and 3.06 hours on team meeting (synchronous). Additionally, 56% of students said the class greatly exceeded expectation while 41% said the class met expectation.

62170  15:15-15:40
**A Model-based Inquiry Activity Using LEGO to Promote System Thinking of Grade 11 Students on Buffer Solution Topic**
Warunee Khirirat, King Mongkut’s University of Technology Thonburi, Thailand

System thinking in chemistry education aims to prepare future students who can relate the chemistry knowledge addressing real-world complex phenomenon and having more holistic perspectives. The system thinking skills are divided into three levels: (1) analysis of system, (2) synthesis of system, and (3) implementing knowledge to the real-world issue. In this study, a model-based inquiry learning activity using LEGO was developed to promote students’ system thinking on buffer solution topics. In the activity, LEGO was used as a tool for students to simulate systems for representing the pH controlling process in related natural phenomena such as Maintaining the pH of seawater, the circulatory system, and the food industry, etc. The activity was implemented to 30 Thai high school students in the science and mathematics program using a one-group pretest-posttest design. A test on system thinking specific to the buffer solution topic and a student's self-evaluation questionnaire on system thinking skills were used as tools for collecting data. An analysis of the three levels of system thinking skill showed that the average posttest score of each level was significantly higher than the pretest score in all levels especially in implementing knowledge to the real-world issue. After the activity, students’ reports from the questionnaire indicated that they could relate each component in systems and could elaborate their knowledge to other systems.
Sunday Live-Stream Presentation Session 2: 15:50-17:30
Room A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

61478  15:50-16:15
Pandemic Opportunities: ICT Appropriation and Professional Development
Valentina Canese, Universidad Nacional de Asunción, Paraguay
Roberto Paez, Universidad Nacional de Asunción, Paraguay
Jessica Amarilla, Universidad Nacional de Asunción, Paraguay

Education has experienced massive changes since the arrival of the COVID-19 pandemic and the implementation of confinement and other measures to address the crisis. The mass use of ICT to ensure education continuity has led the education community to rapidly adapt to these changes. ICT appropriation is a complex process that involves a multiplicity of factors including contextual and individual ones. This work presents a discussion on how secondary teachers in Paraguay, like teachers around the world, were forced to adopt ICT as a way to meet the educational needs of their students and how this forced adoption became an opportunity for professional development and teacher innovation. As part of a larger study, it follows a nested qual-quan-qual mixed methods design through the use of focus groups interviews and a survey questionnaire adapted for the purpose. A stratified probabilistic sample was selected from all secondary schools in the country for the survey and teachers were selected through purposeful sampling for the focus group interviews. The qualitative data analysis resulted in the following categories: ICT tools used for instruction, professional development, challenges and opportunities. To determine whether the level of teachers’ self-perception is influenced by the degree of integration of ICT processes in the classroom, a multinomial logistic regression analysis was performed. Results show that the perceived level of expertise was related to the use of specific tools and software. Additionally, qualitative results showed that teachers viewed the forced appropriation as an opportunity to grow as professionals and exert educational change.

61451  16:15-16:40
Collaborative Autoethnography as a Tool for Building Community Resilience and (Re)constructing Educational Practices: A Response to the COVID-19 Pandemic
Denisse Lillo, The University of Warwick, United Kingdom
Erika Abarca, Universidad de Chile, Chile
Katiuska Oyarzun, Universidad de Chile, Chile

Language teacher identity has received strong attention lately given the importance of "understanding the complexities of identities that second/foreign language teachers construct" (Kayi-Aydar, 2019, p. 281); how teachers perceive themselves as professionals can impact, e.g., their pedagogical choices (Duff & Uchida, 1997), teacher development (Kanno & Stuart, 2011), and access to power and ownership of language (Varghese et al., 2005). Further, analyzing teacher identities should not only be the work of researchers, but also of practitioners themselves. In this paper we propose the use of collaborative autoethnography (Chang, 2013) as a powerful tool for analyzing identity while building community resilience and (re)constructing educational practices. We conceive identity as an ongoing process of (re)construction and (re)interpretation and, therefore, not as “a fixed and stable entity” (Akkerman & Meijer, 2010, p. 2), but rather as a dynamic process that may shift depending on time and context. Moreover, from a dialogical approach, identity encompasses different dichotomies: it is both unitary and multiple, both continuous and discontinuous, as well as both individual and social (Akkerman & Meijer, 2010). In emergency contexts, collaborative autoethnography allows the exploration of teachers’ individual identities using their experiences as primary material to expand the understanding of a critical social phenomenon. It also encourages participants to listen to multiple voices, examine their assumptions, and challenge their mindsets (Chang 2013). This may result in a deeper interpretation of collective critical experiences and a consequent (re)modelling of educational practice, with clear implications for educational policy and teacher professional development.
61529 16:40-17:05
Distance Tutoring: Examining the Influence of the Pandemic on Student Satisfaction
Mariane Gazaille, Université du Québec à Trois-Rivières, Canada
Andréanne L. Nolin, Université du Québec à Trois-Rivières, Canada

Physical distancing has characterized higher education for almost two years now, universities and colleges having migrated to online teaching because of the pandemic. Although students could pursue their studies and remain socially connected by means of online platforms, decreases in mood and wellness behaviors of university students were observed (Copeland et al., 2021). Decreases in mood and wellness may in turn affect students’ motivation and satisfaction, hence their learning and performance (Viau, 1994). In distance education, social presence (Garrison et al., 2000; Gray & DiLoreto, 2016), instructor quality (Gopal et al., 2021, p. 16) and interaction (Kuo et al., 2014) contribute to satisfaction. Migrating to online teaching has altered the way students interact, thus the importance to investigate the possible relation between the wider social context and student satisfaction. The current study is part of a larger research project, which aims to evaluate the benefits of distance tutoring in terms of perceived learning, willingness to speak, and student satisfaction. Inspired by the coordinator’s weekly reports, a post hoc hypothesis emerged as to examining the effect of the pandemic on student satisfaction with regard to distance tutoring. Ten 30-minute synchronous, one-on-one e-Tutoring sessions were offered to students registered in a post-secondary ESL course. Data was gathered from a questionnaire administered during the last tutoring session. Tutees first reported their levels of satisfaction on a 4-point Licker scale and then explained their answer. Averages of satisfaction and frequency counts of explanations were calculated. Results will be compared to those obtained before COVID.

62326 17:05-17:30
Reaching Beyond: The Lived Experience of Loss Among Overseas Students During the COVID-19 Pandemic
Chin-Ping Liou, Fu Jen Catholic University, Taiwan

This qualitative study explored how overseas students experienced loss during the COVID-19 pandemic. It involved in-depth, semi-structured interviews with six college students returning to their home countries for winter vacation and requested to postpone their return to campus life in December 2020. Their accounts were analysed using interpretative phenomenological analysis. Two major themes were identified from the analysis: (1) deconstructing the familiar, which included three sub-themes: loss of autonomy and freedom of movement, loss of in-person class, and loss of psychological well-being; and (2) moving forward, which comprised two sub-themes: learning to live with inconvenience and reaching beyond. These findings implied an understanding of loss as deconstructing the familiar and resilience as bouncing forward and reaching beyond. These findings inform future research and help counsellors, mental health professionals, and academics better understand college students’ experiences of loss and resilience during the pandemic.
61552 17:40-18:05
The Human Element Factor as an Education Experience for Learning and Development
Jonathan Chiong, Jose Rizal University, Philippines

The Human Element is a holistic and comprehensive methodology for improving the way people work together, leading to better individual, team, and organizational performance and rate of goal achievement. By dealing with root causes rather than superficial behaviors, The Human Element helps individuals, teams and organizations eliminate the behaviors that sabotage, undermine relationships, and lower motivation. For an organization to survive, they must face many challenges today from the growing pressures of economy, society and environment. It is no longer possible to manage organizations without considering global, environmental, and social sustainability impacts. To balance business growth, several things are needed: a sustainable environment; adaptable people (individuals, organizations and society). The study identifies three basic needs that students’ organization members share: the need to feel significant, competent, and likable. When people interact with each other, they seek the right amount of inclusion, control, and openness so that they can feel good about themselves. The study resulted to the application of FIRO (Fundamental Interpersonal Relations Orientation) theory that creates understanding of those needs by putting them into three basic levels that interact with one another. These are: Behavior, Feelings, and Self-Concept. FIRO also clearly shows that Self-Concept drives Feelings, that Feelings drive Behavior, and that Behavior drives results. FIRO theory provides the foundation for understanding how to develop sustainable, high-trust, and collaborative relationships in organization by understanding the key factor that lies in all of them.

62075 18:05-18:30
Experiential and Collaborative Learning: Co-Teaching Reimagined Tracking Long-term Benefits of an Alternative Instructional Methods in a Cross Disciplinary Course
Hawa Stwodah, Virginia Commonwealth University, United States
Deidra Arrington, Virginia Commonwealth University, United States

In the fashion industry, designers and merchandisers work together to bring creative ideas to fruition through saleable, desirable fashion products. However, often in fashion programs at universities offering degrees in design and merchandising, the disciplines are siloed with little interaction or collaboration. This research investigates the academic and vocational benefits of combining fashion design and merchandising students in a studio environment to create a line of apparel. It also examines the opportunities the course leveraged during the 2020-21 on-line teaching modality. The research explores how incorporating action learning and simulation in fashion education prepares students seeking fashion careers. Students learn to adapt to different work environments and creative problem solving through the simulation of a ‘real world’ workplace. The research contributes to the field of fashion education by introducing a method of cooperative teaching, which includes peer teaching, experiential learning and critical thinking resulting in the cross-pollination of parallel, but disparate disciplines. The instruction is made possible through teachers from analogous, but differing backgrounds, who bring insight into the classroom demonstrating to students the team work and flexibility required to fuel an inspired result. The studio course created to address the void in the curriculum has been monitored and documented for over 5 semesters. The course has transitioned through several disruptive semesters where modalities have pivoted and counter-pivoted. The course has mirrored the changes occurring in the fashion industry.

62088 18:30-18:55
Feedback Practices of School-based Mentors in the Work Integrated Learning Programme in South Africa
Beatrice Ngulube, Tshwane University of Technology, South Africa
Patricia Mokgosi, Tshwane University of Technology, South Africa
Glory Chiloane, Tshwane University of Technology, South Africa

Research has demonstrated that feedback is an essential facet of assessment in the learning environment because it enhances learning. However, little is known about the feedback given to student teachers when...
they are on teaching practice and students’ viewpoints about the role of feedback is not well understood as well. This study fills the gap by illuminating the feedback given to preservice teachers when they are on teaching practice. A qualitative content analysis approach was utilised to analyse three hundred and fifty journals. Alongside 10 students were interviewed to draw their perceptions and how they respond to feedback written in their journals. The researchers focused on written feedback which was written in student teachers’ journals by mentor teachers. It was found out that feedback practices reflect mentors’ personal belief systems and are constrained and influenced by their educational contexts. Some of the students interview responses reflected that the feedback they are given does not enhance learning. This then creates discrepancies, and such feedback interventions turn to disappoint. It is recommended that if feedback processes are to enhance learning, instructors should move beyond a view of feedback as transmission and acknowledge the impact feedback has on and the part students play in such processes. Instructors should give constructive feedback that enhance learning and develop deep disciplinary expertise. Feedback should be conceptualised as a developmentary dialogue that is positive and motivational.

61992  18:55-19:20
Motivation in MOOCs: A Qualitative Study on the Design and Evaluation of an Online IELTS Course
Yu Hao, University of Oxford, United Kingdom
Gleb Lantsman, Harvard University, United States

Due to the pandemic, 2020 was an unprecedented year, including for online course providers as one-third of the learners that ever registered on a massive open online course (MOOC) platform did so in 2020. This paper focuses on a MOOC course on IELTS, which is the most popular test-prep language course on Udemy.com. However, despite its overwhelming popularity, upon closer inspection, the course seems out of line with the current body of research on motivation, and motivational supports are by and large absent. In this paper, the authors analyze this Udemy learning experience for built-in motivational supports by applying multiple theories of motivation and learning/teaching. Suggestions as to how to improve the MOOC design are then made. The analysis can potentially shed light on ways to aid MOOC course designers in catering to a diverse student body, including students under stereotype threat. Importantly, the results of this research are deemed generalizable and applicable to numerous other MOOCs for language learning, test-taking, and beyond.
Using Rasch Measurement to Validate Exams
Douglas Lovett, Higher Colleges of Technology, United Arab Emirates

Rasch Measurement is a statistical process used by established international exam boards, such as IELTS, to validate test items and ensure equivalency of tests. It is also used by researchers to analyze the reliability, targeting, and fairness of numerous exams. However, it appears to be underutilized for assessment among most higher education institutions. In this presentation, I will explain various ways Rasch Measurement can be used for assessment validation. I will then outline how we have used it in the English Communications
(EC) programme at the Higher Colleges of Technology (HCT) for almost a decade, highlighting issues such as item targeting, problematic test items, item bias, and test dimensionality. I will then briefly demonstrate how a simple Rasch Analysis of an exam can be conducted, and how the results can be applied to improve the quality of the assessment.
Sunday Live-Stream Presentation Session 1: 14:00-15:40
Room B
Session Topic: International Education
Session Chair: To be Announced in Final Schedule

61460 14:00-14:25
Solo Retreat: Zen Masters’ Reflections on Learning in Isolation
Hugh Schuckman, University of Utah, United States

In the vast majority of cases, Korean Zen (Seon) Buddhist teachers and students teach and learn together in community. Today, the Jogye Order (the largest school of Korean Zen) supports 1,725 temples for education and training for nuns and monks. These institutions have long considered living and working together in a close community as one of the most vital aspects of their training. Yet these same schools require monks and nuns to engage in three month or greater solo retreats. These periods of self-study and reflection serve as advanced training leading monks and nuns towards becoming master teachers. This research presentation focuses on the educational processes of solo Zen retreats. The research methods include archival research and semi-structured interviews of past solo retreatants in the Kwan Um School of Zen (KUSZ). Archival research from KUSZ lectures and books on solo retreats provide context to the learning processes. Further, semi-structured interviews recorded in 2020-2021 with Zen Masters highlight valuable lessons learned from personal experience. The research and presentation specifically centers on the curriculum, experience, and educational outcomes from solo retreats. All three categories contain valuable educational insights for confronting contemporary challenges in global education.

61715 14:25-14:50
Stress, Procrastination and Proactive Coping of Selected Foreign Psychology Students
Gina Lynn S. Salazar, University of Perpetual Help System Dalta, Philippines
Ma. Lea A. Ronda, University of Perpetual Help System Dalta, Philippines

Students encountered challenges amidst this Covid-19 pandemic. These students managed to adapt to face to face classes, but due to pandemic, they were migrated to digital classroom so not to hamper their learnings. Stress is inevitable. This research study emphasized on stress, procrastination and proactive coping of selected foreign Psychology students (N=399) enrolled in one of the universities in South Metro Manila. Researchers employed the descriptive-comparative and correlational design in this study. This study predicted that there are no significant differences in the respondents’ stress, procrastination and proactive coping in terms of gender and socioeconomic status. Similarly, it was hypothesized that stress is not significantly related and predictor of procrastination and proactive coping, and procrastination is not significantly associated and predictor of proactive coping of the selected international students. Results manifested that male and female respondents did not significantly vary in their stress (t=0.057, p>.05), procrastination (t=.1713, p>.06), and proactive coping (t=-1.322, p>.05). In terms of socioeconomic status of below 5000 Rps, 6000-10000 Rps, 11000 - 15000 Rps, 16000 - 25000 Rps, and 26000 - 29000 Rps, it was found out that there are no significant differences in the stress (F= 1.288, p>.05), procrastination (F=.288, p>.05), and proactive coping (F=.141, p>.05) of the respondents.

60891 14:50-15:15
Integrated Culture and Language Teaching
Cecilia Ikeguchi, Tsukuba Gakuin University, Japan

For years, scholars have searched remedies to the inadequate treatment of the role of Culture in Foreign Language Education. On one hand, course book and syllabus designers treated language and culture tasks separately. Some go as far as to place culture at the “core” of language instruction, whereby the ultimate goal is cultural awareness and intercultural communication competence (Tran-Hoang, 2010). On the other hand, ESL research argues that focusing primarily on culture in language classrooms runs the risk of undermining the last 40 years of SLA research. The 2017 National Curriculum Revisions in Japan labelled Communication Competence as one essential life skill. Curriculum is challenged and “interaction” has become the key element in language and communication (Kubota, 2019). Although recent trends show that scholars and educators have come to embrace the natural interdependence of language and culture (Ennis, M, 2015), culture teaching has left much to be desired. An extensive review of literature reveals related problems include instructors’ negative attitudes, ineffective instruction and absence of academic support for teaching culture. This presentation suggests an interdisciplinary approach to the teaching of
Communications that help create a powerful learning experience emphasizing integrative learning and heightened student engagement. The goal is to show that by carefully selecting culture content and tasks, and maximizing student engagement through classroom interaction, culture learning can be fully integrated into communication classes. This careful integration exemplifies the case “inside a white box there are two black boxes wanting to come out.”

61082 15:15-15:40
Institutional Research of an Interdisciplinary Undergraduate Curriculum of a Sino-U.S. Joint Venture Liberal Arts and Sciences University in China
Huiyuan Ye, Duke Kunshan University, China
Noah Pickus, Minerva Schools, United States

Duke Kunshan University (DKU) is a Sino-American joint venture liberal arts and sciences university with an unusual undergraduate curriculum in that interdisciplinarity is built into every major from the beginning. Sustaining this interdisciplinary model, however, meets challenges such as mixed understandings about interdisciplinarity, relatively inexperienced faculty members for this mode of teaching and learning, and combined difficulties about starting a joint venture higher education institution in China. The biggest challenge is, while DKU deliberately designed key features for its interdisciplinary curriculum to work, there is a growing need for assessing how this innovative curriculum is understood and whether students and faculty, those who experience the curriculum in the frontline, understand it in the same way. Without this knowledge, it would be difficult for DKU to continuously align design efforts with student learning outcomes that are direct results of interdisciplinarity. This institutional research adopts mixed methods by surveying and interviewing DKU undergraduate students (N=543) and faculty (N=124) to further identify and make connections across the interdisciplinary curriculum. A special focus is placed on the relationship between the curriculum and DKU’s seven institutional Animating Principles (e.g., Rooted Globalism), in the sense that critically and creatively engaging this relationship may serve to inform a more complete understanding of interdisciplinarity at DKU. Findings of this research will help DKU exemplify a fully interdisciplinary undergraduate curriculum that is well-connected with institutional learning outcomes. A key innovation of this research is referencing and localizing the VALUE rubrics from the Association of American Colleges & Universities.
Sunday Live-Stream Presentation Session 2: 15:50-17:30
Room B
Session Topic: Curriculum Design & Development
Session Chair: To be Announced in Final Schedule

61878  15:50-16:15
Master of Engineering Management: A Reference Curriculum Development
June Ho, Macquarie University, Australia
Viken Kortian, Macquarie University, Australia
Nazmul Huda, Macquarie University, Australia

Due to the multidisciplinary nature of Engineering Management (EM), understanding core requirements for the curriculum design is critical for the growth of this discipline. However, Australia still lacks agreement among universities on Master of Engineering Management (MEM) program curricula with no professional quality standards.

Aim: This study aims to provide an insight into MEM curriculum development in Australia through benchmarking with the standards from a global professional society - the American Society of Engineering Management (ASEM). Methodology: Firstly, from preliminary research of MEM programs, a database of course structure is developed. Then, word cloud and text analytic techniques are used to provide an insight into the current curricula. Benchmarking is made by comparing these current practices with ASEM curriculum requirements and EM domains. Finally, an in-depth case analysis serves as a self-assessment example.

Findings: The results show the maturity in Australian MEM program quality. Curricula meet the rigorous standards of ASEM and align with the EMBoK guide. However, this benchmarking exercise also helps to diagnose the problems, such as EM domain balance, integrating emerging trends into curricula, and the scatter in the course structure. The case study provides an in-depth analysis of using this reference of curriculum development to seek for excellence in program quality. Originality: This study is the first one to suggest a benchmarking method for MEM programs in Australia with global professional standards. It raises the question of a professional body for this discipline, and also provides a seed study for similar benchmarking exercises for other programs.

60841  16:15-16:40
Understanding the Concept of ‘Concepts’: Creating Deep Learning Experiences
Sumit Mandhwani, Prometheus School, India

As teachers, we aim to create meaningful experiences for our students. The intent behind each lesson is to understand the context and create understandings that are not restricted to factual knowledge, which is easy to access given the internet. Therefore, it is meaningful only when students are being elevated to the understanding using the language of concepts. This session explores the meaning of concepts in an Economics classroom, using the work on Concept-Based Curriculum and Instruction by Dr H. Lynn Erickson and Dr Lois A. Lanning, along with the work on Concept-Based Inquiry by Rachel French and Carla Marschall. The aim of this session is to argue that using the lens of concepts in planning knowledge and skills can lead to deep transferable understandings.

61413  16:40-17:05
A Professional Development Program for Teachers in Chile: Beliefs and Appraisals Around the Teaching and Learning of Writing
Constanza Alvarado, University of Chile, Chile
Erika Abarca, University of Chile, Chile
Silvana Arriagada, University of Chile, Chile
Patricio Cabello, University of Chile, Chile

Evidence indicates that students have few opportunities to develop argumentative writing in school (Graham et al., 2013; Meneses, 2008; Concha et al., 2010), directly affecting their possibilities of participating in more complex literate worlds, like higher education, where these skills are required for succeeding (Wesley & Lowenthal, 2010). This article analyzes preconceptions about writing in participants of a Writing Teacher Professional Development (TPD) program in a public University in Chile. This work was guided by two research questions: (a) What are the beliefs and appraisals about the teaching and learning of writing in the context of this TPD program? (b) What are some of the reflections (contrasts with previous beliefs and appraisals) reported by teachers after and during their involvement in this TPD program?
This qualitative exploratory study expands on a previous one (Alvarado et al., 2021), using semi-structured interviews (Rubin & Rubin, 2012) at three points in time during 2018 and 2020 with seven ongoing participants of the aforementioned Writing TPD program. Preliminary results of the data show that teachers envision the writing teaching-learning process as a communicative process based around the construction of meaning. Further, teachers reflected on the re(construction) of what a meaningful student-centered learning environment means. Finally, this study not only adds to the literature on Writing TPD programs to prepare students for higher education but also emphasizes the importance of constant teacher reflection as a concrete way to modify and adapt teaching practices, allowing teachers to feel empowered by their beliefs.
The presenter will describe some emerging issues in EFL environment in Japanese universities due to COVID-19 and introduce some critical feedback from teachers and students. The presenter will then focus on one serious issue that language teachers have been struggling. It is to find out how to manage Breakout rooms more effectively replacing face-to-face classroom. Having encountered this particular problem, the presenter designed the task-based Breakout room sessions using the worksheets in her Technical English classrooms. For example, the class will be split into several groups, and a student-leader will lead each group doing an assigned task relevant to the unit they studied in the previous week. The 15-minute tasks include: having the group members draw a picture using 2-dimensional/3-dimensional objects, creating quizzes with complicated math calculations, teaching the components of a material/product and so on. The presenter has also decided to provide a note-taker to observe the group work more closely and report it to the teacher by filling in the worksheet. The questionnaire results from the students who joined these task-based activities will later be shared and discussed. It is hoped that attendees will gain more awareness of the problems to the Breakout rooms, as well as develop more ideas of Breakout room activities for their own classrooms.

One major concern in the realms of reading literacy within an ever-increasingly digitalized world is students’ application of higher-order thinking and relevant cognitive processing on the constant influx of new information. Without active and conscientious practices of higher-level of cognitive processing, young adolescents may be prone to become either oblivious or susceptible to contents presented from online sources including widely-accessible news information from mass media outlets. However, with overt productions such as group discussions and verbal interactions with peers, students are prompted with opportunities to delve into news topics and issues with intellectual processing requiring higher-order thinking. This research study will first outline the need for an interactive student-led discussion intervention for the activation of students’ critical thinking engagements with news media materials in English as a Foreign Language contexts in Asia. Second, the researcher will delineate the scope of the study and the application of student-led discussions implemented in a public university in Northern Taiwan. Finally, the researcher will provide the outcome of a survey on students’ self-perceived conceptions of higher-order thinking practices when leading group discussions. The results demonstrated that students have accumulated positive experiences in areas involving generalization, incorporation of logical analysis, formation of perceptions, as well as making connections and reflections on topical news content in relation to individual personal experiences.

This study introduces a manga-based EFL activity effective in a classroom where no real-time interaction occurs. Even though speaking activities were limited during the pandemic, making comics along with linguistic analysis of the language in manga offered an opportunity to learn communication skills in English including sociolinguistic factors. In this study, the author introduces a manga-based approach used in a college-level EFL course in Japan. Due to COVID-19, the university switched to on-demand online instructions. Live streaming instruction was restricted. Due to LMS constraints classes comprised one-way instruction through materials with no interactions among students and the instructor. Although speaking practice was restricted under the circumstances, students could learn spoken English in the virtual world of manga comics.
The manga approach was used in an on-demand online EFL course at a university in Japan. Students learned the idea of “role language”, the language in the manga that reflects the personality of the speaker and sociolinguistic appropriateness in conversation. Students examined English expressions in manga and analyzed how they are different from the original Japanese expressions. Finally, students created their own manga using written English in the narration and spoken English in speech bubbles. In this approach, students could “virtually” enjoy conversation through characters in manga, learned sociolinguistic appropriateness, and differences between spoken and written English. Results of the post-class student feedback survey were positive. Students enjoyed conversation in the manga, learned situationally-appropriate expressions, and how non-verbal information conveys meaning.
Sunday Live-Stream Presentation Session 4: 19:30-20:45
Room B
Session Topic: Learning Experiences, Student Learning & Learner Diversity
Session Chair: To be Announced in Final Schedule

61311 19:30-19:55
Patchworking and Paying it Forward: Undocumented Students Access to Social Capital
Julie Stuckey, Purdue University, United States
Lisa Lambert Snodgrass, Purdue University, United States
The primary purpose of this systematic review is to assess how undocumented students in the United States leverage their assets to successfully attend and graduate from higher education institutions (HEI). A 1982 U.S. Supreme Court decision gave undocumented children access to public education from pre-school through grade 12. While no single U.S. legislation forbids the enrollment of undocumented students in HEI, there are laws that remove access to federal financial aid. Federal legislation gives states the freedom to determine whether these students receive reduced in-state tuition rates and state financial aid. This paper explores how undocumented students use the strengths of their communities to patchwork together the financial and emotional resources needed to overcome systemic barriers. It also examines the ways that students pay it forward through shared information and activism.

62085 19:55-20:20
Fantasy and Reality of Metacognitive Illusion: A Comparative Study of the Effects on Self-regulated Learning Across Diversified Majors
Patrick McIver, Daegu Catholic University, South Korea
Sang Young Park, Daegu Catholic University, South Korea
Our convoluted and rapidly changing world requires self-initiated and self-regulated learning, not just during the formal years of schooling but also across our lifespan. Therefore, learning how to learn is a critical tool for success; however, research on learning, memory and metacognitive processes has exhibited that learners have a tendency or a perception and beliefs about learning that can diminish, rather than heighten, their effectiveness as learners. Improving educational achievement requires extensive efforts on various fronts; however, insight into the multidimensional approaches to achieving self-regulated learning in contexts is critical to promote effective learning strategies. Previous research concluded that students often use inadequate self-regulated learning strategies, believing these strategies are effective. This aspect is known as a metacognitive illusion. Metacognitive illusions occur when the circumstances trick learners into believing they have successfully learned something, when in fact, they have not. Different factors can mislead people into mistaken assessments of learning success. To be effective self-regulated learners, students actively have to influence and adjust all cognitive, metacognitive, and motivational learning processes. This study examines a sundry of major students learning strategies in theoretical/practical major university classes. The study will test the effectiveness of the students' self-regulated learning strategies against the advances in cognitive strategies. This study expands the research in metacognitive illusion in an authentic university setting, considering that cognition and motivation, behavior, and context may explain students' self-regulated learning strategies choice strategies. This study draws on the assumption that self-regulated learning is a theoretical foundation.

62167 20:20-20:45
How to Build a Knowledge Graph as an Intelligent Learning Assistant to Improve Learning Outcomes of Using Cybersecurity Hands-on Labs
Yuli Deng, Arizona State University, United States
Zhen Zeng, Arizona State University, United States
Kritishekhar Jha, Arizona State University, United States
Ratrapee Techawithayachinda, Arizona State University, United States
Dijiang Huang, Arizona State University, United States
Ying-Chih Chen, Arizona State University, United States
Hands-on laboratories are a critical learning approach for cybersecurity education. It provides real-world complex problem scenarios and helps learners develop a deeper understanding of knowledge and concepts while solving real-world problems. But there are unique challenges when using hands-on labs for cybersecurity education. First, there is a lack of a coherent way to manage existing lab materials, making it
hard for instructors to create practical and systemized learning plans for a semester-long class or a degree program in the cybersecurity domain. Second, it requires the significant effort of instructors to monitor students’ lab sessions, to provide timely feedback and hints, which is time-consuming and non-scalable. In this proposed research, an AI-enabled knowledge graph is contracted to provide assistance during lab sessions. Natural language processing is used to process learning materials and extract relevant concepts. Knowledge graphs were then constructed with all concepts identified. Students are provided access to a virtual lab environment with the knowledge graph as assistance during each lab session. The knowledge graph will provide students with key concepts, background knowledge, and practice material corresponding to tasks in each lab. It also provides a Q&A portal to answer student questions. A case study with controlled groups of students in an undergraduate cybersecurity class is conducted to capture the students’ conceptual performance and problem-solving abilities with and without knowledge graph assistance, in order to measure the effectiveness of the proposed solution. Initial results show that users tend to gain enhanced learning outcomes and were more motivated in learning cybersecurity.

61311  20:20-20:45
Patchworking and Paying it Forward: Undocumented Students Access to Social Capital
Julie Stuckey, Purdue University, United States
Lisa Lambert Snodgrass, Purdue University, United States

The primary purpose of this systematic review is to assess how undocumented students in the United States leverage their assets to successfully attend and graduate from higher education institutions (HEI). A 1982 U.S. Supreme Court decision gave undocumented children access to public education from pre-school through grade 12. While no single U.S. legislation forbids the enrollment of undocumented students in HEI, there are laws that remove access to federal financial aid. Federal legislation gives states the freedom to determine whether these students receive reduced in-state tuition rates and state financial aid. This paper explores how undocumented students use the strengths of their communities to patchwork together the financial and emotional resources needed to overcome systemic barriers. It also examines the ways that students pay it forward through shared information and activism.
Sunday Live-Stream Presentation Session 1: 14:00-15:40
Room C
Session Topic: Literature/Literary Studies
Session Chair: To be Announced in Final Schedule

61533 14:00-14:25
Yu Umehara, University of Tsukuba, Japan

The representation of eyes is an important interpretive tool in analyzing the modern schoolgirls in the early twentieth century. Scholars in the field of girlhood such as Kan Satoko have pointed out that Japanese modern girls’ culture was characterized by sentimentality. The eyes, an organ that exudes tears, have many symbolic meanings in the modern subgenre of girls’ novels. Illustrations draw girls’ luminous brown eyes filling with tears. According to scholar Takeda Shiho, girls’ tears often signify nostalgia, sorrow, and lament over the loss of their female friends in novels of girls’ magazines. This paper is interested in another body part that carried a symbolic valence: schoolgirls’ mouths that became a contested terrain. I argue that schoolgirls’ mouths, or rather, their use of the organ, served as a potential instrument for social change in girls’ culture. This paper offers a reading of the “speaking mouth” and the “eating mouth” of schoolgirls in girls’ novels and illustrations in schoolgirls’ magazines such as Shojo Gaho[Girls’ Pictorial] and Joshi Bundan[Woman’s Literary World]. Schoolgirls create a unique language used only among them. They also eat out and chat while eating—an act that can be contrasted against feeding children and husbands at home. They are audacious enough to talk back to their parents and teachers. By reading the representations of schoolgirls’ mouths that eat and talk, this paper demonstrates the ways in which they functioned as a site of struggle against the traditional (and patriarchal) norm and to reclaim control over their own bodies.

61085 14:25-14:50
Rabindranth Tagore’s Chandalika: A Buddhist Drama
Eiko Ohira, Otsuma University, Japan

Rabindranath Tagore wrote quite a few essays on his belief in Buddha’s teachings. And he composed Buddhist dramas such as Malini (1896), Natir Puja (1926), and Chandalika (1933). Chandalika is the most powerful drama among these three major works. Tagore challenged orthodox Buddhist views. He changed the focus of the story “Sardulkarna-Abadan” in The Sanskrit Buddhist Literature of Nepal, on which Chandalika is based, and presented his own view of the essence of Buddha’s teachings through a chandali’s dauntless spirit and desiring subjectivity. Surprisingly, Chandalika has received little critical attention. To begin with, there has been no systematic approach to its source materials. Tagore’s works cover a broad field, and critical works deal with them only sporadically. There has been scant research on his religious views, and the most neglected area is his perspective on Buddhism. To help to rectify this critical neglect, I would like to focus on Chandalika, examining how Tagore dramatizes his beliefs.

61934 14:50-15:15
The New Zealand Candidate: Rehabilitating the Masculine in Ray Mount Rogers’ Novel “The Long White Cloud”
Daniel McKay, Doshisha University, Japan

In ancient iconography through to present-day equivalents, Western cultures have depicted equestrianism implicitly yet unequivocally gendered dimensions. The trend survived and was invigorated in anglophone settler colonial cultures, though to date only the cultural productions of the United States have received dedicated scholarly attention in this regard. This presentation recovers a hitherto unresearched primary text from the New Zealand literary tradition, Ray Mount Rogers’ novel “The Long White Cloud” (1960), arguing, firstly, that it is a relatively unsurprising continuation of the gendered forms of representation that preceded it; but, secondly, that its integration of mid-twentieth century American anxieties over women’s place in society into equine-theme genre fiction is without precedent in the New Zealand canon (and unlikely to be found elsewhere either). The genre conventions of the horse-racing novel enabled Rogers to reproduce Cold War ideologies of a primarily American provenance without ‘upsetting’ the masculine conceits that underpinned them.

The International Academic Forum
This paper is concerned with developing negotiation skills in English for Japanese university students at both undergraduate and graduate levels. As a part of international communication projects, we used the Model United Nations (MUN) as pedagogical material. Our theoretical and practical challenges as instructors have been how to evaluate students’ negotiation skills objectively. Although the MUN is a widely used simulation to enhance students’ negotiation ability, a straightforward methodology to assess students’ negotiation skills is missing. In this paper, we define global negotiation competence as a complex of different types of language competencies, such as communicative competence, pragmatic competence, discourse competence, interactive competence. Negotiators need to be capable of producing a convincing discourse to highlight their claims and maintain good interpersonal relationships with their counterparts. Their discourse can be analyzed in terms of subjectivity and intersubjectivity. Using makers that we selected from our discourse competence theory, we will show how these aspects appear quantitatively and qualitatively in the data taken from different sets of informants (advanced vs. less advanced, Japanese vs. non-Japanese international students, STEM majors vs. social sciences). These data will be parsed using a Text Mining Analysis, and the preliminary findings will be presented.
61570 15:50-16:15
Rethinking Hong Kong Protests Through the Lens of Social Media and Adult Learning Theories
Yingyilong Hu, University of Toronto, Canada

In 2014 and 2019, Hong Kong captured the world's attention with a tidal wave of 'pro-democracy' protests. Where did it come from? How has it evolved? How has it been reported? What are some key takeaways related to Adult Learning? This paper will serve as an 'informational brochure' to share knowledge on Hong Kong's recent protest history with reported and gathered from both the Western and the mainstream Chinese media. This paper has been also an attempt to share implications and learning together with educational and theoretical perspectives. This article incorporates a threefold methodology. First, I explore the history of Hong Kong and the 2014 and 2019 protests in Hong Kong by referencing social media reporting to study ethnicity and Hong Kong identity. Two, I study three adult learning theories. Specifically, I consider Holford (1995), Mezirow (1997), and Rogers (2014), which offers a better way of understanding and conceptualizing the social movement and the foreshadowing behind the screen. Third, I discuss Hong Kong Protests as a case study that could apply the selected adult learning theories, rethinking the role of social media and the different ways of learning. Indeed, Hong Kong Protests and ethnic identity are an understudied thread running throughout the adult education and learning theories and provide a camera lens to (re)interpret such political matter and social movement happened to Hong Kong, which is to study a complex bond to its history, ethnicity and education system.

61759 16:15-16:40
What Is the Network of Overseas Chinese/Ethnic Chinese?
Yuki Yokohama, Kanto Gakuin University, Japan

Today, there are Chinatowns not only in Asian countries, but also in Europe, America, Africa, and many other countries around the world. Historically speaking, most of the Chinatowns were built by overseas Chinese immigrants in order to live in the country. And their networks seem to be connected to many parts of the world. However, the nature of these networks are not clearly understood at present. This study examines the components of the networks that exist among overseas Chinese, including their place of origin, surnames, peer organizations, and the Chinese merchant networks that have been attracting attention since China's reform and opening-up policy. The research method was based on a number of papers that focused on the networks of overseas Chinese. As a result, especially in recent years, the commercial networks of overseas Chinese tend to be perceived as if they are already spreading around the world and actively doing business with China under globalization. In reality, however, the network between Chinese immigrants and China is not as strong as it seems. On the other hand, networks by place of origin in China still exist, for example, the Fujian World Congress is held every year. In other words, it became clear that when researching overseas Chinese networks, it is necessary to take a multifaceted perspective in analyzing their personal connections, the immigration policies of their countries of origin, education, and social environment.

61968 16:40-17:05
Re-writing History on the Streets: Poster Art and Installations in Delhi’s 2020 Anti-CAA Protests
Ronie Parciack, Tel Aviv University, Israel

This presentation addresses the street art, mainly posters and art installations, produced during the widescale protests against the Indian Citizenship Amendment Act (December 2019). This art was documented during fieldwork conducted at 11 protest sites in the Indian capital in February 2020, and disappeared from the streets with the outbreak of the Covid-19 pandemic and the lockdown imposed on the city. The protest centers that formed in and outside the Indian capital departed considerably from typical protests since Muslim women gathered non-violently and sat in silence in fenced and often gender-segregated areas. The protest complexes were decorated with poster art, protest art installations and photography exhibitions echoing each other with slight variations. Focusing on three iconic loci: Shaheen Bagh in the south, central centers (e.g., Nizamuddin and Turkman Gate) and in the working-class neighborhoods in Northeast Delhi (Seelampur, Chandbagh Mustafabad and others), this presentation discusses the ways in which protest sites and art struggled to actively widen the circles of civil engagement.
processed the issue of state violence and most importantly, aimed at changing the socio-political order and write a new discourse of citizenry on the streets.

**62198 17:05-17:30**

**Generative Excavations – An Experimental Pedagogy for an Architecture Travel Abroad Design Studio**
Yael Erel, Rensselaer Polytechnic Institute, United States

“Now let us, by a flight of imagination, suppose that Rome is not a human habitation but a psychical entity with a similarly long and copious past— an entity, that is to say, in which nothing that has once come into existence will have passed away and all the earlier phases of development continue to exist alongside the latest one…” (Sigmund Freud Civilization and its discontents 1927). Inspired by Freud’s reading of Rome as layered entity, we developed an analytical and experimental pedagogy for a travel abroad studio that excavates stories embedded within buildings and unlocks them as a contemporary reading. Each student team was given a square fragment of the Nolli Map of Rome with an embedded architectural “gem”. Through deep observation, dissection and analysis in multiple scales the students proposed a thesis revealing the logic embedded in the artifact and its zeitgeist; uncovering the spirit of the time it was written through the spirit of our time, when it is read. We used devices of our time - scripting, environmental analysis, 3D computer modeling and 3D printing to make the ephemeral physical and precisely project our poetic imagination. The ambition of this project is to turn the reading of an architectural gem into writing, taking the analysis to its next generative step. An architectural reading becomes a key to unlock a new beginning.
Sunday Live-Stream Presentation Session 3: 17:40-19:20
Room C
Session Topic: Cultural Studies
Session Chair: To be Announced in Final Schedule

61135 17:40-18:05
The Mom-in-Chief on the Side-stage: Making Michelle Obama ‘Just Like Us’ in Celebrity Gossip Magazines
Andrea McDonnell, Providence College, United States

This presentation considers the representation of Michelle Obama in American celebrity gossip magazines In Touch, Us Weekly, and Star between 2007 and 2016. Drawing from primary source data, close reading of images, captions, and editorial content throughout this period suggests that Ms. Obama was depicted primarily as a mother, wife, and family member. Using dozens of articles published during the Obama campaigns and Presidency, I consider the visual and textual content of the magazines in order to outline the narrative portrayal of the First Lady across this magazine genre. Gossip magazines frame Michelle Obama using the same techniques employed in coverage of other famous figures, positioning her as a celebrity who is aspirational, but also ordinary and knowable (McDonnell, 2014). Examination of this coverage suggests that celebrity gossip magazines provide a side-stage (Meyrowitz, 1985) image of the First Lady, a representation that appears to offer insider, behind the scenes knowledge, while at the same time carefully honing her political brand. I argue that this side-stage presentation helped to develop an image for Michelle Obama that was non-partisan, family-oriented, and relatable and that this image, while appealing to readership, also worked to minimize the first African-American First Lady’s impressive educational background and policy initiatives. Finally, this talk considers the ways in which this side-stage presentation of the “mom-in-chief” (Henderson, 2010) may have served as a response to initial media depictions of Michelle Obama as an “angry Black woman” (Thompson, 2011).

62124 18:05-18:30
Walumarra Giiang: Researching with Indigenous Peoples
Sadie Heckenberg, Swinburne University of Technology, Australia

As Indigenous peoples our cultural connectedness is intertwined by oral histories and sharing knowledges from generation to generation. Present-day knowledge systems are interwoven with ways of being that has been handed down to us, continuing to bring life to our community narratives, maintaining connection to country and the customs, beliefs and values of our old people, our Elders and Ancestors. Knowledge shared within families and communities, ensures ‘ways of being, knowing and doing’ remain connected and protected in an ever-changing world. These knowledges and way of doing, though, have been the topic of research for many non-Indigenous researchers and practices of knowledge appropriation from Indigenous nations still occur. As such it is vital that ethical research structures to protect and empower Indigenous communities are embedded in institutions, that non-Indigenous researchers uphold cultural respect, and that Cultural Safety is ensured. Cultural Safety being ingrained within ethical research practices, and the significant place of the performative aspects of research, can ensure Indigenous knowledge is protected within a research environment, that research brings true beneficence to our communities and that our voices as Indigenous peoples and the voices and values of our Elders remain empowered and self-determined, ensuring Indigenous knowledges stay in Indigenous hands.

62057 18:30-18:55
The Effect of Americanization on Latin Pop: Diving Into the Cultural Mainstream
Jeongwon Lee, Hankuk University of Foreign Studies, South Korea

This research aims to find out the effect of Americanization on Latin pop. In a period of increasing global integration and rapid technological progress, Latin pop started to gain its popularity and leave their mark on the mainstream pop music. Latin pop is one of the most popular Latin music genres which is generally originating in Latin American culture. Nevertheless, it is undeniable that significant amount of Latin pop records has been distributed under the great influence of the United States. Historically, in the 44 years between 1955 and 1999, 455 singles by 117 Latin artists made the list on the Billboard Hot 100. Soon, “The Latin Pop Explosion” in 1999 started to change the U.S. music scene bringing an unprecedented surge in the popularity of Latin pop. This “Latin Explosion” occurred in the U.S. became a crucial opportunity for Latin artists to attract worldwide attention in the 21st century. However, the paper proposes the question why the
Latin pop music is fundamentally based upon the U.S. market and hasn’t come from where they naturally should come from: Latin American countries themselves. Given this situation, this article recognized the necessity to investigate the reason for Latin pop’s efforts to firstly ride into the U.S. cultural mainstream to make ultimate inroads in the global music industry. Based on this research question, the paper clarifies the “Latin Explosion” and today’s “Latin boom” as another example which shows overwhelming dominance of American marketing as a form of “Americanization of Latinos”.
61583  19:30-19:55
‘Who Education Hep’: Cybercrime and the Threat to Education in Ukwuani
Ikem Godspower Ujene, University of Ibadan, Nigeria

Against the backdrop of formal hard work which had produced successful Ukwuani citizens such as Patrick Osakwe (former senator of the Federal Republic of Nigeria), John Eke Uti (World Heavyweight Champion) and Prof. Stephen Okecha (renowned international scholar) etc., there is the sway of cybercrime (popularly called ‘street business’ or “Yahoo Yahoo” among Ukwuani youths) which is massively perpetrated by and threatens the existence of the Y and Z generations. With a case of Ukwuani Local Government Area of Delta state in Nigeria, and the employment of qualitative data collected through nine in-depth and three key informant interviews which were content-analyzed, the study brings to the fore contemporary patterns of cybercrime and its educational implications on Ukwuani youths. Also, the entrepreneurial cum informal educational implications of cybercrime were delved into. With the triangulation of Hirchi's social bond and Shaw and McKay's social disorganization theories, the study submits that the heightened rate of cyber-criminality in Ukwuani is fueled by the interplay of political mafiasance, unrewarding educational system and economic shortfalls hence, the suggestions that democratic gains should trickle effectively down to the suburbia and rural areas and economic disbursement should be improved upon so as to create more attractive employment opportunities for the Y and Z generations especially those with academic and technical know-how.

61268  19:55-20:20
Strategies of Film Archives in the Face of National Trauma: Exile and Colonies
Alberto Berzosa, Spanish National Research Council, Spain
Josetxo Cerdán, Filmoteca Española, Spain

National film archives are complex institutions with many levels of management, which also carry the weight of the history and identities of states. They are sensitive spaces of collective history, given the complexity of their activity as regulators of visual materials that shape national identities. As a result of the patrimonial turn that film libraries underwent in the late 1980s, their collections began to receive amateur materials filmed by private individuals in substandard formats outside the commercial circuits. These materials, which until then had been considered minor by these institutions, came to be recognised as audiovisual heritage. At the same time, they posed numerous challenges in terms of rights management, the collapse of restoration teams, and their difficult fit with a programme that seeks to attract the general public to cinema. The complex handling of those materials becomes more complex when dealing with films made during critical processes of mobility, such as those related to exile or colonial expansion. For the memory of nations, like it happens in Spain, the memory of the exile after the Civil War and its recent colonial past in the African territories is particularly traumatic. Precisely to overcome the frictions regarding the memory of exile and African colonies in a sort of institutional resilient proposal, Filmoteca Española, has developed in recent years (2018-2020) a strategy to activate and generate debate around these materials based on research work and production of new films. This contribution will explain what this programme consists of and show its results.

62172  20:20-20:45
The Influence of Dancehall Music as a Means of Female Empowerment or is it Provoking Violence Against Women
Melsia Tomlin-Kraftner, Bournemouth University, United Kingdom

This presentation explores the peripheral aspects of Femicide and to what extent the influence of Dancehall music is a means of female empowerment. On the other hand, is the sexual objectification within the lyrics and the choreographies provoking violence against women? Femicide is the intentional murder of women, usually perpetrated by men, but a growing number of female family members are involved. There are mixed messages evolving from sexual objectification within Dancehall music or any music with lyrics that explicitly denigrate women. The recently released dancehall song ‘Go Dung/Down Deh’ by Spice, Shaggy and Sean Paul, is one such example of explicitly arranged lyrics that either empowers women in the sexual act or promotes sexual objectification, and even more are men provoked with such lyrics to perpetuate control.
leading to violence against women. In this study, the lyrics from Dancehall music are explored as Literary interpretations drawn from extant studies, interviews and YouTube content analysis. As a mixed-methods research, once knowledge of what the lyrics mean and the significance of the choreography identified, the study explores various lenses from the perspective of individuals such as dancers, women who watch and feel inspired to perform, parents of children who perform, and Dancehall management within the music industry.
Sunday Live-Stream Presentation Session 1: 14:00-15:40
Room D
Session Topic: Educational Support
Session Chair: To be Announced in Final Schedule

61185  14:00-14:25
Defining Special Needs: From Nonspeaking to Doctor in Education
Kerry Magro, New Jersey City University, United States

In this presentation you will hear from someone who was nonspeaking until 2.5 and now today is a professional speaker who travels the country interviewing students impacted by a diagnosis via the Facebook Page A Special Community (over 214,000 followers) and has given 100 scholarships for students with autism to go to college. In his session he will provide case studies from students with special needs on what they want educators to know. Learning objectives include: 1. To learn about the experiences of students with special needs from the case studies of self-advocates sharing with educators what they would like them to know. 2. For the attendees to gain awareness of special needs across the lifespan from adolescence to transitional services when the school bus stops coming when these students become adults. 3. To leave with 10 tips on how to help students through K-12 become the best versions of themselves. What also makes Kerry’s presentation unique is that he is one of the few autistic adults self-advocating for change in how our society deals with special needs. The fact that many of his topics focus on communication shows an element in the world of autism that hasn’t been explored yet. What also will make Kerry’s story different is his personal life narrative of how he went from being “disabled” with minimum communication skills to now speaking so articulately and communicating so clearly that many say he could have never been autistic.. Time will be left for Q&A.

61004  14:25-14:50
Enabling Change for the Better: Teaching and Learning about Information, Misinformation, and Reactionary Populism
Lorna Rourke, St. Jerome's University in the University of Waterloo, Canada
Pascal Lupien, Brock University, Canada

In recent years we have witnessed the rise of far-right populist movements characterized by xenophobia, authoritarianism, and hostility toward democratic institutions. We have also experienced a global pandemic and a plethora of anti-science misinformation. These offenses are successful when people lack skills that would allow them to think critically about information and therefore to fully exercise democratic citizenship. Political science has theorized the link between information and power; its critical pedagogical practice encourages students to identify and challenge such dynamics. Information and media studies understand the cognitive decision-making activities involved in processing information. Information literacy (IL)—the ability to analyze and think critically about information—is particularly relevant in the current political and post-pandemic climate. But these disciplines, and the epistemologies they produce, rarely intersect with each other and with critical pedagogy. If information is power and power is at the core of politics, those who study politics and those who understand how information is created and manipulated must work together to support resilience against threats to democracy and truth. In this session a Political Scientist and a Librarian will discuss how misinformation and lack of IL skills threaten democracy and public health. We call for a collaborative research and pedagogical agenda, grounded in a holistic understanding of information as power, that will help achieve a more informed citizenship and promote a more resilient democracy. We will propose the development of a transtheoretical model linking political science, information and media studies, and critical pedagogy to suggest new paths for teaching.

62073  14:50-15:15
Up Your Game in Research: How Universities and Colleges Can Help Faculty Write and Publish!
Remilyn Mueller, Grand Canyon University, United States

Literature shows that there is many published research on faculty development that gears towards teaching (Mohr & Shelton, 2017; Martin et al., 2019; Berry, 2018). However, teaching is not the only expectation from faculty members. Many colleges and universities struggle to make more faculty write and publish research. In fact, faculty tenure and university accreditations also depend on the number of research published. Universities have conducted endless training, and seminars but the chance to make more faculty do actual research and publish is slim. And yet, those who have become successful in their first publication seem to
have been set from a launching pad and they become consistent researchers that publish annually from that first success. This presentation is an accumulation of best practices for universities to design faculty development programs that are geared towards research.

62033 15:15-15:40
Transforming Services and Supports For Students with Emotional and Behavioral Disabilities
Marcel Lebrun, Plymouth State University, United States

This presentation will discuss the findings and recommendations of a multiple-year research study in an urban school district. The study investigated practices in self-contained emotional behavior disorder programs at the elementary, middle and high schools. Recommendations for effective management, curriculum and effective interventions for these specialized programs will be presented. This presentation will focus on the difficult work of shifting the perspectives of all stakeholders, including those of general education staff, administrators, special education staff, other specialists, family members, and community stakeholders to embrace a vision of full inclusion. This presentation will include a description of using research-based tools such as the Participatory Evaluation and Expert Review for Programs Serving Youth with EBD tool (PEER_EBD, Walker & Cheney, 2015) with staff who worked in programs specifically for students with disabilities, and the resulting program reforms developed by the staff with a goal of supporting their students in typical education settings (Jones, 1987). These teams transformed their practices and programs from a patchwork of approaches based on individual perspectives and experiences, to articulation of a clear eligibility process based on research-based assessments, with an application of evidence-based practices such as functional-behavioral assessment and positive support planning, student- and family-driven individualized support planning, co-teaching models in the typical classroom, and collaboration with community supports such as mental health and child welfare. The presentation will also include the district-level work to develop, and gain buy in for a clear vision focused on the implementation of Multi-Tiered Systems of Support.
Sunday Live-Stream Presentation Session 2: 15:50-17:30
Room D
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

62059 15:50-16:15
Gender Diversity in Single-sex Education: Trans-inclusive Admissions Policies in Contemporary American Women’s Colleges
Maki Ikoma, Aichi University, Japan

Recognizing the evolving understanding of gender, many women’s colleges in America since 2014 have revisited the meaning of “women” and included a wider range of gender diversity in their admissions policies by being trans-inclusive. Their degree of inclusivity, however, varies widely, which has led to a heated debate about the mission of women's colleges. This study explores this issue in depth by examining how changing definitions of gender have caused women's colleges to interpret their institutional missions in contemporary America. In particular, it investigates how women’s colleges attempt to continue upholding their traditional missions of empowering women while also expanding their institutional roles to serve diverse gender groups. In order to investigate this question, this study looks at the twenty-two women's colleges that, as of 2021, have announced trans-inclusive admissions policies. Examining their trans-inclusive admissions policies in light of their mission statements, it reveals that by utilizing four main approaches that incorporate the ideas of "diversity", "human rights", "self-exploration", and "sisterhood and/or a singular focus of women", women's colleges attempt to maintain their historical commitment to serving women while also embracing their new expected role to meet the needs of other gender groups. This study, by illustrating their complex and sometimes contradictory responses in their policies, shows the continued challenges for justifying single-sex education in today's rapidly changing world.

61454 16:15-16:40
Experiences in Higher Education in Chile in times of COVID-19
Rosa Bahamondes, University of Chile, Chile
Erika Abarca Millán, University of Chile, Chile

As the pandemic turned instruction entirely online in several countries, students and teachers were presented with the issues of having to re(construct) what these different institutions (university, family) look like, their boundaries, and physical spaces. In this exploratory qualitative project we aim to analyze the impact of transforming face-to-face classrooms to emergency online education (Hodges et al., 2020) for a sample of university students and instructors in a public university in Chile during the COVID-19 pandemic, guided by the following research questions: What are the most salient themes participants discussed when asked about their university experience during the pandemic? What are the main challenges that participants report? We focused on the experiences (Abarca Millán, 2020) of instructors and first-year students using data from two university-wide surveys. From the surveys, we used demographic information and answers to open questions included for 240 freshmen and 67 instructors in one college of this university. Answers to these questions were coded using a thematic analysis (Guest et al., 2014). Concerning findings, students reported concerns about online modality instruction, mental health issues, and issues with available learning spaces. Instructors reported exhaustion due to class preparation and teaching and concerns about student participation.

This study has important implications not only to inform online instruction during times of restricted (or no) access to face-to-face classes but also to inform educational policy in developing countries concerning university-wide and nation-wide conditions that need to be met to serve all students.

61936 16:40-17:05
The Indian Odd: Women’s Rising Education and Declining Labor Participation
Gauri Khanna, OP Jindal Global University, India

The disproportionate representation of women in labor as compared to their education is an Indian odd which will be examined in this study. Women are attaining higher education degrees at similar rates as men but hold a much lower track of considerable labor participation. Women constitute only 21% of the workforce as compared to 49% of total enrolment in higher education in India (AISHE,2020). This apparent paradox is result of a variety of factors where gender roles in society and discrimination at job work play its role interchangeably. However, no study so far has assessed the dynamics of personal and economic factors
collectively. This study aims to address the gap in literature by collectively exploring the personal and economical determinants to explain the negative correlation between women’s education and their labor participation in India. The theories of human capital suggest that with more education, women acquire greater skills, and their earnings increase, resulting in higher labor force participation (Chattarjee, 2018). In India, counter-theoretical results from data deserve greater research attention than it has been given. This study will provide an acute test of personal and economic determinants affecting women’s labor force participation. It will establish new directions for future research that will explain the negative correlation between women’s labor participation and higher education in India.

61262  17:05-17:30
International Students’ Acceptance of Online Learning During Pandemic: Some Exploratory Findings
HoangNam Tran, Tokushima University, Japan

The COVID-19 outbreak in 2020 has impacted campus life in many ways, including shifting to online mode of teaching and learning, restricting face-to-face communication and activities, and forming of new norms of education. This paper investigates impacts of the pandemic to the way international students taking class and doing research, the satisfaction level, and obstacles of international students in Japan to online learning, as well as the factors which may influence the students’ acceptance of online learning. A questionnaire containing both Likert-style and open-ended questions were sent to all international students at a university in Japan. Almost half of the non-research international students reported that their taking class was impacted, while almost 30% of graduate international students reported that their doing research was impacted during the pandemic. Japanese proficiency, years of enrollment and family status are found to be associated with impact on taking class. Access to supportive information from university is found associated with satisfaction level of online learning. These findings imply further investigation may need to be conducted for more evidence on whether that acceptance of online learning could be associated with certain factors, and if online learning could be a new norm of education.
The educational system is constantly evolving with each new generation. Each generation exhibits their own unique characteristics and behaviors that inevitably change and impact the education system and its learners. As Baby Boomers leave the profession and Generation Xers move up into administrative roles or veteran teaching positions, our Millennials take on more teaching roles, with the newer Generation Z students that sit in front of them. Each of these groups hold tightly to belief systems, life experiences, and behaviors that are quite different. These differences are rarely mentioned during research, or addressed during professional development and instructional coaching, leaving many teachers confused on best strategies to reach their new learners. Mentoring new teachers creates another challenge between different generations of teachers as they hold different approaches to their careers, varying degrees of work ethics and arrive with diverse skill sets. Our students come to school disconnected from the adults within their classrooms and school buildings, and we must find ways to reengage with them and teach them. Taking a deeper dive into the differences and similarities of each generation, their needs, and best methods for bridging the gaps is an essential component that needs to be incorporated into our educational systems. The diversity among generations continues to grow, and we must explore best practices within our educational settings to ensure success for everyone.
**Virtual Poster Presentations**

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

**61730**  
**A Multifaceted Approach to Complex Needs: Targeted Interventions for Gifted Students With Autism**  
Sacha Brayley, University of British Columbia, Canada

Recent studies have focused on identification of gifted students with ASD and on their learning experiences; however, there appears to be a gap in the research regarding effective interventions for these students. Most intervention strategies target either the student's giftedness or their ASD diagnosis, but their unique challenges require targeted interventions that extend beyond those designed for students with a single exceptionality of either giftedness or autism. The purpose of this study was to determine the efficacy of targeted, multi-faceted interventions designed to address the complex, often contradictory needs of a gifted student with ASD. The study used a single-subject research design, which took place over the course of two school years. Targeted interventions were designed and implemented to address the specific needs of a 9-year-old male BIPOC student, who had received an ASD diagnosis at age 3, and who was subsequently identified as highly gifted at age 7. A literature review, which looked at the identification of gifted students with ASD and how these dual diagnoses impact their experiences in school, informed the design and implementation of interventions. Practitioners conducted interviews with the student, parent, and teachers, which uncovered differing understandings and expectations that contributed to school avoidance, frustration, and anxiety on the part of the student. In collaboration with the parent, teachers, and student, a series of interventions were designed to address this student's specific needs. Behavioral observations, progress monitoring, and pre- and post-intervention interviews were collected as evidence to determine the effectiveness and relevance of the interventions.

**62132**  
**Emotional Literacy: Equipping Students with Skills**  
Caron Westland, University of Colorado Denver, United States

Today, more than ever, our students need to become emotionally literate. This poster session will explore the science and strategies to integrate emotional literacy across curricular areas. While some students being served in special education might not be able to pick up the social cues, they can be taught emotional intelligence skills. Learn how to teach students to name and express emotions across the curriculum. Schools have begun utilizing Social Emotional Learning (SEL) as a foundation for integrating all students back into the classroom this year. Students can begin to learn to empathize, control impulses, communicate clearly, solve problems, and build friendships (Frye, 2018). Naming emotions can be a foundation for relationship building (Voltmer & von Salisch, 2019). Students need to understand the mirror neurons in the brain when someone smiles and someone reciprocates (Jaffe, 2018). Brackett (2019) asserts that we should be given permission to feel and that adults and students should be taught the skills to ask how someone feels and to take the time to listen. After being in lock down/shut-in during the global pandemic, we only had the chance to be with those in our household/bubble. When we got on social media or on a zoom call, we had an opportunity to express how we were feeling. That was the beginning. In this poster, we will explore the power behind relationships/peer mentorship to support emotional intelligence.

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

**61537**  
**Students’ Perceptions Toward Dyads and Triads in the English Classroom**  
Naoko Ichii, Shibaura Institute of Technology, Japan

This study exclusively focuses on a dyad (a pair) and a triad (a group of three) in an English classroom setting. It investigates the differences between dyad and triad interactions and explores the students’ perceptions and attitudes toward the interactions. The characteristics found in each interaction are categorized respectively according to the findings of research in clinical psychology. 57 Japanese second year university students majoring in Engineering were asked to introduce themselves in dyads and in triads.
at the beginning of each lesson. The questionnaires were administered in the first and the last lessons of the semester to collect data. The research results indicated that how they experienced both dyads and triads differed although they had positive feelings toward both dyad and triad interactions. For example, in dyads, they felt close and comfortable, while in triads, they felt some distance and somewhat uncomfortable. In dyads, they felt some pressure to keep the conversation going while in triads, they felt less pressure because they could rely on the other two members to help carry the conversation. Some distinctive opinions were observed in each interaction and this could have some implication when teachers use pair work and group work in English lessons.
From Virtual Space to “Third Space”: Mickey Mouse in Shanghai during the 1930s and 1940s
Yujing Qian, Beijing Film Academy, China

Mickey Mouse made his Chinese debut in the Shanghai illustrated magazine Liangyou in 1932. Since then, urban audiences in Shanghai began to see both authorized and unauthorized Mickey Mouse cartoons in various entertainment mediums, including magazines, newspapers, and films. Through the analysis of images in various Shanghai media, this paper explores how the cultural identity of Mickey Mouse in Shanghai went through a fundamental shift from a citizen of the world to a distinctly American figure in the late 1930s and 1940s. The paper has two sections. The first section focuses on Mickey Mouse images in early 1930s Shanghai. These images portray a universal character with no distinct definition of age, ethnicity, race, class, nationality, or local identity—a figure that can only exist in virtual space. The second section turns the focus towards the late 1930s and 1940s when unauthorized comic strip adaptations of Mickey Mouse created by Chinese cartoonists spring up in Shanghai. One such comic strip, Milaoshu you Shanghai (Mickey Mouse Traveling to Shanghai, 1948), exemplifies how Mickey Mouse shifts from being a symbol of cosmopolitanism to becoming a character with a specific national and racial identity: a white American man. By setting this white American male Mickey Mouse in 1940s Shanghai, Milaoshu you Shanghai depicts a world full of contradiction between the East and the West constructing a world that can be called, to use Homi Bhabha's term, a "third space" – a hybrid space emerged from the interface between existing cultural forms.
### IICAH2022 Pre-Recorded Virtual Presentations
**Arts - Performing Arts Practices: Theater, Dance, Music**

**61397**
*From Old Creole Days: Sampling the Afro-creole Folk Song of Louisiana of the Late Nineteenth Through the Twentieth Centuries*
Phyllis Lewis-Hale, Jackson State University, United States

This lecture-recital will highlight selected arrangements of Louisiana Afro-Creole folk songs of the late nineteenth through the mid-twentieth centuries that utilize a Creole patois. These songs reveal a distinct, yet diverse approach to the ethnomusicological heritage of the African experience in the New World. The study explores selected songs of Camille Nickerson, Efrem Zimbalist, Julien Tiersot, W. T. Francis, and Mina Monroe (with Kurt Schindler) while noting various societal influences shaping the subject matter and compositional elements they employ. The main objective is for this lecture-recital to introduce and critically discuss specimens from this little-discussed repertory, both published and unpublished, thus helping to define a neglected corner of Afro-American song. The lecture-recital also serves as a performer’s guide, providing information helpful to others seeking to explore the diversity of historical Afro-American cultural contributions.

### IICAH2022 Pre-Recorded Virtual Presentations
**Arts - Social, Political and Community Agendas in the Arts**

**62115**
*Liminality in Inclusivity: Faculty Perceptions Towards an Inclusive Educational Community*
Rebecca Kan, Nanyang Academy of Fine Arts, Singapore
Jonathan Chng, Nanyang Academy of Fine Arts, Singapore
Arthur Chiang, Rainbow Centre, Singapore
Yeok Nguan Tan, Rainbow Centre, Singapore
Linda Prebash, Rainbow Centre, Singapore

As Singapore lives with COVID-19, the notion of an inclusive educational community is imperative to enhance the engagement of persons with diverse learning abilities. Over the course of eight months from February to September 2021, concepts of human-centred design, disability through the lens of inclusion, and principles of Universal Design for Learning were examined in the context of inclusive arts education in a higher educational context. This study interviewed 10 artist-educators to evaluate their responses towards inclusivity at the end of the programme. The findings are interpreted through the lens of liminality. The proposition here is that liminal encounters in faculty development can be described by one or more of these practices: separation, in which one leaves the original pedagogical approaches and begins to embrace a different way of thinking; exploration, in which one journeys towards inclusive practices; realization, in which one begins to reflect on and question the self; and innovation, in which one experiments with new pedagogical approaches to transform the curriculum in higher education of the arts. By viewing the findings through the lens of liminality, we suggest that inclusive practice brings about personal resilience to those involved. The paper offers an opportunity to think deeply and creatively about what it means to envision inclusive practices in higher education of the arts, and to explore alternative models of evaluating professional development to bring about collaboration, empathy and an ethics of care.
IICAH2022 Pre-Recorded Virtual Presentations

Arts - Teaching and Learning the Arts

61916
School Songs: Place, Space and Embodied Architecture Within UK Independent School Communities
Emma Bryden, Birmingham City University, United Kingdom

Since the 1850s, UK independent schools have composed songs which encapsulate their singular identity (David, 1850) and, through their regular performance (Farmer, 1860), establish a lasting bond amongst staff, students and past students (Butler, 1953). These school songs fall within eight broadly connected themes (Ewart, 1969) and are a lens through which to view the school's history, aspirations, views on education, morals and individual cultural praxis. The closure of schools during the COVID pandemic (DfE, 2020) dispersed their communities and prevented the physical performance of these songs at annual occasions such as speech day and Founder’s Day (Bryden, 2021). To cultivate a sense of community when it was needed most, independent schools turned to online performances of their songs, featuring virtual choirs and orchestras, to facilitate their ritualistic inclusion within the academic year. This presentation therefore interrogates the necessity of a set physical space for the performance of a school song. The approaches taken by several schools in facilitating performances of their songs will be explored, and their reflections upon the success of those performances will be presented alongside an examination of historical examples. The outcomes of these investigations show that there is a hitherto unstudied embodied architecture which occurs through the habitual performance of independent school songs. Furthermore, it will be shown that this phenomenon can enable the community's identity to be successfully recreated outside of the physical school environment.

IICAH2022 Pre-Recorded Virtual Presentations

Literature/Literary Studies

61815
Sustained Moment of Insight in Simeon Dumdum’s If I Write You This Poem, Will You Make It Fly
Hope Yu, University of San Carlos, Philippines

A rich structure of Filipino beliefs about animals inspires this paper to compare them with poetry, particularly, the poetry of the contemporary Cebuano writer, Simeon Dumdum Jr., which, in a very unusual discourse, suggests an extraordinary level of perception into the nature of the relationships between people and animals. Dumdum's recent poetry collection, If I Write You This Poem, Will You Make It Fly (2010), embodies a practice of the artistic incorporation of birds, and this praxis offers a measure against which to assess the abundant list of birds in the Philippines. Dumdum, being one of the most attentive artistic “employer” of birds – and his use of the winged creatures, epitomizes an ideal point on the range of an animal-centered aesthetic. In describing my study of Dumdum, I will also attempt to approach the broad questions of why and how poets use animals: what it means when we write about animals, and what implications (positive or negative), rendered from an ecocritical lens, attend the production and understanding of such poetry.

62168
Violence for Self-respect in the Indian Socio-political Context: The Psychological Intricacies Perpetuating Yellow Journalism in Siddhartha Deb’s Surface
Rohit Jahari, Indian Institute of Technology Ropar, India

This article will read Siddhartha Deb’s novel Surface (2005) to illuminate how an unsuspecting individual becomes prey to yellow journalism. And which Deb imaginatively presents through a diffident journalist's desperate effort to bolster self-respect by achieving an admirable professional standing among his peers. In the process, to gain readers from the Western countries, Amrit Singh deliberately punctuates his reportage on the insurgency challenging India’s democratic setup with multiple fictions that pander to most Westerners' preconceived notions of the country. Foremost, to establish that Amrit indeed possesses a self-respecting mindset, this study borrows from Immanuel Kant's instruction to treat all rational beings with absolute respect, which several scholars use as a philosophical basis to comprehend self-respect. Next, Amrit’s willingness to distort the facts is elucidated through the psychiatrist James Gilligan’s observation that people
who excessively prioritize upholding their self-esteem are most likely to utilize violence for maintaining their ego. Accordingly, Amrit’s single-minded aim to reinvigorate his dwindling prestige makes him ignore the facts that expose how the armed insurgents have ruthlessly shot and maimed a woman named Leela. Instead, he callously sensationalizes her suffering to project India as violence-ridden for the Western readers. Through a plot replete with nuanced understandings of the human psyche, Deb paints a poignant picture of the cut-throat world of media organizations exploiting a victim’s tragedy.

IICAH2022 Pre-Recorded Virtual Presentations
Sexuality, Gender, Families

61362
Homosexuality and African Criminal Justice System: Exploring the Current Laws and Enforcement Regimes in Nigeria
Bamikole Martins Aduloju, Robert Gordon University, United Kingdom

The discussions surrounding the position taken by the various legal systems towards the lifestyles, practices and or acts of the homosexuals have gained notoriety and remained topical within and outside the academic space. While some nations have reviewed their criminal laws to decriminalize homosexuality, others have reinforced their justice system against it. Most African nations fall in the latter category, with the most recent example from Nigeria where her 2014 criminal law prescribes 14 years jail terms for the act. Within the academic literature, scholars have generally appraised the African legal stance, and particularly the Nigeria regime, from different perspectives; such as human right, medical laws, international law, legal history etc. However, not many researches have focused on examining the specific provisions of the so-called anti-gay legislations in Africa. This paper is exploratory in nature. It selects Nigeria as a case study and examines the scope of her laws on the ‘crime’ of homosexuality. Whilst references were made to other African countries, the paper isolates the Nigerian Same Sex (Prohibition) Act and discusses the legal elements of each provision of the Act and the crimes it establishes. It also investigates the current enforcement mechanisms put in place. Ultimately, by exploring the Nigerian ‘anti-gay’ laws and other African states as they are, this paper makes accessible to the international community how the regime expect persons of LGBTQ to conduct their lives and businesses within the ambit of the existing laws, even while the debates to review or repeal the laws continue.
Peer to Peer Learning Model Introduction Learning from one another is a characteristic of all courses at all levels, not just informal learning. Students have conversations about what they are learning inside and outside of the classroom, whether teachers are aware of it or not. The first approach when stuck a problem is to ask the fellow student not the teacher. It helps benefit from each other’s useful experiences and makes learning enjoyable and less burdensome. The power of peer-to-peer learning is evident daily (Boud, Cohen & Sapson 2013) in popular cultures as demonstrated by books and films. The report is based on the direct experience of the peer-to-peer model applied through discussion posts and written assignments where students will comment on each other’s work and provide feedback in the classroom and analyze its effects. Although the focus is on higher education, the themes apply to a broader audience. The research will analyze the challenges faced by teachers and students; during the implementation of Peer-to-Peer learning, in the classroom environment and will provide recommendations for those challenges in the adoption of the P2P scheme model in traditional classroom settings.

Maltese as a Foreign Language Teachers’ Intercultural Competence
Jacqueline Zammit, University of Malta, Malta

This study sought to understand how teachers of Maltese as a foreign language (MFL) develop intercultural competence by exploring the importance of intercultural competence (IC) to MFL teachers, the characteristics of interculturally competent MFL educators, and the ways in which educators develop IC. The study adopted the interpretivist paradigm and a case study research design to collect qualitative data. Seventeen MFL teachers of adult learners were purposefully selected because they all taught MFL to non-native adults. These educators were interviewed, by answering the researcher’s ten unstructured questions. A smartphone was used to record the interviewees. Findings regarding the perceptions of the teachers who were interviewed are as follows. Firstly, the participants stated that IC is important for MFL teachers because it helps them to embrace diversity, to help adult learners to learn the target language (i.e. Maltese) better, and to be sensitive and accommodative to learners from different backgrounds. Secondly, according to the participants, an interculturally capable person is one who knows their own culture and others’ cultural aspects, respects and accepts other cultures. It was also found that teachers develop intercultural capabilities through learning at a school and by visiting other countries and being immersed in the cultures of those countries. The implications of the findings as supported by existing literature, are that IC is important for foreign language teachers and as a result, intercultural training, learning through interactions with others and visits to other countries are necessary to develop intercultural capabilities.

Oral History Project: Learning Language and Culture While Serving Immigrant Communities
Maria Grazia De Angelis, Saint Mary’s College of California, United States
Audrey Edmondo, Saint Mary's College of California, United States

This presentation offers a pedagogical framework for a community engagement project that can be used by instructors of any language. Over the past twelve years, students in Professor Maria Grazia De Angelis’ Italian classes have examined issues connected with immigration through interviews with members of the Italian community in the San Francisco Bay Area. Students conduct the interviews in Italian, developing their language skills, and record the stories in videos they present to the immigrants and archive as part of a larger historical record. The interviews are conducted in person but were held over Zoom during the
pandemic. While this project focuses specifically on Italian immigrants in California, it could be done with immigrants in any language and region. This project benefits both the students and the people they interview, while at the same time creating a vital historical record.

1. Talking with immigrants is culturally eye opening for the students and motivates them to improve their language skills.
2. For the immigrants, having their stories recorded gives them the gift of history, having their life stories recorded for posterity.
3. For the future researchers, the final documentaries and Story Map (using ArcGIS software) will be a rich historical resource of immigrant stories, uploaded on a website that created with the help of a grant. The presentation will include samples of student work, a sample syllabus, strategies for assessment, and tips from the perspective of both the instructor and the students.
Designing courses that engage online learners to achieve the highest level of mastery of course learning outcomes is at the forefront of online course development at the University of Arizona Global Campus. In Spring 2021, full-time faculty in the Department of Education and Liberal Arts had the opportunity to redesign one of their core courses, ECD315: Curriculum Planning and Design for Early Learners. Throughout this presentation, we will explore this process and highlight specific examples of how scaffolding and collaboration allowed for redeveloping a course that would increase student mastery of learning outcomes. Similarly, the co-construction of content by full-time and adjunct instructors alike sought to deepen the partnership between these groups while increasing the self-efficacy and sense of connection to the university for the participating adjunct instructors. Participants will leave the session with practical strategies that can be used immediately for developing comprehensive and effective courses and curriculum.

In this session, the authors will discuss implementing a research study regarding different formats of discussion forums. In a recent redesign of ECE 315: Language Development in Young Children, a modified discussion structure was implemented. The rationale for this research project came from the two ECE 315 faculty developers who were interested in students engaging in learning through discussion forums on a deeper level than previously witnessed in prior sections of the courses. ECE 315 is a high enrollment course with a new offering almost every week for students. From June 1, 2019, through May 31, 2020, there were 50 sections offered of this course with a total enrollment of 1,009 students who took the course, with an average course size of approximately 20 students per offering. Our research questions include (1) In what ways has the discussion redesign impacted student performance? (2) What are student perceptions regarding the new discussion approach compared to the traditional discussion approach? (3) What are faculty perceptions regarding the new discussion approach compared to the traditional discussion approach? (4) To what extent do faculty and students prefer the new discussion approach compared to the traditional discussion approach? The research results will be presented, as well as additional data points from these course offerings, specifically related to student success and course retention rates. The presentation will conclude with opportunities for future research.

This research investigates vocabulary words occurring in Japanese EFL textbooks designed for junior high school students. For this study, I make a corpus of junior high school textbooks, which is sourced from one series of government-approved textbooks, for a total of three textbooks. Text data are gathered from reading passages, example sentences, new words, and language activities so that the corpus can include as many English words that students are supposed to come across in the textbook as possible. The completed corpus contains approximately 45,000 tokens. This textbook corpus is compared with the New General Service List (NGSL), which can provide approximately 92% lexical coverage of general English texts with 2,800 high-frequency words, in order to see if textbooks are composed of words worth learning for students and how many of words in the NGSL are taught in textbooks. Results suggest that more than 95% of words occurring in textbooks are covered by the NGSL; however, textbooks present only 37% of words in the NGSL. These results indicate that textbooks largely consist of words that students are likely to meet in the real world, but they are only part of core high-frequency words. Hence, it may be almost impossible for
junior high school graduates to read authentic texts without any help and would be therefore indispensable to focus on the rest 63% of NGSL words in senior high school to help students to be able to understand authentic texts.

61438
Engaging Students to Chinese Language Enhancement Classes With Communication-Intensive Components
Ming Wai Christy Chung, The University of Hong Kong, Hong Kong

One of the University educational aims for undergraduate curricular in The University of Hong Kong is communication and collaboration. Students will learn how to communicate effectively in academic, professional and social settings and work with others and make constructive contributions. The University approved the Communication-intensive Courses initiative from 2018-19 by recognizing courses that provide HKU students with the core communicate competences needed for creative, economic and social success on campus and in the workplace. In traditional classrooms, students learning Chinese Language are expected to listen to lectures and finish the related assignments to strengthen their understanding and master the knowledge gained in class. However, in CiC courses, they focus on four main areas of communication: i) oral literacy, (ii) written literacy, (iii) visual literacy, and (iv) digital literacy. In our Chinese Language Enhancement courses which are Communication-intensive badged, students will learn the communication knowledge and skills through a variety of activities including in-class discussions, completion of assessed and non-assessed tasks and / or assignments, guest workshop, peer and teacher feedback on both speaking practice and written assignments. Students will have developed certain abilities and attributes of being effective communicators.
IICE2022 Pre-Recorded Virtual Presentations
Design, Implementation & Assessment of Innovative Technologies in Education

60750
Determinants of Emergency Remote Online Learning Satisfaction During a Pandemic
Daniel Mills, Ritsumeikan University, Japan

The Coronavirus (COVID-19) pandemic caused a major disruption to tertiary education around the world. With very little warning, university faculty had to convert face-to-face classes to online delivery, often without adequate guidance, training, or resources. In Japan, the situation was exacerbated by the fact that online learning in formal university education is not widespread. Therefore, Japanese university students were forced to adapt not only to the "new normal" of living with a pandemic, but also to the new technologies, struggles, and isolation of emergency remote online learning (EROL). To that end, the presenter conducted a survey of 158 university students at a private university in Japan to ascertain overall satisfaction with their online English-language courses, and to explore how autonomy and individual differences influenced satisfaction. The survey instrument contained sections related to 1) Emergency Remote Online Learning Satisfaction, 2) Autonomy, 3) Demographics, and 4) Open-Ended Questions. The results of the research showed a significant correlation between emergency remote online learning satisfaction and autonomy. In addition, individual differences including gender, technological self-efficacy, and internet connectivity influenced satisfaction and/or autonomy. A description of the methods used to conduct the research as well as the results and implications of the study will be presented in this session.

60768
Intellectual Property Protection Against the Resilience of Startups Millennial Business During the COVID-19 Pandemic
Sri Mulyani, University 17 Agustus 1945 Semarang, Indonesia
Anggraeni Endah Kusumaningrum, 17 Agustus 1945 Semarang, Indonesia

This study aims to raise the economic resilience of the community, especially startups in overcoming the turmoil of the COVID-19 pandemic in the millennial generation through intellectual property protection. During the COVID-19 pandemic, various large companies and small and medium businesses experienced a decline in the business sector. The millennial generation as one of the actors in startups has also experienced a decline, so that it requires strengthening its resilience. The problem in this study is how to model the resilience of startup companies in overcoming the turmoil of the COVID-19 pandemic. What are the obstacles in implementing the resilience model for startups? The research method used in this research is normative juridical supported by primary data. The research location is in a start-up company (startup) in the old city of Semarang. The old city of Semarang as an open space in providing business opportunities between local and modern businesses. This research was analyzed qualitatively. This research is expected to provide benefits for the growth of the city's competitive ability. The results show that the intellectual property protection is still low in startup companies in the millennial generation, due to factors other than product quality. Product quality improvement can be done through the protection of intellectual works.
Social pedagogy is more than a transformation in the academic institution. LaGuardia Community College has envisioned creating more meaningful and authentic learning opportunities by using social pedagogy to promote student ownership in the virtual platform. The Covid-19 pandemic has catapulted the academic institution and opened a new way of performing teaching and learning. During the pandemic crisis, faculty have faced challenges in various capacities. The institution has embraced the social pedagogy features in many ways to promote their teaching and learning. Despite the challenges, faculty in the Business and Technology Department (BAT) at LaGuardia Community College (LAGCC) has transformed the classroom face-to-face teaching to virtual learning space. Educators aimed to develop meaningful connections and interaction for students and administrators across the campus and help students become active agents of their education. Using the notion of social pedagogy, BAT faculty explored strategies in promoting the students’ ownership in self-study. Results suggest that the social pedagogy enhanced self-directed learning opportunity for students during the pandemic crisis. Furthermore, the study revealed an innovative approach to nurturing students’ educational experience to shape them as independent learners. Presenters will also share resources that can help the audience to utilize them and foster innovative practices. The audience will get an opportunity to exchange ideas and explore approaches to engage students in the virtual platform.

Regional educational policies in the Republic of Bulgaria are implemented through programs and projects with European, national, regional or cross-funding. They are implemented both by the Municipality itself and by educational, cultural institutions and NGOs in partnership or with the support of the municipality. Some of the programs cover all educational institutions in the municipality. Others have a specific focus and scope. The aim of the study is to determine the impact of regional educational policies on the status-role models of teachers. The main research thesis is that the nature of teacher’s status-role models is directly dependent on the level of development of educational policies of local government. It is assumed that the more developed these policies are and the more local educational initiatives in which teachers participate, the more relevant, rich and dynamic is their status-role model. The last significantly affects the quality of education provided in the respective Municipality. In the study are analyzed the educational policies of two bulgarian municipalities - the Municipality of Burgas and the Municipality of Vidin. The two have different areas and socio-economic capacities. Respondents to the research are 185 teachers from different stages and levels of the education system and 12 principals of the educational institutions in which teachers work. A structured questionnaire was developed for the purposes of the study. The questionnaire establishes the amount and nature of teachers’ involvement in local educational initiatives – on one hand, and the characteristics of their status-role profile, on other. A comparative qualitative and quantitative analysis is performed. Relationships are sought between the level of development of local educational initiatives and the characteristics of the status role profile, which can generally be defined as traditional (conservative) or actual (innovative).
IICE2022 Pre-Recorded Virtual Presentations
Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

61448
Resilience Among Teachers and Students with Learning Differences During the COVID-19 Pandemic: Similar Practices in Differing Contexts
Jeanette Landin, Landmark College, United States

When the COVID-19 pandemic started, teachers’ and students’ initial impressions were that a return to normal would occur soon and that the shift to online and distance learning were a short-term anomaly. After 18 months of pandemic restrictions that have caused distancing in both the teaching and other social aspects of learning, remaining resilient and proactive is becoming increasingly more challenging. For teachers and students with learning differences, additional challenges and trials with distancing and online learning exists. Including the obstacle that prior models and expectations of high-contact teaching and peer-based social learning have irrevocably changed. What was once the norm for teaching and learning face to face, and added obstacles because of the intrinsic challenges, is that learning differences present themselves in a variety of ways. Faculty and student perspectives are explored to present opportunities for ramifications to the pre-COVID-19 teaching styles. As well as, revealing to faculty and students that the trials to come are greater than expected environmentally, inside and outside of lessons and academic activities, and interpersonally with faculty and students with anxieties that COVID-19 has presented over the last 18 months. Many methods of increasing resilience and proactivity through the pandemic have been explored, including mindfulness, but few methods of increasing resilience have been explored with faculty and students with learning differences. The online accommodations detracted from “normal” faculty and student resilience.

62047
Initiatives Social Adaptation Promotion Program for Adolescents With Developmental Disabilities
Fumika Kimura, Tokyo Kaisei Gakuin University, Japan

In Japan, there has recently been started programs for adolescents with physical, mental and developmental disabilities based on the same political systems. So administrations have many difficulties in rehabilitation program for adolescents, especially who are not affiliated with schools or have already graduated from schools. Programs for children with developmental disabilities are increasing little by little. And existing programs for adolescents are for school refusal or for mental disorders such as schizophrenia and depression. There are also problems specific to developmental disabilities and peculiar to adolescence, and it is difficult to apply them as they are. Moreover, almost administrations had been experienced in programs focused on only one kind of the disabilities. And I intend to develop and examined the program for the adolescents with developmental disabilities. The purpose of this program was to understand own characteristics and differences from others, to be confident in oneself, and to acquire the ability to maximize one’s good points. The frequency of the program was once a week for 3 to 5 hours. The program was standardized and main contents of the program were outdoor activities and indoor activities. Participants were 5 people aged 19 to 20 years. All participants showed positive qualitative changes. Although it was difficult to see the relationship with the main social life, the participants have changed, such as continued participation, going out to school and playing with friends more often. In the future, it will be necessary to develop not only qualitative evaluation but also quantitative evaluation tools.
This qualitative study aims to describe how senior high school students in public schools in Plaridel, Bulacan identify their views and images of the Philippine government, particularly in its response to the COVID-19 global pandemic. A three-part research instrument that specifically sought for a.) respondents’ influence in watching or reading the news, the format of news accessed, the language they prefer, news section or types of news they read or watch the most; b.) senior high school students’ assessment on their awareness of the Philippine government and c.) drawing or doodle on how senior high school students perceived the government in response to the COVID-19 pandemic. Results show that the Philippine government has helped the citizens by providing cash aid or relief in other forms, but despite the "good efforts" are the "hidden acts" of corruption.
Legal Protection for the Millennial Generation Against the Massive of Juinks Food During the COVID-19 Pandemic
Anggraeini Endah Kusumaningrum, University of 17 Agustus 1945 Semarang, Indonesia
Sri Mulyani, University of 17 Agustus 1945 Semarang, Indonesia

The millennial generation as the nation's next generation needs safe food consumption and does not endanger their health and soul, even though in reality the level of awareness of the younger generation to consume safe, quality, and nutritious food is still lacking because they prefer fast food because it is practical and tastes good without thinking about the dangers that threaten fast food is that in addition to being addictive, consuming too much fast food can cause complications, such as obesity or chronic diseases that can affect activities. This study aims to discuss legal protection for the millennial generation against the rise of junk food during the COVID-19 pandemic which has an impact on the resilience of the nation's next generation. The research method uses a normative juridical method that uses secondary data as the main data supported by empirical data, namely millennial consumers and will be analyzed qualitatively. The results showed that legal protection for the millennial generation already exists but is not optimal because the legal awareness of the millennial generation to the importance of consuming healthy and safe food is low and there is no government alignment with healthy food management. Millennial generation trend.

Toughen Up, You Are a Woman: 4 Journeys to Lead Change During the Pandemic: A Story From the UAE
Sultan Alkaabi, Emirates University, United Arab Emirates
Azzah Abdool, Hamdan Bin Mohammed Smart University, United Arab Emirates

This study provides insight and understanding of how four public-school Female Principals in United Arab Emirates have led to the transformation to online learning during the covid-19 epidemic. The study explores how the Four Principals have implemented a principalship style that supports their school’s transition of learning taking place on campus to online learning. It also highlights their main role in the transformation to online learning. Qualitative methodology was implemented in the collecting data and analysis stage. The findings have helped to respond to the research questions in terms of identifying the major challenges and changes the four Principals have encountered during the transition to online learning. Research findings demonstrate that besides leadership style, communication was a major component in successful transformation.

Instructional Leaders’ Reflective Inquiry Practices: Impact on Teachers’ Instructional Competence and Students’ Academic Performance in Selected Public Schools in Manila
Kathleen Marie Castaño, University of Santo Tomas, Philippines
Rodrigo Litao, University of Santo Tomas, Philippines

The various tasks and high expectations add to the problems in the workplace. Instructional leaders, school principals, academic chairs, or coordinators must possess the mental insight to identify and approach the problems (Schmieding, 1999). The study examined if the reflective inquiry practices of the instructional leaders create an impact on the desired teaching performance of the teachers and the academic performance of the students. The study used Explanatory Sequential Design which consisted of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The respondents were chosen using non-probability sampling methods and purposive sampling. One hundred forty-nine (149) instructional leaders participated in the survey, and eleven (11) instructional leaders consented to be interviewed in public elementary schools in Manila, Philippines. Survey questionnaires identified the correlation between the reflective practices and the provided variables and semi-structured interviews were conducted to explore the collective views of the respondents about the phenomenon under investigation, which helped attain data triangulation. The survey questionnaire was patterned after the works of Faghhi & Sarab (2016), Egleston, Castelli, & Marx (2017), and Matsuo (2016). Permission was granted by the authors. The interview guide question was validated by experts in the field. The results of correlation analysis revealed that the teachers’ performance and students’ academic performance are not significantly
correlated with the instructional leaders’ level of reflective inquiry practices. The performance of students and teachers seems to be predicted by other factors in relation to the instructional leaders’ reflective inquiry.
COVID-19, which is longer than expected, has a great negative impact on our society and life. We are restricted in our actions and many restaurants and businesses are bankrupt. The unemployed are also accelerating. In the field of education as well, various restrictions were imposed, and we had no choice but to change to a method of continuing education with the personal safety of students and faculty members as the top priority. Since face-to-face lectures were common in Japan, education at universities was also restricted, and we had to change to online lectures in a hurry. The faculty are struggling to prepare for online lectures and create teaching materials that they are not accustomed to. Even with the gradual progress of vaccination, the end of COVID-19 has not been expected, and we are in a situation where we have no choice but to continue online lectures. The author’s university conducted the questionnaire survey of online lectures from students. The purpose of this survey is to understand the current situation of students at online classes and to improve the next classes more effectively. The survey’s implementation period was February 25-March 17, 2021, the target was undergraduate students, and the number of respondents was 5,703 (Ratio of respondents to the survey subjects: 23.2%). In this paper, the author will introduce the results of the survey and will consider how to improve the future education with pandemic based on this survey result.

The recent growth in the prominence of English as a Medium of Instruction (EMI) courses at universities, in which students study content in their L2, has led to a growing demand for EFL students to be trained in the study skills required to succeed on these courses. One feature that sets university courses apart from secondary education is the academic lecture in which students are expected to listen, filter, and record vital information under real-time constraints. The ability to do so can mean the difference between success and failure on such a course, yet teaching materials aimed at EFL students rarely provide a pedagogical framework for learning how to take notes, and guidance for lecturers to aid them in creating clear materials that EFL students can comprehend is equally rare. This presentation reports on action research in the Japanese context that seeks to improve learner notetaking skills by implementing Siegel's (2018) four-step approach to notetaking. Previous iterations of the study have highlighted that while students were able to improve their notetaking ability, this failed to lead to improved scores on comprehension tests. The current iteration of the study draws on research by Siegel, et al's (2019) use of an information unit scoring system to shed light on the reasons for this failure of participants to illustrate improved comprehension. Results from the study have implications for EFL teachers hoping to better prepare their students for life on EMI courses, and lecturers wishing to make their lectures more accessible for EFL learners.
IICE2022 Pre-Recorded Virtual Presentations
Higher Education

60905
Recruiting and Managing Volunteers for Academic Libraries: Tips and Suggestions for Running Successful Programs
Michael Lorenzen, Western Illinois University, United States

Although not extensively covered in the library or education literature, academic libraries in higher education have been making use of volunteers for centuries. For a variety of reasons, some individuals wish to give of their time to support the mission of an academic library. They may be students, employees or retirees of the institution, or members of the local community. Regardless of the reason, working with volunteers means working with people and that includes all of the normal rules of managing people in a library with additional considerations also being brought into the mix. This presentation will be broken into several parts. To begin, what exactly does the current literature say about recruiting and managing volunteers in libraries? More specifically, how does it address it in an academic setting? It will then look at legal considerations. In particular, this will review screening of volunteers, the eligibility of volunteers, and their working conditions. The presentation will then review how an academic library would go about finding (and understand the motivation) of volunteers. It will also look at the practicalities in volunteer management. It will conclude with a look at fundraising and library volunteers.

60918
Measuring Environmental Consciousness and Green Consumerism of College Students in the Philippines
Jesus Panilio, Holy Angel University, Philippines

This study intends to find out and describe the measure consumer attitudes regarding environmental consciousness and green consumerism of college students in Angeles City, Philippines. It covered Filipino college students in Angeles City namely Angeles University Foundation (AUF), City College of Angeles City (CCA), Holy Angel University (HAU), and Systems Plus College Foundation (SPCF), totaling to 16,618. A convenience sample of 384 students was drawn from this population. The population of this study were considered homogeneous in terms of age group and education level. Therefore, respondent age and education were assumed relatively fixed within this population. The focus then was on the other demographic variables, specifically gender and income. Several statistical techniques were used at the analytical stage, including descriptive analysis (i.e., frequencies, mean scores, and standard deviations) to deal with the first 2 hypotheses, and analysis of variance (ANOVA, i.e., t-test and F-test) to assess the other hypotheses. The first two hypotheses were evaluated on the basis of the critical value of the 5-point Likert scale, which is 3 (scale midpoint). Obviously, this value divides the measuring scale into 2 halves—favorable and unfavorable attitudes. The higher the value of the mean score the more favorable the attitude, and vice versa. The findings were college students are generally positive in terms of their environmental consciousness and are likely to adopt green consumerism. There is no significant difference in consumers' environmental consciousness due to their gender and family income. There is significant difference in consumer’s likelihood of adopting green consumerism due to their gender. Male college students have higher adopting tendencies on green consumerism while their female counterpart are a little lower adopting tendencies. There is no significant difference in consumer’s likelihood of adopting green consumerism due to their family income.

61043
Successes and Challenges of a Business Process Redesign and Centralization of Faculty Management Systems and Process into a Faculty Portal
Bryan Aylward, University of Arizona Global Campus, United States
Cassie Hurst, University of Arizona Global Campus, United States

University of Arizona Global Campus's (UAGC) Academic Operations teams have spearheaded a complete Business Process Redesign (BPR) of the institution’s work, centralizing many of the 3rd party systems and processes into one, centralized faculty management portal/system supported through APL nextED. This presentation will outline the successes and challenges experienced with the initial migration of processes from numerous 3rd party products, as well as our internally supported academic operations systems and services, to a centralized faculty management portal. This will include the initial project plan, challenges encountered, and future projection and planning for next phases. The presenters will outline the approaches...
taken in the design and migration of services over to the system as well as our communication strategy with Full Time and Associate Faculty.

In addition, the presenters will outline how the Academic Operations teams have implemented a focus on continuous improvement through the application of Active Learning Theory. Through a collective approach focused on process improvement and improved operational efficiencies in all functions and processes, the teams are seeing immense efficiency increases that are now managed through the new faculty management portal.

61064
Mental Health Promoting Communities of Learning
Natalie Frandsen, Simon Fraser University, Canada

The number of students enrolled in higher education with diverse learning needs is increasing, alongside growing numbers of students taking courses online. Additionally, as a consequence of the COVID-19 pandemic, post-secondary institutions have been required to deliver courses using "remote" methods (i.e., various online delivery modalities). Given the rapid shift to online learning, there is a need for dialogue about and action toward ensuring online learning communities are safe, inclusive and mental health promoting. Delivering courses and programs online (often called "distance education") has long been touted as an opportunity to provide more accessible and equitable education. However, equitable and accessible educational communities are created. It is essential that educators, learning designers and administrators are aware of, and advocate for, inclusivity within post-secondary educational systems where learning communities are designed to meet the learning needs of all students. Concepts of Universal Design for Learning (UDL), mental health promotion, and communities of learning will be discussed to provide opportunities for critical reflection about learning design and teaching practices. Additionally, participants will learn some practical strategies to promote inclusion in their online classes. In this interactive session, participants can expect to engage and share in a lively discussion about inclusive and mental-health-promoting online learning environments. The presenter will share strategies that facilitate inclusive teaching. While these strategies will be of value to all instructors delivering courses remotely during the COVID-19 pandemic, they will be relevant post-pandemic and in diverse learning environments (e.g., face-to-face and blended course delivery).

62165
Embarking on International University Teaching During the Pandemic: A Case Study From Indonesia
Tati L. Durriyah (Tati D Wardi), Indonesian International Islamic University, Indonesia

Inspired by a range of research on educational practices during the pandemic (see IAFOR’s 2021 special issue: COVID-19: Education response to a pandemic), this research attempted to report a case study of an online university course teaching in Indonesian International Islamic University, a graduate university that set to open its academic calendar in October 2021. Most studies about online teaching in higher education are predominantly on the context of existing educational practices that have been disrupted by pandemics. The university under study was forced to run all academic activities fully online and was challenged to ensure that the synchronous course session happens at the time that is sensible for international students living in different time zones. With a focus on one course as the primary data site, this study uses the instructor’s self-reflection, course observation, and students interviews as the data sources. To orient the research, a recent study on online university teaching during the pandemic especially Bolvin and Welby (2021) provides a research model about navigating the challenges of online teaching during the pandemics. Other study that acknowledges the internal and external forces that influence the academic process and development (Law & Xun, 2021) also enhances the orientation of the study.
The worldwide spread of COVID-19 has exerted tremendous influences on the well-being of international students and the development of higher education. The current study adopts an exploratory case study...
design to investigate the psychological and academic adjustments achieved by eight Chinese international students in the UK during the ongoing COVID-19. Findings have demonstrated that the three main types of obstruction for such students emerging from the qualitative data including COVID-specific challenges (i.e., the threat of infect, reduced access to university facilities and resources); COVID-enhanced challenges (i.e., anxiety exacerbated by parents and social media use, anti-Asian racism and hate incidents); and language barriers and cultural differences as long-standing issues. Students’ previous lockdown experience, individual personalities, development of monocultural friendship patterns, and institutional provision and support are all factors that have contributed to their ability to overcome or at least mitigate the psychological and academic difficulties. The study offers insight into the impacts of COVID-19 on international students, providing higher education institutions implications that could inform future responses to global health crisis.

IICE2022 Pre-Recorded Virtual Presentations

Language Development & Literacy

61771
A Critical Comparison of the Lifewide and Lifelong Literacy Practices of Two Adults
Chang Liu, University of Cambridge, United Kingdom

The field of literacy studies has witnessed a paradigmatic shift over the past few decades — from a skills-based paradigm towards one shaped by socio-cultural practices. Informed by this social constructivist turn, this study critically compares and contrasts the lifelong and lifewide literacy practices of two adults (Daiyu and myself). Based on thematic analysis of data collected from a semi-structured interview, this study identified four salient themes: 1) literacy as social practices, 2) multilingualism, code-switching, and translanguaging, 3) digital literacy and multimodalities, and 4) literacy education and societal views of illiteracy. This paper found that despite numerous commonalities of our literacy practices, particularly in the school context, certain nuances still exist owing to our differing identities and life trajectories, notably concerning multilingual and multimodal practices. By analysing our lived literacy experiences through the social lens, this study brings valuable implications for policymakers and educators to interrupt the established meanings and norms of literacy education.

62105
No Bells and Whistles: Technologically Simplified Instruction in Scholarly Reading and Writing
Leora Freedman, University of Toronto, Canada

The Scholarly Reading eWriting Intensive was developed by an English language program in a large public university as a rapid response to the move online in the spring of 2020. Amidst the early days of the pandemic, there was concern about students’ need for “live” Zoom-style contact with other students and instructors. However, the author theorized that online writing activities would be more successful when students in various time zones, with differing schedules and access to the Internet could receive instruction asynchronously but with intensive involvement of their instructors, and through technologically simple media. A decision was made to deliver the Scholarly Reading eWriting Intensive through email. In the five-day program, students are emailed a series of reading strategies handouts which scaffold their encounter with a daily peer-reviewed disciplinary article. Topics are chosen to appeal to a class from across 20 departments. Five short assignments give practice in reading different sections of a journal article—introductions, methods, results, and discussion/conclusions. Students simultaneously practice writing in genres that build in complexity: reflection on previewing/skimming; summarizing; active reading; close reading, and distinguishing/critiquing authors’ uses of information and argument. Each writing receives intensive 1:1 commenting from an instructor by email, to which students often reply. This approach resulted in high student engagement and enthusiastic feedback from participants. These results support research showing that instructor-to-student presence is the most important factor in student engagement with online learning (Ladyshewsky, 2013).
IICE2022 Pre-Recorded Virtual Presentations
Learning Experiences, Student Learning & Learner Diversity

61102
Teaching Geometry in Middle Year’s Immersion Through a Literacy-based Approach
Marie-Josée Morneau, Université de Saint-Boniface, Canada

In Canadian Early French Immersion programs, students are simultaneously developing their language skills over time through all subject areas. Many studies have found that French immersion students acquire stronger receptive than productive language skills in French (Cummins, 2000; Genessee, 1994; Lyster, 2007; 2016), which affects their ability to communicate with accuracy in more complex situations such as mathematical reasoning. Intentionally targeting specific language components in mathematics and science is a proven effective pedagogical practice in second language learning (Cormier & Turbull, 2009; Lyster, 2007; 2016). Therefore, the objective of this study was to explore the effects of a literacy-based approach, centred on the use of the language of instruction as a cognitive tool, on the oral communication skills of middle years’ students studying geometry in French as a second language over a period of 6 weeks. The results showed a positive effect on sentence structure, which suggests that a literacy-based approach plays a key role in the facilitation of mathematical reasoning in F1.

61350
High Impacts of Intercultural Service-Learning Program on Taiwanese College Students
I-Jane Janet Weng, Wenzao Ursuline University of Languages, Taiwan

Intercultural service-learning has been regarded a high-impact educational practice which can enhance students’ learning and civic engagement. Yet, research investigating into its process and outcome in Asian settings is comparatively rare. This study aims to assess the learning effects of a Tourism English course which integrated intercultural service-learning element into its curriculum to connect students to the real world. Through serving the international tourists in the intercultural context, the students were expected to increase their intercultural communicative competence needed in the international tourism industry, broaden their worldview and increase their global citizenship. The participants were 45 college students enrolled in the course. The main service tasks included providing reception service in a large international convention and tour guiding foreign tourists in Zouying Old Town. The course design employed Fertman et al.’s (1996) PSRC 4-staged model which comprises reparation, service, reflection and celebration. The study used mixed-methods to collect data, including a survey of Common Outcome Measurement Questionnaire, focus group interviews, students’ reflection journals and teacher’s observation. The empirical findings indicated that integrating intercultural USR into Tourism English could produce high impacts and enhance students’ learning in four aspects: professional learning, soft skills and personal growth, intercultural competence, and civic learning. It is suggested English teachers and scholars could adopt intercultural service-learning as a valuable pedagogy to nurture students to become cross-disciplinary English professionals with intercultural citizenship.

61359
Learning Experiences of College Students From Mindanao, Philippines During School Closure
Blenn Nimer, Notre Dame of Kidapawan College, Philippines

The Coronavirus-19 disrupted almost everything, including schooling. The United Nations (2020) reported that nine in ten students in 166 countries were prevented from attending in-person classes due to government-imposed lockdowns. Academic institutions were forced to modify their modalities and strategies to fulfill their mandate of educating their students. The Notre Dame of Kidapawan College, a private higher education institution in the island of Mindanao, Philippines, adopted a non-traditional modality of delivering instruction to its students. It was a combination of online lectures, pre-recorded lectures, sharing of ebooks as references, discussions held on messaging apps, and modules. This study was conducted to measure and understand the college students’ learning experiences in the just concluded “new normal” academic year using explanatory sequential mixed-methods. For the quantitative phase, 256 students responded to an online questionnaire, and for the qualitative phase, 12 students representing all departments participated in the Focus Group Discussion. The college students were able to adjust fairly to the “new normal” methodology implemented by the school during the previous academic year. Despite the challenges and limitations of the methodology, most of the students complied with their academic requirements. Nevertheless, the students missed attending in-person classes, joining student activities, and hanging out...
with their friends and classmates. Independent and online learning is not on their bucket list because it is boring and lonely. They are not ready for another year of online learning and are looking forward to the day when the school will reopen.

61665
The Essential Elements of 4-H Integrated Within the School Classroom
Jason Hedrick, The Ohio State University, United States
Mark Light, The Ohio State University, United States

The Essential Elements of 4-H Youth Development are basic principles under which the 4-H Youth Development Program operates across the country (Purdue Extension, 2018). Incorporating these elements into the traditional classroom enables educators to focus on positive outcomes desired for youth; provide lesson plans for all students; view youth as central actors in their own development; and consider the development of the whole young person. Integrating these elements, the active learning classroom can be alive with creativity, focus, and the desire to learn (Watanabe-Crocket, 2017). The presentation will classify the Essential Elements of 4-H into classroom concepts and describe how they meet student’s needs. Presenters will help attendees assess how well classrooms provide opportunities to meet each of the Essential Elements for students. There are a few crucial ingredients that are carefully combined in a recipe for an active learning classroom. In 4-H, the critical components of a successful learning experience are a sense of Belonging, Independence, Mastery, and Generosity. Across each curriculum, the 4-H Essential Elements (Belonging, Independence, Mastery, and Generosity) are embedded through the learning experience (Kress, 2004). More specifically, 4-H programming and classroom environments can be built around Eight Key Elements within the Essential Elements. This presentation will introduce participants to the Essential Elements of 4-H and guide discussions on how to implement these strategies into classroom environments to enhance learning and positive youth development.

61836
Predicting Initial Performance in Research Report Writing
Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Emaan Nazeeruddin, Prince Mohammad Bin Fahd University, Saudi Arabia

The present study was guided by the belief that the accurate prediction of students’ performance difficulties, even before such difficulties manifest themselves, is critical to the effectiveness of remedial instruction for at-risk students. The study focused on Middle Eastern students (n = 167), an understudied population, who were enrolled in a general education course devoted to learning how to write research reports. Prior withdrawal rates and students’ end-of-semester evaluations qualified the course as challenging. The study aimed to examine the extent to which individual differences in active and passive procrastination and self-efficacy may predict the initial writing performance of such students. Contrary to passive procrastination, which denotes intentional avoidance of work, active procrastination refers to the intentional decision to postpone work until the last minute to enhance motivation. Self-efficacy is the confidence in one’s competence to execute the necessary actions to achieve desired outcomes. In the extant literature, by and large of Western import, students’ under-performance has often been reported as linked to low self-efficacy and passive procrastination, whereas academic success has been linked to active procrastination, but null or weak findings also exist. We found no evidence that self-efficacy and either active or passive procrastination predict initial writing performance. Instead, performance was predicted by behavioral measures, such as attendance records, and the timing of the submission. Taken together, these findings suggest that the identification of students for remedial interventions intended to enhance their resilience may benefit from attention to obvious behavioral measures.

61842
The Resilience of Female Students in Math Education During a Pandemic: A Comparison Between Online and In-person Instruction
Hanadi AbdelSalam, Prince Mohammad Bin Fahd University, Saudi Arabia
Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Omar El-Moussa, Prince Mohammad Bin Fahd University, Saudi Arabia

The present study examined whether undergraduate students’ academic success in math general education courses differed between synchronous online (during the Covid-19 pandemic) and in-person (before the pandemic). It also examined the extent to which students’ initial performance might predict academic success (as measured by final class grades) in online and in-person math courses, under the assumption that academic success for at-risk students relies on early identification and remedial action. The study was...
motivated by two key beliefs: First, a basic feature of a quality education is its ability to preserve standards amid unexpected, potentially disruptive events. Second, computational competency is a pillar of a quality education, which shapes enduring success in a multitude of professional fields. Two general education math courses (i.e., calculus and statistics), which had been taught by the same instructor, were selected for examination. In our study, we found no evidence that the switch to the online synchronous modality had impaired learning. However, initial test and homework performance were not equally predictive of academic success in the selected math courses. Namely, both test and homework performance during the first half of the semester predicted academic success in online courses, whereas only test performance predicted academic success within in-person courses. These findings imply that the quality of math education can be preserved in times of crisis. However, math attainment for at-risk students may be aided by instructors’ consideration of the differential predictive value of test and homework performance in each instructional modality.

61963
The Resilience of Learning During the Covid-19 Pandemic: An Action-Research Study of Gender Differences
Omar J. El-Moussa, Prince Mohammad University, Saudi Arabia
Maura A. E. Pilotti, Prince Mohammad University, Saudi Arabia
Hanadi Abdelsalam, Prince Mohammad University, Saudi Arabia

In the present action-research study, we illustrate an evidence-based response of educators to the widespread concerns that learning in undergraduate students accustomed to face-to-face courses might have been curtailed during the pandemic by the switch to online instruction. The study focuses on general education courses, which usually enroll freshmen and sophomores. Namely, it targets learners who may be particularly sensitive to instructional changes due to their being at the early stages of their educational journey. Grades in seven general education courses taught by the same instructors for 3 semesters both face-to-face and online (through the synchronous mode) were examined. We found that female students performed better online than face-to-face in four courses (i.e., Culture, Natural Science, Math, and Wellness), whereas their performance was equivalent in the remaining courses (Communication, Assessment, and Professional Competencies). Male students also performed better online in Math and Natural Science courses, but they exhibited better performance in Culture, Wellness, and Professional Competency courses taught face-to-face. In this study, basic indices of uneven performance between male and female students were used as a springboard for further analyses into the sources of students’ responses to instructional changes. Course evaluations completed by students and course reports developed by instructors were relied upon to understand learners’ performance. The evidence collected indicated that female students were more likely to adapt to instructional changes than male students, suggesting enhanced resilience fueled by a greater determination to attain academic success. A plan to address deficient performance was then developed.

62039
Classification and Effective Utilization of Feedback
Yumi Ishige, Otemae University, Japan
Yoshiko Goda, Kumamoto University, Japan
Sae Yamamoto, Teikyo Heisei University, Japan

The research aims to establish a system by which students can provide and receive feedback and utilize it effectively. As defined by Hattie and Timperley (2007, p. 102), feedback relates to actions or "information provided by an agent (e.g., teacher, peer, book, parent, [internet,] experience) regarding aspects of one’s performance or understanding." This understanding of the feedback is classified into three types: feed up (setting a goal and comments related to the goal), feed back (confirmation of a current status), and feed forward (comments on the subsequent step). Each type is then divided into four levels of feedback regarding the task (suggestions for the various aspects of the issue), the processing of the task (suggestions for the process of problem-solving), self-regulation (suggestions related to self-evaluation and self-efficacy), and the self (suggestions not about the subject itself but regarding the person). It is important for students to recognize the type and level of feedback given in order to use it effectively. Based on the abovementioned concepts, I created a "feedback sheet" to categorize feedback according to its type. At this stage, I asked several university students to join the research study. The procedure was as follows: (1) set a goal (fed up), (2) do a presentation related to the students’ research and obtain feedback from their classmates, (3) use the sheet to organize the feedback, and (4) reflect on the feedback given. In this research, I will examine the method and effectiveness of the sheet.
IICE2022 Pre-Recorded Virtual Presentations
Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

61403
Awakened Schools: A Theoretical Framework for Engaging Students’ Innate Capacity for Interconnectedness
Amy Chapman, Columbia University, United States

Much research has been done around the implementation and benefits of social and emotional learning. In spite of this good research, the field of SEL lacks a theoretical, rather than outcomes-based, grounding, in particular in ways that extend beyond curriculum-based approaches (Weissberg et al., 2013). There have been calls from within the field of SEL to go deeper into the inner life of children (Lantieri, 2002). In this presentation, we propose a conceptual framework for this deeper form of whole child education by building on Shulman’s (1986; 1987) pedagogical content knowledge (PCK) to understand how teachers create awakened classrooms. Awakened classrooms support students’ cognitive development in ways which allow students to use enhanced perception, engage in multiple perspective-taking, and foster discernment (Miller, 2015; 2021). We use the term spirituality as a shorthand for accessing these parts of the brain: spirituality is the innate human capacity to feel interconnected with others and the greater world, rather than any particular beliefs or practices. Based on three years of research which examined how teachers created awakened classrooms (Chapman et al., 2021; Chapman et al., in press), we created a professional development program to design awakened classrooms. Nurturing innate spirituality in the classroom requires the development of a complex, situated form of knowledge that we call Spiritual Pedagogical Content Knowledge (SPCK). This presentation will share this conceptual framework, which aims to understand the complexity and interplay of the three components of an awakened classroom: spirituality, pedagogy, and content.

61786
Exploring the Impact of Online Teaching on MCBS students – A Case Study
Jennifer Paquibut, Modern College of Business and Science, Oman
Aarati Mujumdar, Modern College of Business and Science, Oman

Covid-19 has created major upheavals in the lives of students all over the world. The abrupt transition to online classrooms across educational institutes has caused immense turmoil in the students’ psyche. Students of Modern College of Business and Science (MCBS), also faced this dilemma. The purpose of this exploratory study was to investigate how this shift had affected them academically, psychologically, economically, and socially. Further, it sought to determine their ability to handle stress and the support the College needed to provide to overcome these challenges. This study utilized the descriptive research design where data was collected through a validated researcher designed tool. Purposive sampling was employed in choosing respondents from the Departments of General Education, Business and Economics at MCBS. Weighted mean, frequency and pareto ranking were used to analyze the data. Analysis revealed that students were in the grip of a vicious cycle. The resultant psychological and social isolation led to low academic performance resulting in low grades, GPAs, further leading to low motivation to study. The students grappled with economic issues also. This study however threw up an extremely important point - the kind of support the education institutes can provide to students in these challenging times. Though students used their internal coping strategies to overcome their mental state, educational institutes should prioritize and support students’ mental health. This will enable students not only to handle stress, anxiety, and depression, but also look forward to completing their academic studies successfully and move forward in their lives.

61791
Sandwich a Side of Motivation: An Investigation of the Effects of the Feedback Sandwich Method on Motivation
Emily Dolan, Slippery Rock University, United States
Britany Fleming, Slippery Rock University, United States
David Keppel, Slippery Rock University, United States
Jessica Covert, Singapore Institute of Management, Singapore

The “feedback sandwich” method involves placing corrective feedback between two positive statements. Although it has been argued that this method is an effective means of delivering feedback to students
because it seemingly makes constructive feedback more pleasant (e.g., Dohrenwent, 2002), there exists limited empirical research to support this claim. Receiving feedback from instructors has implications for a host of perceptual and behavioral variables for students. The limited body of empirical research on the feedback sandwich method provides evidence that while this method is associated with perceived usefulness and effectiveness (e.g., Davies & Jacobs, 1985), its use may not influence subsequent performance (Prochazaka et al., 2020). Few studies have examined all potential combinations of sequencing. In addition, no studies to date have looked at the effects of the feedback sandwich method on motivation. By examining the effects of sequencing on motivation, potential mediators in the feedback-performance may begin to be elucidated. The implications of such findings would likely have important theoretical and applied implications. This study examines the effects of feedback sequencing on motivation. To account for all combinations of sequencing, 132 participants were assigned to one of seven feedback conditions. After reviewing their feedback, participants reported their levels of motivation in the course. Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed in light of their implications for feedback sequencing and the potential mechanisms explaining the effectiveness of feedback sequencing will be discussed.

61792
An Empirical Investigation of Feedback Sequencing on Emotion Regulation Processes
Emily Dolan, Slippery Rock University, United States
David Keppel, Slippery Rock University, United States
Jessica Covert, Singapore Institute of Management, Singapore
Brittany Fleming, Slippery Rock University, United States

The effects of receiving feedback on course assessments have emotional implications for students (e.g., Ryan & Henderson, 2018) that extend to motivation and behavior (Boud & Falchikov, 2007). Receiving negative feedback, then, may have harmful effects on students’ emotions, motivation, and performance. Thus, it is important to understand how students’ negative emotions may be regulated when receiving negative feedback. A way in which students’ negative emotions may be regulated is through employing the “feedback sandwich” (Dohrenwent, 2002). The method focuses on variability in feedback ordering, and specifically holds that “sandwiching” constructive feedback in between two positive statements is the most effective way to deliver negative feedback to students. While widely discussed in the popular press, there exists little empirical research on the effectiveness of method, and to date, only one study has examined the effects of the feedback sandwich on emotion regulation. While this study failed to find an effect of the feedback sandwich, the study lacked sufficient power to detect an effect, which may explain the findings (authors’ names redacted for blind review). This study will present an empirical test of the effects of feedback sequencing on emotion regulation with a larger sample size (N = 288). Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed in light of their implications for feedback sequencing and the effects that sequencing and emotion may have on motivation and performance.

62046
Indian Classical Dance Education and its Impact of the Spiritual Intelligence of the Students – An Empirical Research
Kanaka S, Vels University, India
Sujatha Mohan, Dr. MGR Janaki College of Arts and Science for Women, India

The aim of this study is to empirically investigate the impact that the period of learning of Indian Classical art form Bharatanatyam creates on the Spiritual intelligence of the students. Primary quantitative data has been collected using closed-end survey from 180 students pursuing Bharatanatyam from higher education institutions in India. The variable Spiritual Intelligence has been measured through 24 item SISRI scale. The moderating effect of the gender of the student has also been examined in this research. The statistical analysis of the primary data collected reveals that higher the years of learning of Bharatanatyam by an individual, higher is the level of Spiritual intelligence of the individual. It has also been revealed that out of the four constructs tested in this research to measure the variable Spiritual intelligence the construct critical existential thinking has greater significance when compared with that of the other three constructs namely transcendental awareness, conscious state expansion and personal meaning production. The study also reveals that gender does not moderate the relationship between Spiritual Intelligence and the number of years a person has been practicing and performing Bharatanatyam.
IICE2022 Pre-Recorded Virtual Presentations
Nurturing Creativity & Innovation: New, Innovative & Radical Education

61471
Story Maps as Teaching and Learning Tools for Elementary Education Majors
Josephine Desouza, Ball State University, United States

It is imperative that preservice teachers learn how innovative technologies can be used to teach geographic inquiry. In a science methods course, elementary education majors learn to design Story Maps that are interactive maps displaying geographic data that are enhanced by text, video, and photographs. These interactive maps were created as web applications using the cloud-based mapping and analysis platform, ArcGIS Online. Geographic Inquiry is comparable to the STEM pedagogy of scientific inquiry with an exception that the inquiry takes into consideration the phenomenon in the context of space. In creating these maps, the preservice teachers used real world data displayed as visualizations that enabled them to look for patterns and relationships. Preservice teachers posed geographic questions and through web-based hands-on Geospatial technology, designed Story Maps that presented information on a variety of topics.

IICE2022 Pre-Recorded Virtual Presentations
Primary & Secondary Education

61087
Goal Setting in the Classroom to Promote Academic and Social-Emotional Growth
Jill Tussey, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

Academic growth is a common goal for educators, administrators, and parents. When educators provide opportunities for students to determine appropriate goals for themselves, students have opportunities to actively work towards the goal and take ownership over their learning. Important to note is “goal setting must include four components to best motivate students: providing them opportunities to build competence, giving them control or autonomy, cultivating interest, and altering their perceptions of their own abilities” (Usher & Kober, 2012). Setting goals in the classroom is a concept that should be modeled to the students to ensure that they understand an appropriate level of growth but also are aware of what activities are involved in achieving the goals. Goal setting can extend beyond academics and focus on social-emotional or behavioral growth connected to behaviors. As the world deals with a global pandemic, students may be returning to the classroom with a number of social-emotional or behavioral issues. By embedding goal setting in the classroom, we are allowing students to take ownership over their feelings and actions. Participants learn about the importance of goal setting, examples of how to create opportunities in the classroom, and guidance on providing support to students before and after setting goals. Whether the goals are connected to academics or social-emotional, celebrating the milestones is an important component. Examples of student and classroom celebrations will also be shared during the presentation.
IICE2022 Pre-Recorded Virtual Presentations
Professional Training, Development & Concerns in Education

61072
Teacher-Learner Engagement in Online Learning Modality in a Private Catholic School: Towards the Development of Teacher Upskilling Matrix
Geraldine Pancho, Adamson University, Philippines

The CoViD-19 pandemic has put an end to the prevailing ideology underlying the educational system in the Philippines. The use of interactive online classrooms as a replacement for conventional education has been a concern for both teachers and learners since they were given a limited time to learn and relearn these platforms. Teachers were obliged to undergo trainings. While the efforts were excellent, faculty members were short of time, as many were torn between studying how to operate emerging technology and the teaching itself. This research assessed the teacher-learner engagement in an online learning in a private catholic school and the challenges encountered by the teachers of the elementary and junior high school in an online learning engagement. The TPACK (Technological Pedagogical and Content Knowledge) of the teachers in elementary and junior high school were evident as assessed by the students but, there are still points to consider to further improve their engagement in online learning modality. The teacher-respondents in the Focus Group Discussion mentioned that internet connectivity is a major issue that is at the threshold of providing quality education during the pandemic. Academic honesty has been a major source of concern for the teacher-respondents. Teachers were looking for better ways and means on how to monitor and provide timely and effective feedback to their students. Based on the result of this study, a tailored fit-for-purpose upskilling matrix to become a 21st century teacher in the digital realm is of greatest importance in achieving a promising online learning engagement.

61803
Promoting Pre-service Teachers’ Technological, Pedagogical and Content Knowledge (TPACK) Through Developing Virtual Reality Applications With the Assure Instructional Design Model
Yang-Hsueh Chen, National Chengchi University, Taiwan
Meng-Fang Tsai, National Pingtung University of Science and Technology, Taiwan

The promotion of teachers’ TPACK, namely the integration of content, pedagogy, and technology knowledge for teaching has become a major concern among researchers and educational practitioners. Moreover, cultivating teachers’ augmented reality and virtual reality (AR/VR) capabilities has become an important issue of government policy. Drawing on Kohler and Mishra’s Learning by Design principle and the longstanding ASSURE instructional design model, this study intends to leverage pre-service teachers’ TPACK through the “AVR-ASSURE” classroom intervention. In Spring 2021, 24 pre-service teachers enrolled in the “Design and Utilization of Instructional Media” teacher education course went through the AVR-ASSURE course modules. They learned the Cospaces AR/VR authoring platform, explored good examples in the gallery, familiarized themselves with ASSURE procedures, developed virtual reality courseware, and were ready to implement authentic teaching in elementary classrooms. Unfortunately, due to a sudden outbreak of Covid-19 in Taiwan in May 2021, only two groups successfully carried out their teaching in the physical elementary classroom. The other four groups transformed their materials and taught online within our teacher education course. Data collected from the TPACK survey, individual course reflection and group interview were analyzed to inform the effectiveness of the AVR-ASSURE classroom intervention. Wilcoxon signed-rank test results showed that, the pre-service teachers significantly increased their TPACK total scores and the TK, TPK, TCK, and TPACK dimensions. Qualitative data are being analyzed to find influential factors for the pre-service teachers’ TPACK development, as well as their perceptions and actions toward the Covid-19 outbreak. Implications will be discussed along with practical suggestions.

62161
Reimagining Support for Japanese Teachers of English
Tony Cripps, Nanzan University, Japan
Takao Imai, Nanzan University, Japan
Sean Toland, Kagoshima International University, Japan

This presentation explicates a nascent research project that aims to understand and support the practical needs of pre-service English teachers who intend to teach at junior high schools and senior high schools in
Japan. The presenters will outline the necessity for such practical support considering the current teacher-training structure in Japan. Through intensive workshops and online support, pre-service English teachers will enhance their methodological knowledge and practical teaching skills. Support will be provided in three main ways by: 1. Holding a series of intensive practical teaching workshops focusing on teaching methodology and practice; 2. Creating an ‘English Knowledge Lab’ (EKL) website which will house useful audio and video files, as well as a host of other teaching support material such as lesson plans, grammar activities, communication activities and ICT implementation activities; 3. Producing practical teaching handbooks based on the teaching workshops. This research project aims to provide realistic solutions to practical problems which English teachers in Japan face every day. It is hoped that fellow educators will find this presentation useful when considering making changes to their own educational contexts.
IICE2022 Pre-Recorded Virtual Presentations
Teaching Experiences, Pedagogy, Practice & Praxis

60766
The Educational Values of E-Commerce Information Technology for the Law Protection of Citizens
Liliana Tedjosaputro, Universitas 17 Agustus 1945 Semarang, Indonesia
Emiliana Pudjiarti, Universitas 17 Agustus 1945 Semarang, Indonesia

In Indonesia, the development of e-commerce is increasing along with the increasing number of internet and social media users. The rapid growth of e-commerce has changed the way consumers make purchases of goods and services. The growth of electronic transactions has a very positive impact on business people as well as consumers, because it provides ease, convenience, efficiency and low costs. However, electronic transactions can pose risks and uncertainties that can harm both consumers and entrepreneurs. This article aims to examine the educational values of e-commerce information technology for the protection of citizens. Digital citizenship is closely related in the way in which e-commerce information technology knowledge is mastered and practiced to make significant connections. To see digital education clearly, then clear knowledge about the application of new technologies as part of the government's recommendations for legal protection. This is important because citizens who are educated with knowledge of e-commerce technology will be able to promote ethical values as a democratic society. In this way, the new space will be available not only as a digital reality but also as a full-fledged society needs.

60936
Keeping Small Changes Faculty made During COVID that had a Big Impact on Learning
Kristin Palmer, University of Virginia, United States

The COVID-19 pandemic shut down in-person classes at our campus. Over 4,000 courses were transitioned online in 4 days. Faculty and students struggled to learn this new modality. A working group convened to assess innovations and collect faculty and student stories. This working group met weekly and surveyed all the different schools (medicine, law, liberal arts, business, etc..) for teaching practices that worked. As the working group heard stories from faculty, they realized providing these stories to others would be valuable. These short stories were collected and aggregated onto a website hosted by our Center for Teaching Excellent. This website is the Small Changes, Big Impact site at http://cte.virginia.edu/small-changes-big-impact. Most of these stories highlight easy to implement practices that our faculty are continuing to use once we return to in-person classes. This presentation will walk through ten specific ideas that were small changes that had a big impact on teaching. One faculty member dedicated the first 5 minutes of every class for students to randomly be connecting to another student in the class where they were not allowed to talk about class, but just connect socially, getting to know one another. Another faculty member talks to the value of virtual office hours to promote more students working with her through difficult concepts. Effective practices that are evidence-based and align with the Community of Inquiry (CoI) framework will be shared during this presentation.

61313
Examining the File Renaming Errors Made by Japanese University EFL Students During the First Year of Emergency Remote Teaching
Brian Rubrecht, Meiji University, Japan

The move to emergency remote teaching (ERT) in 2020 due to the COVID-19 pandemic forced instructors worldwide to necessarily include components of information and communications technology (ICT) in their lessons. However, this move proved particularly challenging in Japan, for the country has long lagged behind others in its implementation of ICT for educational purposes. While many university instructors in Japan were able to successfully provide ERT courses that utilized new or heretofore rarely used ICT (e.g., Zoom, learning management systems), students' general lack of basic personal computer skills remained a persistent concern. Aware of both Japan's ICT shortcomings and students' anxiety and confusion regarding the transition to online learning, an instructor/researcher (I/R) teaching English as a foreign language at three Japanese universities opted to use heavy use of email — a standard digital tool widely used for decades — for assignment submission and student-teacher communication purposes. In spite of email’s many inherent advantages, the I/R unexpectedly received a large number of email attachments that were not renamed according to the repeatedly-explained file renaming convention he had established for all emailed
documents. The proposed presentation presents analyses of the file names of a subset of emailed documents the I/R received during AY2020, with the research goal being to categorize the file renaming errors so that their likely sources could be determined. Because the errors arose from multiple and varied sources, explanations about and recommendations for pedagogical practices (e.g., the giving of instructions, typing in a foreign language) are proffered.

61436
Teaching Empathy: Teacher Candidates’ Perspectives of the Japanese Internment in Hawaii
Jennifer Padua, University of Hawaii at Manoa, United States
Monica Smith, University of Hawaii at Manoa, United States
Doreen Elliott, University of Hawaii at Manoa, United States

This phenomenological study examined the extent to which undergraduate teacher candidates’ perspectives of the Japanese Internment in Hawai’i influenced their learning of empathy. The article discusses how teacher preparation programs may use cultural simulations to develop teacher empathy, a central characteristic of the quality of culturally responsive teachers. Learning about empathy through Japanese Internment in Hawai’i was explored by analyzing the experiences of seventeen undergraduate teacher candidates after visiting the Japanese Cultural Center in Honolulu, Hawai’i. Data gleaned from surveys, self-reflection, peer reflections, and photovoice essays were analyzed using clustering and themes. Findings revealed the depth of candidates’ empathetic lens and ways teacher preparation programs may use an interdisciplinary approach to develop teacher candidate empathy. The research offered implications for teacher preparation programs on the use of empathy for preparing teacher candidates to work in urban classrooms with culturally and linguistically diverse students.

61519
Creating Interactive Videos for Deeper Student Engagement Using PlayPosit
Rick Bird, DeVry University, United States
Veronica "Ronnie" Schreiber, DeVry University, United States

The current generation of college students have become the “YouTube” generation. These students gain knowledge by watching videos and interacting with social media platforms. Universities are struggling to “meet the learner where they are”. How do you provide a video, similar to the YouTube, TikTok, and other social media platforms, while still engaging the students and ensuring that they have learned the critical course concepts? DeVry University is implementing an active learning video platform using PlayPosit. In this new platform, we are creating interactive videos where students learn a topic and then answer questions based on the topic. The video continues with the next topic and then the next questions. Our initial experience indicates that online and classroom-based students are more engaged and learn the material more effectively using this new pedagogy. In this presentation, we will elaborate on the research steps that we are taking to determine the effectiveness of this new platform. In addition, we will discuss the methodology that we use to create the active learning videos, including the equipment and software that we have implemented. We will ask participants to share their experiences and their ideas for the active learning video environment as well.

61717
Why Teacher Led Instruction Really Works
Nicole Shammas, Higher Colleges of Technology - Dubai Women's Campus, United Arab Emirates

Since the 1980s the notion of traditional teacher led lecturing has been largely dismissed in favour of a more student-centered, collaborative, problem solving type pedagogy. This practice is captured in the terms: the guide on the side vs the sage on the stage methodology (King, 1983) . Certainly, the student-centered approach is an effective practice which is supported by empirical evidence. However, this pedagogical division between a teacher centered and student centered type approach to teaching has led those in education to believe that direct instruction, i.e. teacher-centered lecture style, is an inferior approach, and therefore should be minimized. Drawing on research, this presentation argues that there is a place in education for the ‘sage on the stage’ and that we should consider revisiting this approach at times, in order to maximize student learning.
62053
Concept Mapping Strategy to Improve Non-Computer Science Students’ Learning Achievements in Logical Database Design
Lynda Farza, Military Academy, Tunisia

This study aims to investigate the effects of using concept mapping on student's performance on logical database modeling and to examine their satisfaction towards the use of concept mapping strategy in the database design process. One hundred and two undergraduate students participated in the study. These students were assigned into three groups with three different learning approaches: two experimental groups and one control group. The three learning approaches were compared to find out what effects they have on learning database modeling. The concept map was used as a first step of data modeling by the two experimental groups, while the control group was taught using the conventional approach without using the concept mapping strategy. We have studied the logical database schema made by all students during the achievement test to see if there was a significant difference between the student's scores of the three groups. The findings revealed that for novice students, using the concept map strategy in the database design may be more efficient than the conventional approach. It can help to enhance the academic performance of students in logical database modeling. Based on our observations and the students' statements, we can also consider that the concept map had a positive effect on the students' attitudes towards the content, increased the students’ motivation, helped to induce a positive dynamic among them, a greater engagement and interest in the subject matter.