



PROGRAMME & ABSTRACT BOOK

The 10th IAFOR International Conference on Education in Hawaii (IICE2025)
The 5th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025)
January 3-7, 2025 | Honolulu, Hawaii, USA, and Online

Organised by the International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan, and IAFOR's Global Partners.

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IAFOR Global Partners



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Professor Elizabeth Park, Chaminade University of Honolulu, United States
Robin Watson, University of Hawai'i at Mānoa, United States
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IICAH2025 Conference Programme Committee

Professor Grant Black, Chuo University, Japan
Dr Joseph Haldane, IAFOR and Osaka University, Japan, & University College London, United Kingdom
Professor Donald E. Hall, Binghamton University, United States
Dr Daniel Hoffman, University of Hawai'i at Mānoa, United States
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging
Robin Watson, University of Hawai'i at Mānoa, United States

Letter of Welcome



Dear Friends and Colleagues,

Aloha, and welcome to Hawaii, and its capital Honolulu, situated on the beautiful island of O'ahu, which is also very aptly known as 'the gathering place'. We are very excited to welcome, at last count, more than 460 people from 44 countries to gather and exchange the latest in terms of research and ideas, across the boundaries of nation, culture, and discipline.

Hawaii is both a state and a nation, and has a long and storied history that has brought peoples from different parts of the world together. As it sits in the middle of the Pacific Ocean in a rich ecology and environment, Hawaii is of great strategic importance to the Asia-Pacific, sitting between the great continents of Asia and America.

2025 is a special year as we celebrate the concurrent 10th annual IAFOR International Conference on Education in Hawaii (IICE2025), and the 5th annual IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025), with an exceptional joint plenary that is at the centre of what promises to be a great conference.

I would like to thank our International Academic Board as well as our local conference committee for their roles in shaping the thematics and programme together; our global partners, and our local partner for this event, the University of Hawai'i at Mānoa. In particular, I would like to acknowledge Professor Michael Menchaca of the University of Hawai'i at Mānoa for his consistent support of both this event and IAFOR. I would also like to thank our plenary speakers, our presenters, and our audience, who have come from many countries around the world to take part in this conference.

IAFOR currently organises conferences on three continents, and last year welcomed more than 4,500 delegates from 119 countries to its events: an extraordinary display of diversity, in celebration of the international, intercultural, and interdisciplinary, and offering an exceptional comparative and contrastive space. In an increasingly divided world, we offer a strong nurturing and inclusive environment for rigorous and enlightening discussion. We are the International Academic Forum, and that includes you, wherever you are from, and whatever your nation, culture, and discipline.

We have so much to learn from each other, and I encourage your active participation throughout the conference.

I look forward to meeting you all.

Warmest regards,

A handwritten signature in blue ink that reads "Joseph Haldane". The signature is written in a cursive style and is underlined with a single horizontal line.

Dr Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)

Professor, European Center for Peace and Development (ECPD), United Nations University for Peace

Guest Professor, Osaka School of International Public Policy, Osaka University, Japan

Visiting Professor, Doshisha University, Japan

Visiting Professor, The University of Belgrade, Serbia

Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum



Become an IAFOR Member

IAFOR provides an enriching personal and professional environment for academics and scholars of all ages and backgrounds to exchange and contribute to interdisciplinary and intercultural dialogue that informs and is informed by their own cultural and disciplinary background and experiences. We are able to do this thanks to our extraordinary network of individuals and institutions around the world who support our work and help shape our events globally. We particularly emphasise the nurturing and support for emerging academics from an array of different backgrounds, and aim to provide opportunities for them to seek advice, support and guidance, as well as offering mid-career and more established academics opportunities to forge working relationships beyond their traditional disciplinary ambitions.

In our current world where division and strife are often reinforced and played out in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

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

To learn more about IAFOR membership, please visit:

iafor.org/membership

467 DELEGATES FROM 44 COUNTRIES



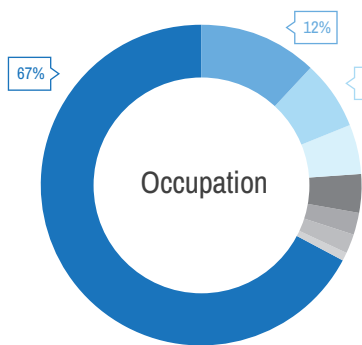
286
Onsite
Presentations



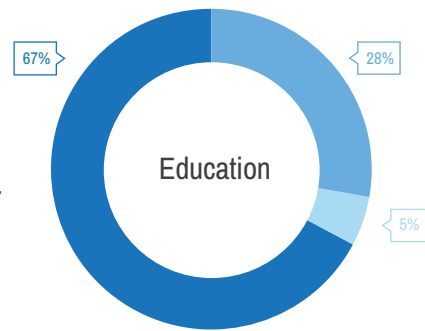
101
Online
Presentations



345
Institutions and
Organisations

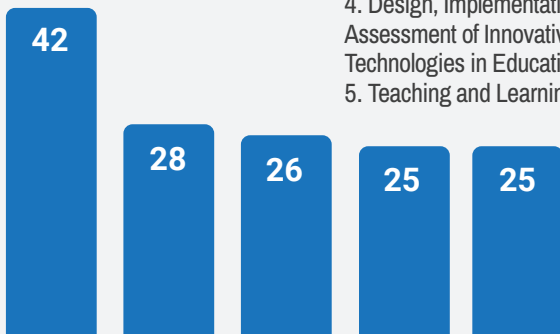


67% University Faculty
12% Doctoral Student
7% Other
5% Public Sector/Practitioner
4% Postgraduate Student
2% Postdoctoral Fellow or Instructor
2% Independent Scholar
1% Private Sector



67% Doctoral Degree
28% Masters Degree
5% Bachelors Degree

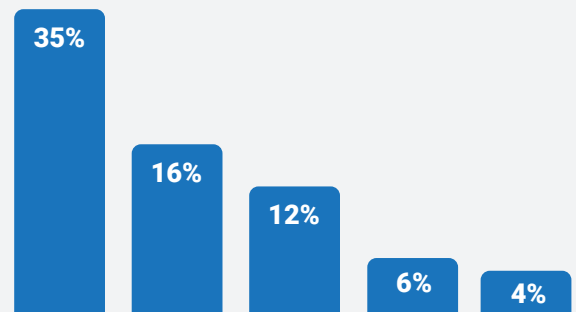
Top Five Streams



1. Teaching Experiences, Pedagogy, Practice & Praxis (42)
2. Learning Experiences, Student Learning & Learner Diversity (28)
3. Higher Education (26)
4. Design, Implementation & Assessment of Innovative Technologies in Education (25)
5. Teaching and Learning (25)

Top Five Countries of Delegates

1. United States (35%)
2. Japan (16%)
3. Canada (12%)
4. South Korea (6%)
5. Taiwan (4%)



387
Total
Presentations



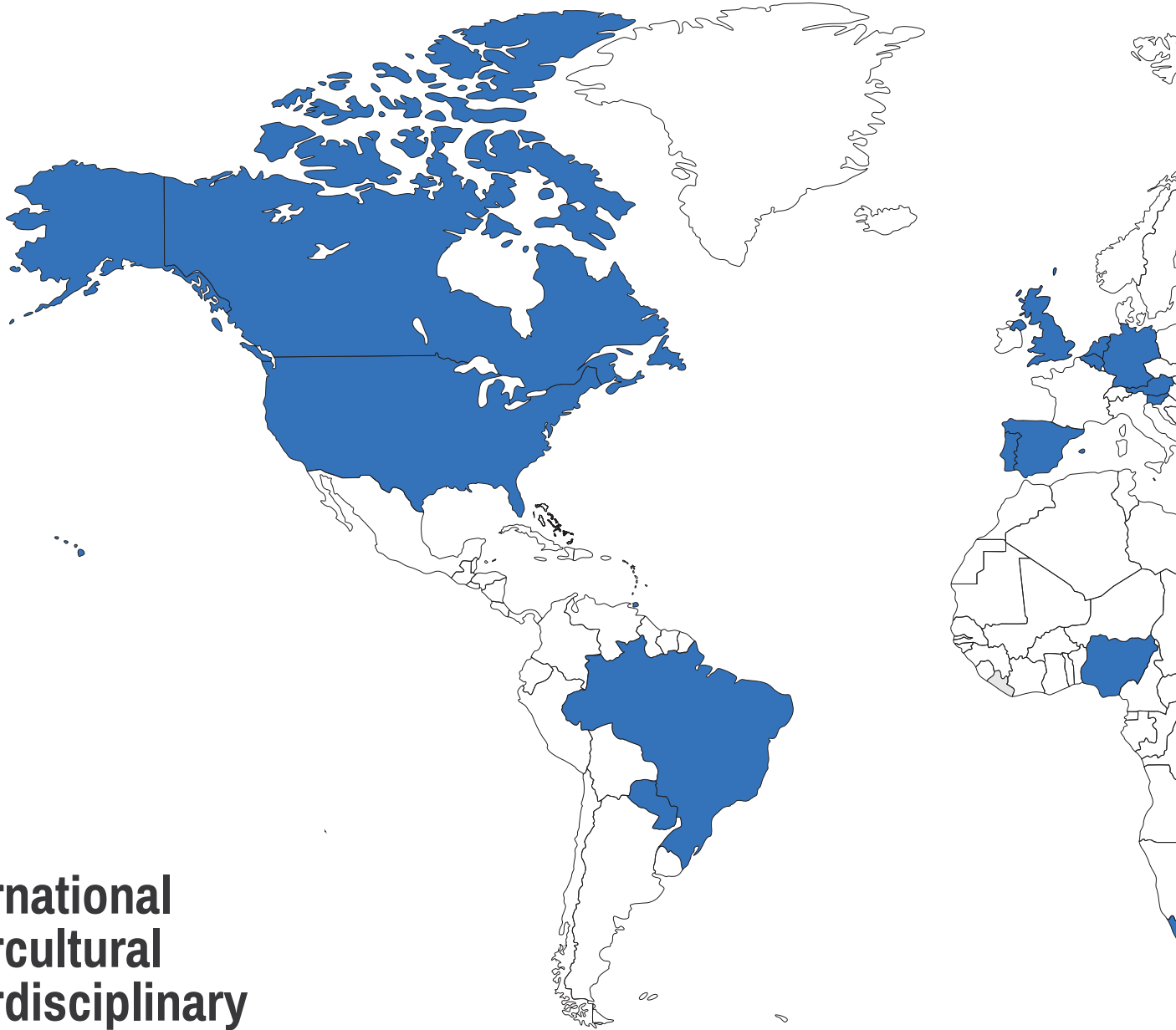
170
Hours of
Content

Multiple Authored vs. Single Authored Submissions



Inspiring Global Collaborations

Date of creation: December 1, 2024

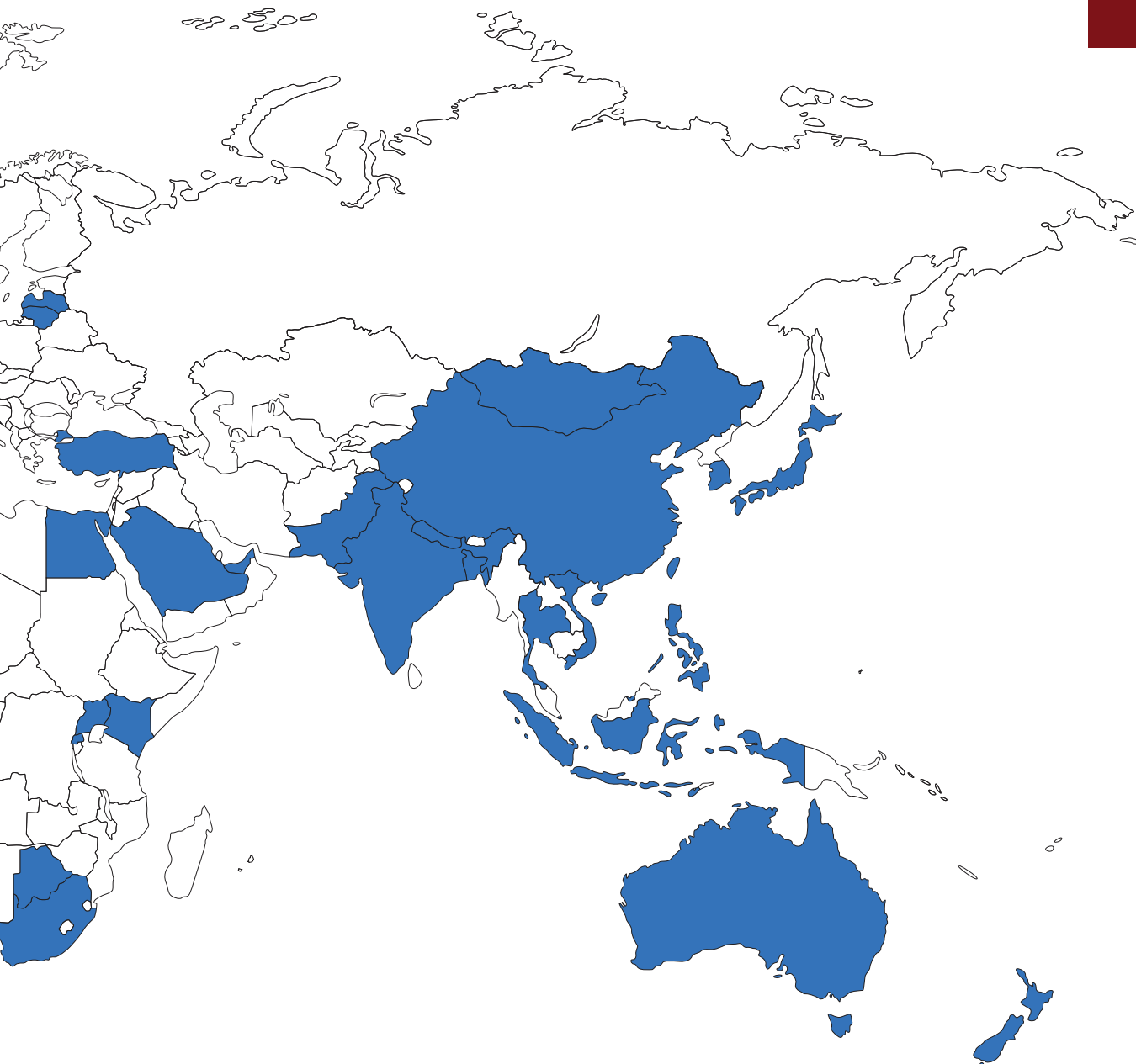


international intercultural interdisciplinary

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

IICE/IICAH2025 has attracted 460+ delegates from 40+ countries

United States	165	Australia	5
Japan	74	India	5
Canada	58	Mongolia	5
South Korea	27	Slovenia	5
Taiwan	18	Spain	5
Philippines	11	Thailand	4
China	10	Vietnam	4
South Africa	8	Austria	3
Hong Kong	6	Germany	3
Rwanda	6	Pakistan	3
Saudi Arabia	6	Singapore	3
United Kingdom	6	Bangladesh	2



Egypt	2	Malta	1
Indonesia	2	Nepal	1
New Zealand	2	Netherlands	1
Trinidad and Tobago	2	Nigeria	1
United Arab Emirates	2	Paraguay	1
Belgium	1	Portugal	1
Botswana	1	Turkey	1
Brazil	1	Uganda	1
Brunei	1		
Kenya	1	Total Attendees	467
Latvia	1	Total Onsite Presentations	286
Lithuania	1	Total Online Presentations	101
		Total Countries	44

Conference Venue: Friday, January 3 to Monday, January 6
Hawai'i Convention Center
 Address: 1801 Kalākaua Ave, Honolulu, HI 96815

LEVEL 3















Conference Venue: Friday, January 3 to Monday, January 6

Hawai'i Convention Center

Suggested Lunch Options

Please note that lunch is not provided during the conference.
This lunch map offers suggestions and guidance on where to grab a bite in the area.



	<p>Starbucks Type: Coffee Shop Walking Distance: 8 minutes</p>		<p>Phở Minh Thư Restaurant Type: Vietnamese Restaurant Walking Distance: 5 minutes</p>
	<p>Subway Type: Sandwich Shop Walking Distance: 6 minutes</p>		<p>Sabb Thai Type: Thai Restaurant Walking Distance: 7 minutes</p>
	<p>Byblos Express Type: Lebanese Restaurant Walking Distance: 7 minutes</p>		<p>Sunny's Local Grind Type: Breakfast Restaurant Walking Distance: 6 minutes</p>
	<p>Earth Aloha Eats Type: Vegan Restaurant Walking Distance: 7 minutes</p>		<p>Sura Hawaii Type: Korean Barbecue Restaurant Walking Distance: 4 minutes</p>
	<p>Gordos Type: Mexican Restaurant Walking Distance: 9 minutes</p>		<p>Tadka Indian Cuisine Type: Indian Restaurant Walking Distance: 7 minutes</p>
	<p>Hula Dog Kuhio Type: Hot Dog Restaurant Walking Distance: 5 minutes</p>	<p>Scan the QR code to explore even more restaurant options, including Google Maps directions</p> 	

Groundbreaking Ideas

IAFOR Spring Conference Series in Tokyo

May 11–16, 2025 | Tokyo, Japan & Online

The 16th Asian Conference on Arts & Humanities (ACAH2025)
The 15th Asian Conference on Cultural Studies (ACCS2025)
The 16th Asian Conference on the Social Sciences (ACSS2025)

**Abstract Submission Deadline:
February 14, 2025**

Where will your ideas
take you next?

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

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

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

13:00-14:00 Pre-Conference Check-in & Coffee | Room 319

14:05-14:50 IAFOR Information Session | Room 319

Melina Neophytou, IAFOR, Japan
Matthew Chima, IAFOR, Japan
Grant Black, Chuo University, Japan

14:55-15:55 Featured Workshop | Room 319

Quality Courses Quickly: Using GenAI as a Course Design Assistant
Daron Williams, Virginia Tech, United States
Dan Yaffe, Virginia Tech, United States
Larry Cox II, Virginia Tech, United States (not attending)

16:00-17:00 Cultural Event | Room 319

E Hele Mai a Hula: A Hawaiian Music and Dance Workshop
Join us in exploring Hawaiian music and dance led by renowned Hula instructor Auntie Carolee Nishi, a Living Treasure of Hawaii.
This is a free event open to all registered delegates

17:00-19:00 Welcome Reception | Room 319 & Children's Courtyard

This is a free event open to all registered delegates



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

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

12:00-13:00 Conference Check-in & Coffee | Room 319

13:00-13:10 Announcements | 320 Theatre & Online

13:10-13:35 Cultural Presentation | 320 Theatre & Online

**13:35-14:00 Welcome Address & Recognition of IAFOR Scholarship Winners
| 320 Theatre & Online**
Joseph Haldane, IAFOR, Japan

14:00-14:30 Keynote Presentation | 320 Theatre & Online
*Global Citizenship and Education for Peace: Threats & Opportunities from a Pacific
Islands Perspective*
Mary Hattori, East-West Center, United States

14:30-14:40 Q&A

14:45-15:15 Keynote Presentation | 320 Theatre & Online
*Global Warming and International Institutions: Addressing Challenges Through
Education and Action*
Jun Arima, University of Tokyo, Japan

15:15-15:25 Q&A

15:25-15:40 Conference Photograph | 320 Theatre



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

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

15:40-16:00 Coffee Break

16:00-17:00 The Forum | 320 Theatre & Online
Global Citizenship and the Environment: Engagement and Action
Michael Menchaca, University of Hawai'i at Mānoa, United States
Melina Neophytou, IAFOR, Japan

17:00-18:00 Poster Session 1 | 3F Hallway

19:00-21:00 Conference Dinner | Roy's Waikiki
This is an optional ticketed event



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

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

The IAFOR Undergraduate Symposium (IURS) begins at 09:00 today. Please see page 18 for the full IURS Programme

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

09:30-11:10 Onsite Parallel Session 1

Room 317B: IICAH | Gender Perspectives in Politics & Development

Room 318A: IICAH | Internationalisation Experiences in Japanese Education

Room 318B: IICE | Foreign Languages Education & Applied Linguistics

Room 321A: IICE | Open, Online & Blended Learning

Room 321B: IICE | Counselling, Guidance & Adjustment in Education

Room 322A: IICE | Language Learning & Teaching Practices

Room 322B: IICE | Education, Sustainability & Society

Room 323A: IICE | Professional Training, Development & Concerns in Education (Workshops)

11:10-11:40 IURS Poster Session & Extended Coffee Break | 3F Hallway

11:40-12:55 Onsite Parallel Session 2

Room 317B: IICAH | Post-pandemic Classroom Management

Room 318A: IICE | The Teaching & Learning of English

Room 318B: IICE | Teaching & Learning

Room 321A: IICE | International Education

Room 321B: IICE | Education & Sustainable Development

Room 322A: IICE | Assessment Theories & Methodologies

Room 322B: IICE | Training & Development of Pre-Service Teachers

Room 323A: IICE | Higher Education (Panel)

12:55-13:55 Poster Session 2 & Extended Coffee Break | 3F Hallway



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

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

13:55-15:35 Onsite Parallel Session 3

Room 317B: IICE | Approaches to Arts in Education

Room 318A: IICAH | Special Topics in Humanities

Room 318B: IICE | Foreign Languages Education & Applied Linguistics

Room 321A: IICAH | Early Childhood, Primary & Secondary Education

Room 321B: IICE | The Teaching & Learning of Mathematics

Room 322A: IICAH | Special Topics in Higher Education

Room 322B: IICE | Education, Sustainability & Society

Room 323A: IICE | Higher Education (Panel & Workshop)

15:35-15:50 Coffee Break | Room 319

15:50-17:30 Onsite Parallel Session 4

Room 317B: IICE | AI Application in Education & Film

Room 318A: IICAH | Special Topics in Humanities

Room 318B: IICAH | History, Ethnicity & Identity

Room 321A: IICAH | Philosophy & Religion

Room 321B: IICE | Creativity & Innovation in Education

Room 322A: IICAH | Innovative Approaches in Business & Society

Room 322B: IICE | Design, Implementation & Assessment of Innovative Technologies

Room 323A: IICE | Higher Education (Workshops)



The IAFOR Undergraduate Research Symposium (IURS)

The IAFOR Undergraduate Research Symposium (IURS), previously the Asian Undergraduate Research Symposium (AURS), provides students with a motivating and thought-provoking opportunity to present their research. IURS takes place in a supportive and collegial environment at IAFOR's renowned international conferences where students can network with other undergraduates and academics from around the world.

We invite all delegates to join us! Come and support the next generation of scholars with your presence and attention, with your great questions and guidance. See you at the IURS Poster Session!

Symposium Schedule | Sunday, January 5, 2025

09:00-09:30 Student Participant Check-in | Room 319

09:30-09:40 Welcome Address | Room 323B
Joseph Haldane, IAFOR, Japan

09:40-10:10 Final Briefing Session | Room 323B
Grant Black, Chuo University, Japan
Vice President, IAFOR, Japan

10:10-10:40 Poster Set Up and Practice | 3F Hallway

10:40-10:55 Coffee Break | Room 319

10:55-11:55 Poster Presentation Session | 3F Hallway

11:55-12:05 Concluding Remarks

IURS Facilitators: Grant Black, Apipol Sae-Tung



Grant Black

Professor Grant Black is a professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. He is engaged in diverse roles as a global manager, systems builder, executive leader and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University (Japan), and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center

for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester, United Kingdom.

Professor Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the UK. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Grant is President of Black Inc. Consulting (Japan), a Tokyo-based firm specialising in international and intercultural project management, communication projects, and executive leadership and training. He is the Director of the Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022). He serves as a Vice-President for the International Academic Forum (IAFOR).



Apipol Sae-Tung

Apipol Sae-Tung is an Academic Coordinator at IAFOR, where he contributes to the development and execution of academic-related content and activities. He works closely with the Forum's partner institutions and coordinates IAFOR's Global Fellowship Programme. His recent activities include mediating conference reports for the Forum's international conference programme and facilitating the IAFOR Undergraduate Research Symposium (IURS).

Mr Sae-Tung began his career as a Program Coordinator for the Faculty of Political Science at Chulalongkorn University, Thailand. He was awarded the Japanese Government's MEXT Research Scholarship and is currently pursuing a PhD at the Graduate School of International Development, Nagoya University, Japan. His research focuses on government and policy analysis, particularly on authoritarian regimes. Mr Sae-Tung holds an MA in International Relations and Diplomacy from Thammasat University, Thailand, where he studied foreign policy analysis and Thailand-China relations. He also holds a BA in History from the same institution.



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

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

09:00-09:30 Check-in & Coffee | Room 319

09:30-11:10 Onsite Parallel Session 1

Room 317B: IICAH | Politics & Inclusivity of the Arts

Room 318A: IICAH | Creative Approaches in Curriculum Development

Room 318B: IICE | Educational Policy, Leadership, Management & Administration

Room 321A: IICE | Higher Education

Room 321B: IICE | Design, Implementation & Assessment of Innovative Technologies in Education

Room 322A: IICE | Educational Research, Development & Publishing

Room 322B: IICE | Technology & Media in Education

Room 323A: IICE | Learner Diversity & Inclusion

Room 323B: IICE | Education, Sustainability & Society

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

11:25-12:40 Onsite Parallel Session 2

Room 317B: IICAH | Japanese Media & Literature

Room 318A: IICAH | Metaphors in Literature

Room 318B: IICE | Educational Policy, Leadership, Management & Administration

Room 321A: IICE | Higher Education

Room 321B: IICE | Design, Implementation & Assessment of Innovative Technologies in Education

Room 322A: IICE | Education & Well-being

Room 322B: IICE | Adult, Lifelong & Distance Learning

Room 323A: IICAH | Language, Linguistics

Room 323B: IICE | The Contemporary Challenges and Opportunities in Education: A Worldwide Overview (Panel)

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



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

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

12:55-14:35 Onsite Parallel Session 3

Room 317B: IICAH | Science, Environment & the Humanities

Room 318A: IICAH | Politics in Education

Room 318B: IICE | Entrepreneurship Education

Room 321A: IICE | AI in Higher Education

Room 321B: IICE | Design, Implementation & Assessment of Innovative Technologies in Education

Room 322A: IICE | Mind, Brain & Psychology

Room 322B: IICE | AI & Education

Room 323A: IICE | Education & Difference: Inclusive Education

Room 323B: IICAH | Education, Sustainability & Society (Workshops)

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

14:50-16:30 Onsite Parallel Session 4

Room 317B: IICAH | Government, Governance & Human Development

Room 318A: IICAH | Design Architecture

Room 318B: IICE | Educational Policy, Leadership, Management & Administration

Room 321A: IICE | Higher Education

Room 321B: IICE | Professional Training, Development & Concerns in Education

Room 322A: IICE | Education for Equality & Social Justice

Room 322B: IICAH | Language Development, Communication & Culture

Room 323A: IICAH | Comparative Inclusive Education

Room 323B: IICE | Professional Training, Development & Concerns in Education (Workshops)

16:35-16:50 Onsite Closing Session | Room 318B



Think Big.

IAFOR London Conference Series

July 10-14, 2025 | London, United Kingdom & Online

ECE/ECAH/EGen2025

The 13th European Conference on Education

The 13th European Conference on Arts & Humanities

The 5th European Conference on Aging & Gerontology

Abstract Submission Deadline: April 18, 2025

Where will your ideas
take you next?

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

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

Conference Venue: Online via Zoom

14:55-15:00 Message from IAFOR

15:00-16:40 Online Parallel Session 1

Live-Stream Room 1: IICE | Education for Equality & Inclusion

Live-Stream Room 2: IICE | Design, Implementation & Assessment of AI & Innovative Technologies in Education

Live-Stream Room 3: IICAH | "Capturing" Evolution

Live-Stream Room 4: IICAH | Arts in Practices

Live-Stream Room 5: IICE | Mind, Brain & Psychology

16:40-16:50 Break

16:50-18:30 Online Parallel Session 2

Live-Stream Room 1: IICE | Professional Training, Development & Concerns in Education (Panel & Workshop)

Live-Stream Room 2: IICE | STEM in Education

Live-Stream Room 3: IICE | Education, Sustainability & Society

Live-Stream Room 4: IICE | Special Topics in Higher Education

Live-Stream Room 5: IICE | Special Topics in Education

18:30-18:40 Break

18:40-19:55 Online Parallel Session 3

Live-Stream Room 1: IICE | Online, Open & Hybrid Learning

Live-Stream Room 2: IICAH | Design, Implementation & Assessment of AI

Live-Stream Room 3: IICAH | Identities in the Arts

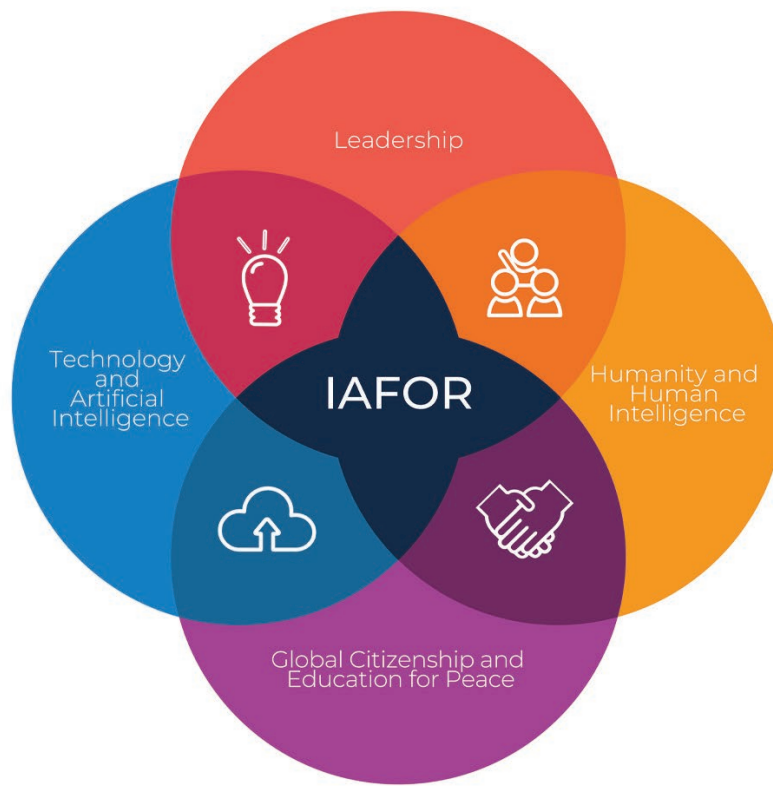
Live-Stream Room 4: IICAH | Politics & Identity

Live-Stream Room 5: No Session

19:55-20:00 Message from IAFOR

Introducing IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary



IAFOR's conference programme provides an essential comparative and contrastive space for people to engage in multidisciplinary research across borders of nation, culture, discipline, and professions. We encourage mixed approaches and methodologies, combining theory and practice between and across the disciplines, and we look to harness the collective intelligence of our International Academic Forum in addressing some of the most pressing issues of our time. Through the implementation of new formats in our conference programme over the last year, including Intelligence Briefings, Keynote Interviews, and The Forum, we gathered insights into what has been discussed at the theoretical and policy levels, identify the challenges, and the outlook for best practices in tackling global contemporary issues, which we have identified as the themes for 2025-2029. Our four themes can be seen as standalone themes, but they are also very much in conversation with each other. Themes may be seen as corollaries, complementary, or in opposition/juxtaposition with each other. The themes can be considered as widely as possible and are designed, in keeping with our mission, to encourage ideas across the disciplines.

1. Technology and Artificial Intelligence

Our first theme examines the rapid pace of technological advancements, aided most particularly by those driven by artificial intelligence and its enormous and growing impact in all fields.

2. Humanity and Human Intelligence

Our second theme asks us which principles, values, and attributes we wish to encourage, protect, and nurture and how we accomplish this. Technological advancements constantly ask us to reconsider and reimagine what it means to be human, including questions regarding communication, creativity, inclusivity, ethics, and care.

3. Global Citizenship and Education for Peace

This theme prompts us to consider our existence and coexistence with each other, within our communities and places of belonging, and with peoples of different countries, cultures, and backgrounds, as well as with our environment and our planet. It includes engagement with enormous issues facing us beyond borders, such as peace and human security, climate change, etc.

4. Leadership

The final theme recognises the continuing importance of leadership as a skill, particularly in light of difficult times, where recognising and encouraging best practices in leadership at all levels of society is critical. Encouraging leadership at the government level, in businesses, and within institutions of all sizes represents the engine of change.

Conference Themes in Theory, Policy, and Practice

Many theories are born and initially tested in the academy, informing discussions in the public sphere that influence policy. IAFOR represents a unique combination of engagement emerging from the collaborative efforts of senior policymakers, administrators, and individuals working on the ground or in the field. IAFOR has made this rare combination of equitable theoretical and practical exchanges the standard for our organisation and represents a valuable model for how science should be done.

We will develop conference and institutional programmes and publications around these themes as well as capacity building sessions for our conference programme over the next five years. It is our aim with the implementation of these themes, alongside the implementation and continuing refinement of new formats, to best harness the unique arena IAFOR and its network have built in regards to pressing issues of today and the future.



General Information

Check-in & Information Desk

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

- Friday, January 3 | 13:00-16:30 – Hawai'i Convention Center, Room 319 (3F)
- Saturday, January 4 | 12:00-17:30 – Hawai'i Convention Center, Room 319 (3F)
- Sunday, January 5 | 08:30-17:00 – Hawai'i Convention Center, Room 319 (3F)
- Monday, January 6 | 09:00-16:00 – Hawai'i Convention Center, Room 319 (3F)
- Tuesday, January 7 | No in-person check-in

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

Conference Schedule

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

Online Sessions

Be sure to join us online on **Tuesday, January 7** for our live-stream parallel presentation sessions.

Conference Survey

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





General Information

Refreshment Breaks

Complimentary coffee, tea, juice, water, and light snacks will be available during the scheduled coffee breaks. Please note that lunch is not provided. Please refer to our Lunch Map for suggestions on where you can eat lunch around the Hawai'i Convention Center.

Name Badges

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

Connecting to WiFi

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

Photo/Recording Waiver

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

Read our full privacy policy – iafor.org/about/privacy-policy

Conference Networking Events

Welcome Reception | Hawai'i Convention Center (3F) Children's Courtyard

Join fellow delegates for a drink or two at the conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. The welcome reception will be held at the Hawai'i Convention Center (3F), Children's Courtyard.

Time & Date: Friday, January 3, 2025 | 17:00-19:00

Location: Hawai'i Convention Center (3F), Children's Courtyard

Ticket Price: **Free to attend**

Admission is included in the conference registration fee and is only open to registered conference delegates.

Cultural Event | E Hele Mai a Hula: A Hawaiian Music and Dance Workshop

Join us to explore Hawaiian music and dance led by renowned Hula instructor Auntie Carolee Nishi, a Living Treasure of Hawaii. This immersive experience is not just about cultural enrichment; it's a chance for academics to network, unwind, and embrace this vibrant Hawaiian tradition in a fun, interactive setting. Dive into the rhythms of Hula and the melodies of Ukulele, enriching your understanding of Hawaiian arts while engaging with peers in a relaxed atmosphere.

Time & Date: Friday, January 3, 2025 | 16:00-17:00

Location: Hawai'i Convention Center (3F), Room 319

Ticket Price: Free to attend

Admission is included in the conference registration fee and is only open to registered conference delegates.

Conference Dinner | Roy's Waikiki

Founded by the legendary chef Roy Yamaguchi, Roy's Waikiki is world-renowned for its innovative fusion cuisine, melding fresh local ingredients with Asian influences. Delegates can continue conversations from the plenaries over a course meal with a view: the beachfront restaurant sits across from Waikiki Beach. Dining at Roy's offers not just a feast for the palate but a journey that captures the essence of Hawaii's culinary renaissance.

Time & Date: Saturday, January 4, 2025 | 19:00-21:00

Location: 226 Lewers Street, Honolulu

Ticket Price: **145 USD**

This is a ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner.

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Friday, February 7, 2025**, through the online system. The proceedings will be published on **Friday, March 14, 2025**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Friday, January 17, 2025**.

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

Conference Catch-up

All Keynote Presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Friday, February 7, 2025**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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



The Eiffel Tower is illuminated with golden lights against a deep blue twilight sky. The tower's intricate lattice structure is clearly visible, and the lights create a warm glow. The background shows the faint outlines of Parisian buildings at the bottom right.

Ooh-La-La!

IAFOR Paris Conference Series

June 10-14, 2025

Held at the Sorbonne University International Conference Center (CICSU), Paris, France

The 4th Paris Conference on Education (PCE2025)

The 4th Paris Conference on Arts & Humanities (PCAH2025)

Abstract Submission Deadline: March 14, 2025

Where will your ideas
take you next?

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information about our upcoming events

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iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies (Scopus indexed)

IAFOR Journal of Education (Scopus & Web of Science Indexed)

IAFOR Journal of Literature & Librarianship (Scopus indexed)

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

Academic Grant & Scholarship Recipients

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

IICE2025 Scholarship Recipients

Daniel Jaya (Virtual Presentation)

87427 | *Barriers to Employment for Graduates of State Vocational High Schools in Indonesia: A Study in the Special Province of Yogyakarta*

Mr Daniel Jesayanto Jaya is a distinguished awardee of the LPDP Kementerian Keuangan RI 2023 and a doctoral student in Technology and Vocational Education at Yogyakarta State University, Indonesia.

Divya Atraya (Virtual Presentation)

87684 | *Synergy of Vocational Skills and Soft Skills in Shaping Employability*

Ms Divya Atraya is currently pursuing her PhD at the Department of Education, Panjab University, India.

Olutomiwa Binuyo (Virtual Presentation)

87399 | *School-Level and Out-of-School Factors Influencing Academic Performance of Public Secondary Schools in Southern Nigeria*

Mr Olutomiwa Binuyo is currently a PhD candidate in Development Studies at the South African-German Centre of Development Research at the University of the Western Cape, South Africa.

IICAH2025 Scholarship Recipients

Meng Yi (Virtual Presentation)

85457 | *The Body of Dissent: Political and Aesthetic in Contemporary Chinese Art*

Ms Meng Yi is a PhD candidate at The University of Cologne, Germany, specialising in contemporary Chinese art. Their research interests include gender, politics, and cultural identity.

Shankara Angadi (Virtual Presentation)

87278 | *Possession, Performance and the Passing of Time: The Global and Historical Contexts for Ritual Theatre in South West India*

After a career in teaching and community development, Shankara Angad is now a PhD student at University of Warwick, UK, working specifically on the early British colonisation of Karnataka.

Sandra Habtamu (Oral Presentation)

87514 | *Woman Hero: Using Art to Understand the Role of Women in the Eritrean Revolution*

Dr Sandra Habtamu was awarded a PhD in 2023 in Curriculum and Instruction from Stanford University. She is currently a lecturer in the Civic, Liberal, and Global Education program at Stanford University.

Jung June Huh (Virtual Presentation)

86755 | *Aotearoa New Zealand Histories: A National Narrative, a National Identity*

Mr Jung June Huh is a doctorate student at the Department of Political Science and Diplomacy at Sungkyunkwan University, South Korea.

Yasir Ali (Oral Presentation)

88088 | *Unearthing the Relics of Bigotry: A Historical Examination of Racial Prejudice and Intolerance Towards South Asian Communities in Australia*

Mr Yasir Ali gained his MPhil in International Relations in 2021 and is currently pursuing a PhD in International Relations & Affairs at the University of Karachi, Pakistan.

IAFOR Global Fellows 2024/2025

IAFOR is delighted to announce the IAFOR Global Fellows for 2024/2025 as a part of its Global Fellowship Programme initiative. This fellowship programme is a wonderful opportunity for researchers to engage with IAFOR and its international network and collaborate together as fellows themselves to strengthen their research capacity and broaden their connections. In the inaugural 2024/2025 Programme, we proposed a theme of 'independent voices' with a focus on East Asian topics, selecting a cohort of up-and-coming researchers in the field to contribute to building a broader knowledge within the region where IAFOR operates. The selected fellows have shown their outstanding capacity and commitment to represent independent voices from various perspectives, be it the arts, culture, or politics. Members of the IAFOR community can look forward to engaging with the fellows through upcoming conferences and their publications.

IAFOR Global Fellows will be correspondingly appointed Fellows in the IAFOR Research Centre at Osaka University's School of International Public Policy (OSIPP) for the duration of their Fellowship.

We received a large number of applications and are proud to introduce the five successful fellows for the 2024/2025 cohort as follows:

Hongmin Ahn, South Korea

Hongmin Ahn is a student at the Inter-University Center for Japanese Studies in Yokohama, Japan (2024-25). He holds a Master of Theological Studies in Buddhism from Harvard Divinity School at Harvard University, United States, and a Bachelor of Arts in Religion from Bard College, also located in the United States. As an interdisciplinary scholar, Mr Ahn's research focuses on modern transnational Buddhism in Korea and Japan, exploring their history, culture, practices, gender dynamics, and institutions such as clerical marriage and the popularisation of Buddhism through military chaplaincy.

Azusa Iwane, Japan

Azusa Iwane is the vice-project manager and editor at Global News View (GNV), an independent media outlet introducing the Japanese audience to international news overlooked by domestic mainstream media. She conducted a series of field studies in Zambia to better grasp the effective poverty experienced by mining communities with the collaboration of the Dag Hammarskjöld Institute for Peace and Conflict Studies, Copperbelt University.

Sheng-Hsiang Lance Peng, Taiwan

With his recent PhD completion from Cambridge University's Education Faculty, Dr Sheng-Hsiang Lance Peng is an early career research fellow at IAFOR. In his current monster(s) project, Lance uses monstrous perspectives of othering to reimagine narratives from the periphery of Japanese society.

Shuqi Wang, China

Dr Shuqi Wang just earned her doctorate degree from Nanyang Technological University, Singapore. Her research focuses on international relations and foreign policy analysis. She currently explores the historical influences on foreign policy preferences within US alliance systems.

Yanhua Zhou, China

Dr Yanhua Zhou is currently a Professor of Art History at the Research Center for Visual Art, Sichuan Fine Arts Institute, China. She is also affiliated as a Professor with the Department of East Asian Studies at University of Arizona, United States. Her research focuses on the issue of art and geographic politics of contemporary art in Asia, global socially engaged art in a transnational context, affective infrastructural studies, and non-human agency in art.

Find out more about the IAFOR Global Fellowship Programme at <https://iafor.org/iafor-global-fellowship-programme/>



Keynote & Featured Presentations

All times are Hawaii Standard Time (UTC-10)

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

Featured Workshop: Daron Williams, Dan Yaffe, Larry Cox II*

Quality Courses Quickly: Using GenAI as a Course Design Assistant

Friday, January 3, 2025 | 14:55-15:55 | Room 319

We are now sharing the world with Generative AI (GenAI), for better and for worse. All of the challenges – and all of the opportunities – that GenAI presents are here to stay. In the classroom, educators have an obligation to engage with GenAI and understand its implications on our lives and on how we teach. GenAI's rapid development may present a daunting task for educators to harness it, but burying our collective heads in the sand is not a strategy for long-term success for ourselves nor, just as importantly, for our students.

In this hands-on session geared toward instructional designers and teachers at any level, presenters will show participants how to leverage the strengths of GenAI to make their course design and teaching practice more efficient and effective. Presenters will demystify GenAI for our less-experienced participants by introducing important considerations for GenAI use. The session will culminate in a demonstration, with participant input, exploring a few specific ways that a common GenAI tool such as ChatGPT or Microsoft Copilot can augment a teacher's or instructional designer's practice as they design and build a course.

*Larry Cox II is a co-author and has contributed significantly to this research, albeit unable to present at the conference.



Daron Williams

Mr Daron Williams is the Director of Instructional Design & Development for Technology-enhanced Learning & Online Strategies (TLOS) at Virginia Tech, United States. In this role, he works with faculty and administration to plan, design, and build engaging technology-enhanced courses and programmes for the university. He and his team also consult with faculty about effective teaching with technology in the classroom, and facilitate faculty professional development around topics in the same realm.

Mr Williams originally comes from a professional background in broadcasting and journalism. He earned a master's degree in Communication from Virginia Tech, where he is currently a PhD candidate in Curriculum and Instruction in the School of Education. He earned a bachelor's degree from Roanoke College, United States.



Dan Yaffe

Mr Dan Yaffe is Director of Learning Technologies in Technology-enhanced Learning and Online Strategies (TLOS) at Virginia Tech, United States. Mr Yaffe has been working in Instructional Technologies (IT) and Professional Development (PD) fields for the past 10 years. Before transitioning to roles in IT and PD, he worked in the insurance and banking industry as well as corporate training.

In his current role as Director, he supports the use of teaching and learning technologies and pedagogy across the university. He earned a Master of Education in Adult Education and Communications Technology from Indiana University of Pennsylvania in 2011 and is currently a Doctoral Candidate in Instructional Design and Technology at Virginia Tech.



IAFOR events are among the most **diverse** on Earth

Bridging divides of **nation**, **culture**, and **discipline**; informing and shaping ideas, research, practice, and policy in a comparative and contrastive space, IAFOR encourages the sharing and nurturing of diverse ideas.

Over the past year, more than 5,000 delegates from more than 120 countries have participated in an IAFOR event.



5,000+
Delegates



120+
Countries

Inspiring global collaborations, this diversity of peoples, nations, voices, cultures, and ideas is at the heart of what we do.

It is our greatest strength. Join us.



Keynote Presentation: Mary Hattori

Global Citizenship and Education for Peace: Threats & Opportunities from a Pacific Islands Perspective

Saturday, January 4, 2025 | 14:00-14:30 | 320 Theatre & Online

In this talk, Dr Hattori will highlight some continuing and emerging threats to peace and prosperity in Oceania and the opportunities they present. She will share examples from her work with the Pacific Islands Development Program and the Hawaii State Board of Education that leverage ancient Indigenous wisdom and leadership to resolve contemporary problems and foster global citizenship and education for peace through local/localised initiatives.



Mary Hattori

Dr Mary Therese Perez Hattori is a daughter of Guåhan (Guam), of the clan Familian Titang, born to Paul Mitsuo Hattori of Kalihi, O'ahu, Hawaii and Fermina Leon Guerrero Perez of the village of Chalan Pago, Guam. She currently serves as Director of the Pacific Islands Development Program (PIDP) with the East-West Center and previously enjoyed a long career in various technology and education-related positions. PIDP is a regional organisation, a founding member of the Council of Regional Organisations of the

Pacific and secretariat of the Pacific Islands Council of Leaders.

Dr Hattori is affiliate graduate faculty in Pacific Studies, Learning Design and Technology, and several Educational Doctorate programmes at The University of Hawai'i at Mānoa and San Francisco State University, United States. She is also active as a community organiser, advocate for Pacific Islanders in the United States, public speaker, author, and poet. She is co-founder and co-organizer of cultural events such as the Cultural Animation Film Festival and the Celebrate Micronesia Festival, both held annually in Honolulu. She serves the state of Hawaii as a member of the Board of Education and Associate Member of the Consular Corps of Honolulu.

Keynote Presentation: Jun Arima

Global Warming and International Institutions: Addressing Challenges Through Education and Action

Saturday, January 4, 2025 | 14:45-15:15 | 320 Theatre & Online

The problem of global warming is a global issue, and a common threat facing humanity. The fact that small economies and vulnerable countries, which contribute little to greenhouse gas emissions, are disproportionately affected by global warming is an unfair situation, and this is why global efforts at the United Nations are necessary. However, it is not easy to internalise the problem of global warming, which is an external negative economic effect at the global level. This is because the benefits of each country's measures to prevent global warming are shared globally, while the economic costs of mitigation are borne by each country. This creates a prisoner's dilemma.

In order to solve the problem of global warming, technological innovation and a change in people's awareness are essential. In the past, energy conversion was brought about by the development of innovative technology and the reduction in the cost of that technology. However, if we are to rapidly raise our ambitions for the prevention of global warming, the final consumer must be prepared to bear the increased cost of preventing global warming. Education will play a major role in this. At the same time, it is also important to drastically increase financial assistance to developing countries, which will account for the majority of future energy demand and greenhouse gas emissions. The 29th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP29) in November 2024 revealed a deep rift between developed and developing countries over the New Collective Quantified Goal (NCQG). As the international political and economic situation becomes more chaotic, the outcome of international efforts to prevent global warming will be closely watched.



Jun Arima

Professor Jun Arima is the President of IAFOR, and the senior academic officer of the organisation. In this role, Professor Arima is the Honorary Chair of the International Academic Advisory Board, as well as both the Academic Governing Board and its Executive Committee. He also sits on the IAFOR Board of Directors.

Jun Arima was formerly Director General of the Japan External Trade Organization (JETRO), UK from 2011 to 2015 and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI), Japan, from 2011 to 2015. He has previously held various international energy/environment-related positions, including: Head of Division, Country Studies, International Energy Agency (IEA); Director, International Affairs Division, Agency of Natural Resources and Energy, METI; and Deputy Director General for Environmental Affairs at METI's Industrial Science and Technology Policy and Environment Bureau. In the COP (UN Convention on Climate Change) 14, 15 and 16, he was Japanese Chief Negotiator for AWG-KP.

Since 2015 Jun Arima has been a Professor at the University of Tokyo, Japan, where he teaches Energy Security, International Energy Governance, and Environmental Policies in the Graduate School of Public Policy. (GraSPP). He is also currently a Consulting Fellow at the Japanese Research Institute of Economy, Trade and Industry (RIETI). He is also Executive Senior Fellow at the 21st Century Public Policy Institute, Principal Researcher at the International Environmental and Economic Institute (IEEI), Distinguished Senior Policy Fellow, at the Asia Pacific Institute of Research (APIR), Senior Policy Fellow on Energy and Environment, Economic Research Institute for ASEAN and East Asia (ERIA), and was the Lead Author, the 6th Assessment Report of the Intergovernmental Panel of Climate Change (IPCC).



The Forum: Global Citizenship and the Environment: Engagement and Action

Moderators: Michael Menchaca and Melina Neophytou

Saturday, January 4, 2025 | 16:00-17:00 | 320 Theatre & Online

A significant segment of society perceives climate change as a 'hoax', a term aligning with the 'comfortable lie' many want to believe in. Former United States Vice President Al Gore previously referred to this phenomenon as an 'inconvenient truth': the psychological and behavioural resistance to acknowledging realities that necessitate lifestyle changes. This view enables individuals to continue living without addressing threatening issues caused by climate change.

Climate change is, in itself, a controversial subject. Inconvenient and unaffordable climate solutions, especially for the lower strata of society and developing countries, may deter climate action. Emotional reasoning and personal experience taking precedence over scientific evidence, misinformation from the media and political leadership, and vested interests in the energy sector also contribute to this hindrance. Even among individuals who accept the reality of climate change, the perception of its inevitability may compel them to inaction. In a period of great upheaval and uncertainty around political administration, a critical question arises: how can we get people to care about environmental sustainability?

With the backdrop of Hawaii as an example of considerable environmental harm meeting sustainability efforts, both led by the military-industrial complex and its allied institutions, IAFOR invites delegates to this Forum discussion on 'Global Citizenship and the Environment: Engagement and Action' to discuss issues related to how we can sensitise and compel people to climate action.



Michael Menchaca

Michael Menchaca is Chair of the Department of Learning Design and Technology at the University of Hawai'i at Mānoa. He specialises in distance education, and has designed, implemented, and coordinated online and hybrid programs for over 20 years. He has extensive experience as an IT specialist in both the public and private sectors. Currently, he teaches and conducts research in the areas of online learning, technology integration, and social justice

with technology. Professor Menchaca served as Editor for the IAFOR Journal of Education: Technology in Education Edition.



Melina Neophytou

Dr Melina Neophytou is the Academic Operations Manager at IAFOR, where she works closely with academics, keynote speakers, and IAFOR partners to shape academic discussions within The Forum, bring conference programmes together, refine scholarship programmes, and build an interdisciplinary and international community. She is leading various projects within IAFOR, notably The Forum discussions and the authoring of Conference Reports and Intelligence Briefings,

and she oversees the Global Fellows Programme.

Born in Germany and raised in Cyprus, Dr Neophytou received her PhD in International Development from Nagoya University, Japan, in 2023, specialising in political sociology, the welfare state, and contentious politics. She received an MA in International Development from Nagoya University, with a focus on Governance & Law, and a BA in European Studies from the University of Cyprus, Cyprus.

Her research interests currently focus on the Japanese welfare state, family values within Japanese society, and their relationship to family policies. She is particularly interested in state-society relations by uncovering how informal social ideas influence formal social policy.

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Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

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



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Saturday Poster Presentations

Saturday | 17:00-18:00 | 3F Hallway
Poster Session 1

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

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Arts - Teaching and Learning the Arts

89829 | *An Experimental Study on Methodology for the Use of Picture Comprehension of Sewing Technology*
Bayarjargal Vanchinsuren, Mongolian National University of Education, Mongolia

This study aims to design a methodological model to support students' skills to use picture comprehension of Sewing Technology. In analyzing how deeper and to what extent technological planning and sewing schemes have been integrated in the contents of the curriculum and textbook for secondary schools, we conducted research on how the second-year students of Design and Technology could comprehend the picture information; assessed their picture comprehension skills by giving tests suitable to each skill, and defined the level of skills: reading information shown in pictures, explaining schemes described in simple pictures, studying methodology of applying in the same situation, comprehending and applying information in pictures. As the theoretical and methodological basis of the study, we used modern theories on education studies and its general principles and developmental learning theory to assess students and teachers' skills that construct and develop knowledge. The results of the study have proved that it is possible to improve students' skills to comprehend and analyze sewing schemes and picture information have improved. Finally, the findings indicate that the students have possessed the skills to comprehend, perceive, imagine, express by imagination, simplify, apply, and transform picture information, its structure, components, and the order to draw it.

Arts - Visual Arts Practices

84639 | *Tufting the Magnified Natural World*
Heather Tomlinson, Eastern Oregon University, United States

The tufting technique is utilized in the making of fiber art. Tufting is the mechanized version of needle punching and has gained traction as a fiber art method. Multiple types of tufting guns can be used to create different textures (cut or loop pile) and yarn lengths on tufting cloth. Some machines achieve a shorter (18mm) cut pile, whereas others can achieve pile lengths up to 60mm. The combination of varying fiber content of the yarn, weight, and colors used can affect the visual and tactile texture of a piece. This, along with the utilization of differing tufting guns, tends to bring more depth and interest to the work. I prefer to combine new and found materials not only for the environmental impact but for the positive transformations which can come about in a piece. The act of making a tufted piece of art is unique in that it requires the mind to visualize the piece in reverse. The artist works from the backside of the piece, pushing the yarn through the fabric, and the finished side is always facing away from them. Tufting is the main process used in my visual artwork which focuses on abstract shapes with texture. The natural beauty of abstract forms found in nature serve as inspiration for my work— those magnified shapes, textures and colors found therein. This nature-based inspiration is affected by complications of the modern world such as mental health, anxiety, sickness, death, and self-consciousness which are juxtaposed against seemingly peaceful settings.

Globalisation

86741 | *Soft Power in Action: The Worldwide Influence of Anime and Manga*
Shinji Okumura, Bunkyo University, Japan

Japanese subcultures such as anime and manga have transcended national borders to become global phenomena, challenging the predominance of Western cultural influences (Iwabuchi, 2002). This surge in popularity has been facilitated by advancements in technology and the service industry, which have vastly increased the accessibility and dissemination of cultural products worldwide (Saleha, 2016). Japan's cultural influence, often described as "soft power", has grown significantly, bolstered by strategic initiatives like "Cool Japan" aimed at promoting Japanese culture on the international stage (Allen, 2014). This presentation delves into the widespread adoption of Japanese subcultures, especially anime and manga, and their profound impact on global cultural dynamics. It explores why anime and manga resonate so deeply with audiences in Japan and beyond, examining their unique aesthetic qualities and storytelling techniques. These cultural exports not only entertain but also serve as powerful tools for cultural diplomacy, fostering cross-cultural understanding and connectivity in an increasingly interconnected world. Furthermore, the presentation introduces the Virtual Exchange Project, an innovative educational initiative that facilitates the global exchange of Japanese subcultures through university collaboration. This project not only promotes cultural awareness but also enhances international dialogue and cooperation among students worldwide. By examining these facets, the presentation aims to provide a comprehensive exploration of how Japanese subcultures influence global trends and shape contemporary cultural landscapes. It highlights the multifaceted roles of anime and manga as cultural ambassadors that transcend linguistic and national boundaries, enriching global cultural diversity and mutual appreciation.

Humanities - Science, Environment and the Humanities

89816 | *Factors Influencing E-Health Literacy Among Older Adults Using the Internet*
Jiyeon Ha, Ajou University, South Korea
Kyeong Sin So, Ajou University Medical Center, South Korea

This study evaluated factors influencing e-health literacy among 127 older adults aged 65 and over who use the internet. Data were collected via an online questionnaire from November 2 to November 7, 2023. Key measures included digital utilization efficacy from the 2018 Digital Divide Survey, a Korean version of the Aging Awareness Scale, a social support instrument adapted for older adults, and a Korean version of the eHealth Literacy Scale. Data analysis was conducted using SPSS 29.0, employing descriptive statistics, independent sample t-tests, one-way ANOVA, Pearson's correlation coefficient, and multiple regression analysis. The average e-health literacy score was 3.76 ± 0.59 out of 5. Significant differences in e-health literacy were observed based on education level ($F=4.74, p=.010$) and daily internet usage ($F=5.44, p=.005$). E-health literacy showed positive correlations with digital utilization efficacy ($r=.68, p<.001$), aging awareness gains ($r=.51, p<.001$), and social support ($r=.40, p<.001$). Multiple regression analysis revealed that digital utilization efficacy ($\beta=.58, p<.001$) and aging awareness gains ($\beta=.20, p=.012$) significantly influenced e-health literacy, explaining 48.5% of the variance. The findings indicate that higher digital utilization efficacy and aging awareness are associated with greater e-health literacy among older adults. Identifying these factors is essential for promoting healthy aging in a digital society.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Immigration, Refugees, Race, Nation

87644 | *Psychosocial Stressors Latinas Face in Education*
Orsolya Varkonyi, Molloy University and Columbia University, United States

Over the past two decades, extensive research has investigated the relationships between collective identities and various aspects of psychological functioning, including self-esteem, psychosocial development, self-actualization, and the utilization of psychological defenses. Despite this, a significant gap persists in the literature concerning the influence of racial-cultural and gender identities on psychological functioning and the experience of sexism, particularly among women of color. This study examines the mediating effects of racial-cultural identity and gender identity on the relationship between sexism and psychological distress. The sample comprised 196 Latina college students who completed the Schedule of Sexist Events, the Visible Racial Identity Attitude Scale for Hispanics, the Womanist Identity Attitude Scale, the Brief Symptom Inventory, and a demographic questionnaire. Separate analyses revealed that both racial-cultural and gender identities partially mediated the relationship between sexism and psychological distress. These findings underscore the imperative for counselors to deepen their understanding of Latina university students and to develop strategies to enhance their cultural competence in providing support. A more nuanced comprehension of the psychological distress experienced by Latina college students holds significant clinical implications for graduate-level counseling trainees and current and future counselor educators. Enhanced understanding of these students' experiences will enable counseling professionals to provide more tailored and culturally competent wellness services. This study contributes to the existing body of literature by addressing the critical need for culturally competent counseling practices and underscores the importance of integrating racial-cultural and gender identity considerations into therapeutic interventions.

Knowledge

88722 | *Analyzing the Role of Blame Attribution in Climate Change Action*
Seoyong Kim, Ajou University, South Korea

The purpose of this study is to analyze the role of attribution in climate change response behavior. A successful response to climate change requires the participation and cooperation of individuals. In order to participate and cooperate, individuals need to feel responsible for climate change issues, and this responsibility is related to the issue of attribution. Attribution is the question of who is responsible for a particular event. It is generally divided into internal and external attribution, which affects the behavior of individuals. This study is based on social survey data. In this study, individuals, private companies, governments and animals were set as the causes of climate change, the target of blame. Respondents in survey were asked who is responsible for the climate change problem. These three attribution types were set as independent variables. The dependent variable is climate change response behavior, and the control variables are perceived risks and benefits, emotions, trust, and knowledge, which are components of the risk perception paradigm. In addition, attitudes, norms, and efficacy, which comprise the Theory of Planned Behavior (TPB), were set as control variables. This study will demonstrate your role in climate change action.

Language, Linguistics

89819 | *The Impact of Collaborative Online International Learning on Beginner-level Language Learners*
Miho Hamamoto, University of Denver, United States
Tomoe Nishio, University of North Georgia, United States

Collaborative Online International Learning (COIL) is a virtual exchange that connects students and faculty in different countries for collaborative learning as a versatile pedagogical approach in any discipline. In the field of language education, COIL can provide students with opportunities of authentic cultural learning through interacting with speakers of their respective target languages. While a tandem model, which typically involves two or more learners with different native languages working together to improve their target language, is common and enables language learners to engage in authentic language exchanges, integrating COIL into beginner-level language classrooms has its own benefits. In this presentation, we will highlight examples of COIL projects conducted at a U.S. higher education institution collaborating with a university in Japan. The implementing COIL into the beginner-level Japanese courses provided the language learners with meaningful cultural engagement beyond the classroom. Through their interactions, the students were able to learn various aspects of the Japanese culture from the students who live in Japan, and they had the opportunity to reflect on and examine their own cultures with a different lens. According to the students' reflections, they also developed a sense of closeness and an appreciation for language as a communication tool. It was also revealed that their experiences significantly enhanced their motivations to continue language studies and pursue study abroad opportunities. In addition to the benefits COIL provides for students, this presentation will share the instructor's perspectives on its implementation, including strategies, benefits, and challenges.

89862 | *Language, Culture, and Ethics in Organ Donation Campaigns: a Comparative Study of Five Regions*
Kross Wen, University of Texas at Austin, United States

Organ shortage is a global issue. Even Spain, which ranks first in organ donation rates, continues to face challenges in meeting demand. In the United States, which ranks second, as of March 2024, over 103,000 people remain on the national transplant waiting list. Other countries face even more severe organ shortages. As a result, various nations are launching organ donation campaigns. Previous studies have shown that organ donation is deeply rooted in social and cultural contexts. For example, organ donation rates in China and among Chinese Americans are relatively low, partly due to cultural norms that prioritize the preservation of the body after death, a belief that stems from the ancient Confucian concept of filial piety. This study aims to compare and analyze the slogans and promotional language used in organ donation campaigns across different countries and regions, including the United States, Singapore, Taiwan, Hong Kong, and mainland China. Through textual analysis of the promotional materials used in these regions, the study explores how communication strategies are employed to influence public attitudes and behaviors toward organ donation in various cultural contexts. The focus is on the emotional appeal of language, ethical arguments, references to religious or cultural values, and the use of visual and linguistic symbols in the campaigns. Theoretical and practical applications are discussed.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Other Humanities

89831 | *How to Make Good on the Promise of the Liberal Arts*
Julianna Grabianowski, Doane University, United States

Liberal arts institutions promise to equip graduates with a competitive edge in both society and the job market, often emphasizing the development of leaders. Fulfilling this promise requires a dual commitment. First, students must embrace the opportunity to liberate their minds, making decisions rooted in ethical reasoning, critical analysis, and accountability, while solving problems with empathy and values-based judgment. Second, institutions must allocate resources to interdisciplinary approaches, measure the outcomes they claim to develop, and align these with employer and community needs. Additionally, they must guide students in understanding and articulating their unique advantages. Although this may seem straightforward, the reality often diverges from these ideals. Students may choose liberal arts institutions for reasons unrelated to their academic mission, while institutions, under pressure, may compromise the very foundations of liberal arts education. This is evident in the narrowing of curricula, program cuts—particularly in disciplines like philosophy—and reactive responses to societal and technological changes (such as AI), often at the expense of integrating the humanities. To truly deliver on the promise of a liberal arts education, institutions must recommit to their foundational values, ensuring alignment across all departments (academic and administrative), and operationalize, measure and report the outcomes they pledge to provide.

88368 | *Between Us: An Investigation of How Family Primary Caregivers Communicate with Demented Family Members in Taiwan*
Hung-Yi Lu, National Chung Cheng University, Taiwan

This study, guided by family adjustment and adaptation response model, explores how family primary caregivers communicate with demented patients in Taiwan. A total of 13 participants (3 males and 10 females), aging from 38 to 81, were recruited for one-on-one in-depth interviews from August 1, 2023 to August 8, 2024. The results of the interviews revealed that primary caregivers noticed that dementia patients, who were on a path of memory loss, often behaved unpredictably during communication. Primary caregivers tended to be more lenient towards dementia patients, striving to avoid angering them during interactions. Even when verbally hurt by dementia patients, senior primary caregivers usually chose to endure silently, hoping for a mutually supportive relationship. Younger caregivers, however, chose to have words with demented family members while facing conflicts even though they realized that filial piety was an important tradition. The study suggests that the communication between primary caregivers and dementia patients is influenced by traditional Confucian values. When faced with the challenges brought by dementia patients during communication, most primary caregivers often suppress their own emotions. However, this may not be the most effective communication approach for both parties. It is, therefore, suggested that communication training should be provided in the future to enable primary caregivers to maintain their sense of self while caring, ultimately achieving a win-win situation.

Philosophy, Ethics, Consciousness

83422 | *The Poverty of Ordinary Language to Express Emotions: Aquinas's Theory of the Emotion*
Ryosuke Matsumura, Fuji Women's University, Japan

Since the emotional/affective turn that took place in the late 1990s, the topic of emotions has received attention as a sign of profound reshaping of a broad range of academic disciplines, such as history, literature, anthropology, political science, and other branches of the humanities. The nexus between emotions and language emerges as a particularly salient theme within this discourse. In a treatise that delineated the pathways to be taken by later studies, an American philosopher and psychologist, William James reduced emotions to the feelings of its bodily symptoms and said that no further explanation could be given. However, why does the articulation of individual emotions into words remain so elusive? One plausible explanation can be gleaned from the emotional theory propounded by Thomas Aquinas, the medieval Christian philosopher. According to Aquinas, the absence of proper terms for the emotion has something to do with the difference between how the intellect relates to its "product" in the act of understanding and how the intellect relates to the appetite's product in the act of feeling; the difference is indicated by saying that the true is "in the soul" whereas the good is not in the soul, but "in things". By considering the relationship between emotions and words based on Aquinas, I would like to provide a theoretical basis and materials for various academic disciplines to consider emotions.

Political Science, Politics

88724 | *In Search of the Characteristics of Korean Social Service Policies: A Comparative Analysis with the UK and Japanese Cases*
Sunhee Kim, Hankyong National University, South Korea

This study analyzes the differences in the structure and mechanisms of social service systems in Korea, the United Kingdom, and Japan, focusing on the institutional context and service delivery system. Japan and the United Kingdom are relatively similar to Korea in terms of population size, economic level, proportion of the elderly population, and amount of spending on the elderly. On the other hand, Japan is characterized by the development of community care specialized for the elderly in relation to nursing care insurance (similar to Korea's long-term care insurance), and the United Kingdom is one of the earliest countries to introduce community care and has developed a local government and community-centered service delivery system under the National Health Service system, so it was judged that the comparability with the domestic situation is relatively high in terms of similarities and differences. This study summarizes the definition of social services and the main contents of social service policies in Korea. It examines the definition of social service concept, policy status of social service, social system, management system, and service delivery process in the United Kingdom and Japan, and identifies the differences in social service system based on the overall review of social service policy changes. Based on the comparative analysis of social service policy direction, promotion strategy, and management method in each country, it aims to identify the characteristics of Korean social service policy.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Teaching and Learning

87702 | *Digital Nature: Designing and Developing Inclusive Arboretum Experiences for Individuals with Disabilities*

Robin Dazzeo, University of Hawaii at Manoa, United States

Shamila Janakiraman, University of Hawaii, United States

Sandra Oshiro, University of Hawaii, United States

This work-in-progress study addresses the challenge of creating accessible digital learning experiences for individuals with cognitive disabilities. The research evaluates and enhances an interactive e-book about a botanical garden in Hawaii. The e-book was originally developed for K-8 students unable to physically explore the arboretum, featuring virtual tours and interactive activities using H5P and Augmented Reality technologies. The study aims to adapt these materials for two specific groups: Members of a Best Buddies college chapter (a nonprofit organization dedicated to creating opportunities for people with intellectual and developmental disabilities). Members of Hawaii Young Adults in Transition (HYAIT) (young adults on the autism spectrum) By tailoring the E-book to these groups, the research seeks to address the unique cognitive processing needs of learners with various disabilities, making the educational content more accessible and engaging. Research Questions: 1. How effectively does the interactive E-book accommodate the varied accessibility needs of Best Buddies and HYAIT participants? 2. What specific features and design elements best support users with different physical and cognitive disabilities, including those on the autism spectrum? Methodology: Participants: 8-10 neurotypical supervisors paired with members of Best Buddies chapter and HYAIT. Data Collection: (Fall 2024 - Spring 2025): Observations, online surveys, and focus groups. Intervention: E-book with virtual tours, H5P activities, and augmented reality features. Analysis: Qualitative thematic analysis of survey responses and focus group transcripts Expected Outcomes: Insights into effective design principles for creating accessible digital materials for individuals with cognitive disabilities, informing future development of inclusive educational resources.

89844 | *Leveraging Generative AI in Education: An Analysis of Performance, Satisfaction, and Dependency*

Deaho Lee, Sungkyunkwan University, South Korea

Somi Joo, Department of Human-AI Interaction Sungkyunkwan University, South Korea

The development of Generative AI (GAI) has transformed various aspects of people's lives, including business, healthcare, education, marketing, and the arts. GAI enhances efficiency and enables personalized services. However, these benefits are accompanied by misinformation, hallucinations, and privacy concerns. Excessive reliance on GAI may lead to dependency on technology and a decline in problem-solving abilities. Nevertheless, when applied appropriately, GAI can make work more efficient and productive, highlighting the importance of adopting it as an effective tool. This importance is evident in education as well. GAI risks causing confusion due to misinformation, and students may become overly reliant on it, potentially reducing independent thinking. Conversely, GAI can be a valuable tool, offering personalized explanations, enabling questions at any time and place, and reducing unnecessary effort in the learning process. This study involved 94 native Korean speakers with a high school education level or higher to analyze the impact of GAI usage on academic performance, learning satisfaction, and related factors. Participants engaged in three stages—understanding study materials, problem-solving, and review—using GAI, and results were compared according to their pre-existing levels of GAI dependency. Additionally, we investigated participants' perceptions of GAI usage in learning, highlighting the need for GAI and the importance of educating users on its proper use. This study emphasizes the need for new learning methods incorporating GAI and provides insights into its effective application in educational settings.

84611 | *The Effectiveness of AI-Assisted Language Learning: Possibilities of Facilitating the Intelligibility of Korean-Accented English*

Bohyon Chung, Kongju National University, South Korea

Miki Hyun Kyung Bong, Ritsumeikan University, Japan

This talk explores the effect of a mobile application powered by artificial intelligence (AI) on the language learning motivation of English learners whose first language is Korean (KSLs). This talk investigates two research questions: if incorporating AI apps, such as Google Assistant, into pronunciation training in a second language (L2) (1) enhances motivation for L2 learning, and (2) improves the capacity to identify phonological features. Over a four-week period, three intact groups of KSLs (total N = 74) were grouped into: a control group (N = 25), a group focusing on Korean-accented English (KoE) through explanation sessions (N = 25), and a group using the AI app for pronunciation training alongside KoE explanations (N = 24). We used a quasi-experimental design, with pre-, post-, and delayed post-listening tests to evaluate speech perception. In addition, we administered two questionnaires derived from the Attitude and Motivation Test Battery (Gardner, 1985), ten weeks apart, using a pre- and post-test approach. Our findings showed that pronunciation practice using mobile AI application improved both L2 listening proficiency (linguistic aspect) and motivation levels (emotional component). The findings also demonstrated the learnability of differentiating consonant-related features, supporting the recommendation to include AI-assisted pronunciation practice in L2 instruction.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Adult, Lifelong & Distance Learning

88846 | *Evaluating the Effectiveness of a Transition to Practice Program for Critical Care New Nurses Using CIPP and Kirkpatrick Models*

Heui-Kyeong Kwon, Seoul Nation University Hospital, South Korea
Wan-Hee Choi, Seoul Nation University Hospital, South Korea
Eun-Kyoung Bang, Seoul Nation University Hospital, South Korea
Eun-Young Park, Seoul National University Hospital, South Korea
Yu-Sun Jang, Seoul National University Hospital, South Korea
So-Young Lee, Seoul National University Hospital, South Korea

This study assessed the effectiveness of a Transition to Practice (TTP) Program for novice critical care nurses across multiple hospitals. The objective was to evaluate program design, system operations, and quality management using the CIPP (Context, Input, Process, Product) and Kirkpatrick models. A mixed-methods approach was employed, integrating quantitative and qualitative analyses. Data were gathered from self-assessment reports submitted by participating hospitals. The evaluation framework encompassed four domains—context, input, process, and product—across 40 performance indicators. The product outcomes, aligned with the Kirkpatrick model, included measures of satisfaction, competency attainment, practical adaptation, and organizational integration. The majority of 52 hospitals effectively implemented the TTP program, meeting core criteria. However, challenges were identified in areas such as role delineation and resource allocation. Substantial variability in evaluation outcomes was observed, particularly in the application of pedagogical methods and feedback mechanisms. While 49 hospitals achieved high ratings for satisfaction, academic achievement assessments conducted in 52 hospitals revealed that 30 failed to disseminate their results, indicating the need for enhanced information-sharing practices. Furthermore, behavior evaluations yielded high ratings in 35 hospitals, but 17 hospitals were rated as "medium" or below, underscoring the necessity for continuous improvements in behavioral assessments. The TTP program shows significant promise in augmenting the competencies of new critical care nurses. However, ongoing refinements are required to optimize program outcomes, particularly in the domains of feedback dissemination and behavioral evaluation, to ensure consistent and effective implementation across all hospitals.

89738 | *Practice and Expectations for Continuation of Ningyo Joruri as Lifelong Learning*

Yuko Hatano, Nara Saho College, Japan

In recent years, Japan's traditional performing arts have faced challenges such as a shortage of successors and financial difficulties, leading to concerns about their decline. Traditionally, performing arts have been passed down from one generation to the next within local communities, functioning, in a way, as a form of lifelong learning. This report focuses on Ningyo Joruri, one of Japan's traditional performing arts, with the aim of understanding the current situation in order to reconstruct a system of lifelong learning for its preservation. Interviews and observations were conducted regarding practice and handing down of skills with a focus on Sanuki Gennojo (founded in 1897), which has been designated as a prefectural tangible folk cultural property. The interviewee is a female puppeteer in her 60s with 30 years of experience. The troupe consists of 22 members and performs about 10 shows annually. As a local amateur group, handing down of skills primarily occurs through oral tradition, with senior members teaching junior members. The members receive instruction from National Bunraku Theater artists eight times a year (puppeteers learn by studying stage videos of the Theater, while shamisen players and narrators practice face-to-face). The troupe seeks the progressive continuation of the art by securing funding, enriching performances, enhancing puppets, costumes, and props, and improving their skills. In addition to local performances, new efforts involving elementary school students during their integrated studies are expected to contribute to fostering the next generation and expanding the reach of this tradition. (Supported by JSPS (24K05987))

Assessment Theories & Methodologies

88979 | *Development of a Real-time Concentration Estimation System During Learning Using a Webcam*

Tomoko Kashima, Kindai University, Japan
Yuki Omasa, Kindai University, Japan
Shimpei Matsumoto, Hiroshima Institute of Technology, Japan

In recent years, concentration has garnered attention as a metric for measuring learning effectiveness. One approach to concentration measurement involves using contact-based sensors. However, this method presents challenges such as placing a burden on users and requiring significant effort to assemble the necessary equipment. Another method, which imposes a relatively lighter burden on users, utilizes non-contact web cameras. However, these systems are primarily designed for corporate use, and there is essentially no concentration measurement system available for individual use. In this study, we aim to develop a system that is simpler than conventional ones and capable of measuring learning effectiveness across various methods, such as online classes. We will also verify its effectiveness. We expect this system to be utilized as a tool to analyze which aspects of learning methods influence learning effectiveness and how they can be improved. Furthermore, by using this system, learners themselves can identify the optimal learning methods, break times, and duration for their needs. By monitoring their concentration during online classes, learners can prevent a decline in focus, thereby improving learning efficiency and enhancing their overall learning outcomes.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

Counselling, Guidance & Adjustment in Education

87666 | *Exploring the Lived Experiences of Wellness of Immigrant Community College Learners*
Orsolya Varkonyi, Molloy University and Columbia University, United States

Immigrant community college learners experience increased stress and adversity due to their demographic statuses, adversely impacting their wellness (Bjorkland, 2018; Kim & Diaz, 2019). Despite the increasing wellness-related problems among community college learners (Kitow, 2018; Schwartz 2019), the lived experiences of wellness of immigrant community college learners have not been fully explored. The purpose of this biographical narrative study was to explore the lived experiences of wellness of immigrant-origin community college learners and give a voice to this marginalized population. Convenience sampling was used to recruit 10 participants for semistructured interviews. The data were analyzed using Braun and Clarke's thematic analysis and the theoretical framework of acculturation theory. The answers to the two research questions revealed 10 themes. These findings included (a) resiliency and self-efficacy positively impacting wellness, (b) social networks' role in wellness, (c) wellness benefits of functioning in two cultural streams, (d) adverse effects of discrimination, (e) ethnic identity's role in wellness, (f) cultural perceptions and wellness-related stigma around help-seeking, (f) and experiences of discrimination and microaggressions in student wellness services. The study's findings contribute insight for application in counseling, supervision, and counselor education settings. Counselor educators and supervisors can use this information with applied skills to incorporate when working with immigrant-origin learners in their settings and through pedagogical strategies for counselor training. Finally, this study contributes to the growing knowledge of the broader cultural issues at work toward the specific cohort of immigrant-origin community college learners.

85822 | *Effectiveness of Career Counseling in Primary Schools*

Petra Cajnko, University of Maribor, Slovenia
Matej Mencinger, University of Maribor, Slovenia
Robert Repnik, University of Maribor, Slovenia
Borut Macuh, University of Maribor, Slovenia
Eva Klemenčič, University of Maribor, Slovenia

In Slovenia, challenges in career counseling are particularly evident when primary school students decide on further education. The lack of systematic counseling can lead to subjective decisions that do not reflect the individual's interests and potential. Talent Center Slovenia, with its inclusive approach and scientific testing of individual characteristics, could significantly improve this situation. Slovenia can draw on foreign examples, such as the Talent Center Graz in Austria. Empirical findings highlight the need for comprehensive career counseling sought by young people. The survey showed that 77% of respondents had difficulties choosing a secondary school, and the same percentage would welcome the existence of a counseling institution for high school selection. Additionally, 1,331 (84%) respondents expressed interest in testing that would provide them with information about the most suitable career based on their personality traits, talents, and abilities. The research sample consisted of 1,749 elementary school students. This indicates a great need for an individualized approach to professional development, which Talent Center Slovenia could provide. Recommendations for students, teaching staff, and management include active involvement in counseling, training on modern approaches, and support for the establishment of a Talent Center. Future research should focus on the impact of career counseling on career performance and satisfaction, and on improving the quality of counseling and its impact on society.

Curriculum Design & Development

87467 | *Enhancing Global Japanese Language Education Through the Japanese Teaching Assistant Internship Program*
Keiko Okumura, Meiji Gakuin University, Japan

Japanese language assistants dispatched to schools outside Japan play a critical role in enhancing Japanese language education, particularly in Australia. Since the 1980s, Australian elementary and secondary schools have benefited from these assistants, who were either employed directly by the Ministry of Education or seconded by the Japanese government. However, recent trends indicate a shift in the deployment of Japanese language assistants towards the Asian region, resulting in a decline in their numbers in Australia. Furthermore, budget cuts in language training by the Ministry of Education have necessitated that Japanese language assistants be accepted only as unpaid volunteers, which, coupled with the rising cost of living, has hindered their recruitment from Japan. In this context, the initiative to send Japanese university students as Japanese language assistants on a voluntary basis as part of their educational training or internships presents a significant opportunity. Initiated in 2023 and managed by the presenter, this program dispatched five students to a school in Victoria during the spring semester of 2023, followed by two students each in the spring and fall semesters of 2024. These students have made substantial contributions to Japanese language classes under the supervision of local teachers, receiving high evaluations for their performance. Simultaneously, the students have gained valuable insights and experiences through their internship roles. This presentation will provide a comprehensive report on the internship program, analyzing its impact and discussing the broader significance of engaging Japanese university students as teaching assistants in global Japanese language education contexts.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

87589 | *Enhancing Digital Competencies in Civil Engineering Education Through Building Information Modeling (BIM) Integration: A Case Study at University of Maribor*

Borut Macuh, University of Maribor, Slovenia
Petra Cajnko, University of Maribor, Slovenia
Eva Klemenčič, University of Maribor, Slovenia
Matej Mencinger, University of Maribor, Slovenia

Integrating Building Information Modeling (BIM) into civil engineering education offers a comprehensive digital approach, enabling students to create detailed models that encompass all project phases, from design to maintenance. It fosters collaboration among various professionals, improves practical experience with cutting-edge tools, and enhances visualization and analysis skills. Through interdisciplinary learning, students understand the interconnected aspects of architecture, engineering, and management. Our research will focus on reviewing the curriculum for the civil engineering study program and analyzing which professional courses could effectively integrate BIM during the next curriculum revision at the University of Maribor. This study aims to identify specific courses where BIM integration would be most beneficial in order to improve students' digital competencies. A preliminary analysis of the civil engineering curriculum indicates that integrating BIM into courses such as Structural Engineering, Construction Management, and Urban Planning can significantly enhance the digital competencies of our graduates. As part of the study, we will conduct interviews with selected lecturers. We expect that students will gain hands-on experience with cutting-edge technology, fostering their ability to manage complex projects and collaborate effectively in multidisciplinary teams. Furthermore, BIM integration can enhance students' understanding of real-world construction processes by providing a more interactive and immersive learning experience. This will bridge the gap between theoretical knowledge and practical application, allowing students to visualize and manipulate digital models of their projects. As a result, they will develop stronger problem-solving skills and a deeper understanding of construction dynamics.

86178 | *Sustainability Skills in Education: A Comprehensive Competency Framework*

Eva Klemencic, University of Maribor, Slovenia
Robert Repnik, University of Maribor, Slovenia
Matej Mencinger, University of Maribor, Slovenia
Petra Cajnko, University of Maribor, Slovenia

Current policies and strategies emphasize the importance of promoting the green transition, fostering sustainability skills, and improving energy literacy to effectively address global environmental challenges. As a result, the demand for professionals with comprehensive competences is increasing. We have formulated an integrated framework for the assessment of competences in sustainability, energy literacy, and biodiversity organized across five areas: systems thinking of energy systems, biodiversity, resource management, technology, and policy and regulation. By quantifying these competencies, educators and employers have a tool to assess and improve graduate preparation. We applied the developed framework to students from four study programs at the University of Maribor, Slovenia: Physics, Mathematics, Subject Teacher, and Civil Engineering. Using questionnaires, we assessed the students' competence levels and compared them with market expectations. The results show that the students generally match the market requirements well, although there are differences between the individual study programs. However, there are gaps in policy knowledge and competences related to biodiversity in all study programs. This emphasizes the need to improve curricula to better prepare graduates for sustainability-focused careers. By addressing these gaps and refining educational offerings, we can better prepare future professionals to navigate and lead in sustainability-focused fields and thus make a meaningful contribution to global environmental protection and sustainable development goals.

Design, Implementation & Assessment of Innovative Technologies in Education

87476 | *Analysis of the Clothing and Thermoregulatory Behavior of Workers and School Teachers for the Developing Health and Safety Program*

Su-Young Son, Kyungpook National University, South Korea
Mi-Jean Lee, Kyungpook National University, South Korea

This study aimed to investigate and analyze indoor and outdoor workers' clothing and thermoregulatory behaviors during the summer. This study employed a survey methodology and conducted frequency analysis, an independent-samples t-test, a chi-square test, and multiple response analysis. The survey was distributed online to adults nationwide. A total of 386 valid responses were ultimately analyzed, comprising 177 male and 209 female respondents. Among them, 131 were teachers, 255 were non-teachers, 308 were indoors, and 78 were outdoor workers. Indoor workers reported higher response rates for wearing dresses and skirts than outdoor workers. These results can be attributed to gender differences and the nature of outdoor work, which often involves more movement and requires clothing that can accommodate heat and is suitable for physical activity. Outdoor workers frequently wore cooling sleeves and long pants to cope with the heat and block UV rays. Regarding thermoregulatory behaviors, over half of the respondents across all groups, regardless of gender, workplace, or teaching status, perceived the outdoor summer weather as extremely hot regarding self-identified thermal tolerance. In conclusion, it is essential to develop specific programs to help teachers, non-teachers, and indoor and outdoor workers dress appropriately during the summer for health and safety, especially for people working indoors, such as school teachers. These findings can serve as foundational data to support individuals indoors or outdoors and school life and develop programs for maintaining health and safety in the summer by wearing appropriate daily clothing.

Saturday | 17:00-18:00 | 3F Hallway

Poster Session 1

87565 | *Assessing and Enhancing the Educational Environment for Hybrid Building Construction Lectures at Korean Universities*
Jae Yup Kim, Korea National University of Transportation, South Korea
Gun Cheol Lee, Korea National University of Transportation, South Korea
Sung Young Park, Korea National University of Transportation, South Korea

Online education at Korean universities is expanding and developing through COVID-19. One of the continued development directions of online education is the use of hybrid lectures. In hybrid lectures, learners can choose how they attend class. Learners can attend offline or online. This study aims to apply hybrid lectures to building construction education at Korean universities. That is, the purpose of this study is to analyze the current state of the educational environment at Korean universities and suggest ways to improve the educational environment. In order to apply hybrid lectures, a supportive educational environment is essential for successful hybrid lectures. In this study, the scope of the educational environment included educational infrastructure (facilities and equipment), teaching and learning support systems, and academic operation regulations. In order to analyze the educational environment of Korean universities, data on the educational environment of 30 Korean universities were collected. The universities being investigated were selected from among Korean universities in a balanced manner in terms of region, size, and founding entity. The data collection method included document analysis, on-site investigation, and interviews. The survey results showed that many universities are expanding their infrastructure year after year. Among the universities surveyed, only four universities were found to have added specific regulations related to hybrid lectures. It was analyzed that in order to apply hybrid lectures, Korean universities need to continuously improve their educational environment. This will allow Korean universities to more actively introduce hybrid lectures and improve the learning environment for students.

89385 | *Effect of TPACK Cultivation of Preparatory Math Teachers through Curved Rhombus Mathematical Manipulation*
Min Jung Kim, Hamji High School, South Korea
Byung Hee An, Kyungpook National University, South Korea

The purpose of this study is to explore the effectiveness of classes applying the curved rhombus mathematical manipulation developed to enhance the understanding of the curved surfaces of preparatory math teachers. The curved rhombus mathematical manipulation provides a visual realization of a Chebyshev net satisfying $E_v=0, G_u=0$ for the first base coefficient. The materials that make up the curved rhombus are made using 3D printing. The desired curved rhombus shape is obtained by adjusting the angle between the inner and lateral sides of the rhombus to special angles of 30, 45, 60, 90, 120, 135, 150 degrees, etc. Curved surfaces are created through the process of connecting curved rhombus. After receiving theoretical explanations for the curved surface, preparatory math teachers connect the curved rhombus to create the curved surface. Then, a survey on the 'Technology, Pedagogy and Content Knowledge (TPACK)' of math teachers conducted to preparatory math teachers to show that the curved rhombus mathematical manipulation has had a positive effect on preparatory math teachers' knowledge of technology teaching content through a T-test. By comparing the evaluations of preparatory math teachers before and after the class, it was confirmed that the curved rhombus mathematical manipulation was helpful in cultivating knowledge of differential geometry. Furthermore, based on interviews with preparatory math teachers, we confirm that the use of the curved rhombus mathematical manipulation has had a positive effect on teaching geometry. In other words, we can conclude that the use of mathematical manipulation helps prospective teachers to develop their teaching capabilities.

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

88043 | *Using Problem-based Learning to Solve Students' Rigid Thinking on Internal Control and Auditing Activity Learning*
Yu-Chun Lin, National Changhua University of Education, Taiwan

This study investigates whether the Problem-based Learning (PBL) teaching practice can effectively improve learning motivation and reduce learning anxiety of students when taking internal control and auditing courses. We also use interactive response system for recording the self-learning files in the class. The participants of this study included students enrolled in an Internal Controls and Auditing elective course at the department of Accounting, during the second semester of the academic year 2023. A non-randomized control group with pre- and post-tests was adopted as the experimental design and observation method to confirm that the introduction of PBL significantly enhanced students' core competencies in identifying problems, determining risks, and proposing auditing and fraud prevention solutions, as well as their motivation to learn. Based on the results of a paired samples T-test, this study examines students' pre- and post-test levels of "learning motivation", "learning performance", and "learning interest". The results indicated that learning motivation and interest scores significantly improved in the post-tests compared to pre-test scores. Based on the development of feedback from a team of university instructors and experts, we would implement highly effective teaching practices that can improve teaching quality.

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

89720 | *Enhancing Active Learning Through Collaborative Online International Learning*
Tomoe Nishio, University of North Georgia, United States
Miho Hamamoto, University of Denver, United States

Collaborative Online International Learning (COIL) is a type of virtual exchange that connects two or more remote classrooms in different regions through collaborative activities. As a low-cost, accessible, and scalable method of global learning, COIL has become one of the largest virtual exchange networks in recent years. In this presentation, we will illustrate two cases of COIL at two U.S. higher education institutions collaborating with a Japanese university and discuss how COIL can enhance active learning in language classrooms. The first case entails an elementary Japanese course at a U.S. university and a Project-Based Learning course at a Japanese university working on the topic of accessibility on college campuses. Students reflected on and discussed ideas and issues related to accessibility on their own campuses, which contributed to the Japanese students creating accessibility maps for their campus. The second case was conducted a year later and involved an advanced-level Japanese course at a U.S. university and the Project-Based Learning course at the same Japanese university. Students selected a topic of social issues, such as decreasing birth rates, mental health, overtourism, etc., created research questions, researched online, discussed online with their COIL partners, presented their research in the form of a video in the target language. The overarching theme of the two cases was kyosei (coexistence or harmony), and the COIL format encouraged students to actively engage in the learning process of finding potential solutions. In addition to demonstrating the affordances of COIL, this presentation will also discuss challenges and pedagogical implications.

15:50-16:50 | Orion Hall (5F)

Monday Poster Session

Teaching Experiences, Pedagogy, Practice & Praxis

88999 | *Building Resilience in Preservice Elementary Teachers*

Mamta Singh, Lamar University, United States

Harley Perkins, Lamar University, United States

Resiliency is best defined as adapting and recovering from challenging situations. It requires determination following setbacks, coping with stress and other negative emotions, and encouraging individuals to maintain a positive outlook in the face of adversity. Resilient teachers are often able to identify creative solutions to problems, maintain strong relationships with students and coworkers, and have a strong sense of self within the classroom. Building resiliency involves developing healthy coping mechanisms, practicing self-care, and cultivating a support system of friends, family, or mental health professionals. Within the past three years, teachers and those working within the field of education have faced unprecedented challenges from the COVID-19 pandemic to various natural disasters. These obstacles have uniquely highlighted teachers' resiliency, specifically their ability to identify problems and create solutions. We conducted a study to assess the significant challenges and solutions elementary and middle school teachers encountered and created during the COVID-19 pandemic and various natural disasters. The findings suggest that teacher resiliency is an ongoing process of development that must be supported with a myriad of opportunities and resources. The COVID-19 pandemic and various natural disasters emphasized this fact, as educators continue to deal with the devastating impacts these challenges left behind.

Sunday, January 5

Parallel Sessions

All times are Hawaii Standard Time (UTC -10)

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

09:30-11:10 | Room 317B (3F)

Sunday Onsite Parallel Session 1

Gender Perspectives in Politics & Development

Session Chair: Kankana Debnath

09:30-09:55

89691 | *Adaptive Strategies and Lived Experiences of Women in Formal Construction Related Professions in Ghana*
Emefa Tonorgbevi Awuku, Lingnan University, Hong Kong

The evolving nature of the workforce presents both obstacles and prospects for the integration of young women into traditionally male-dominated fields, such as skilled positions within the construction industry. In this article, the experiences of young women employed in formal construction sector and the adaptive strategies to remain in this area are examined. Using the exploratory qualitative methods based on an interpretivism philosophical underpinnings and mapping women empowerment based on Longwe's framework, eleven (11) young women were purposively sampled for the study. Furthermore, data was gathered using an in-depth interview. One-on-one interviews were conducted with Ghanaian young female artisans (ages 18–25 years). Participants were queried regarding their experiences as employees in the construction business, as well as the techniques or coping mechanisms they utilise to sustain their position and their career aspirations. An analysis of themes was conducted to find and evaluate prominent topics that emerged. The study findings suggest that women often face significant obstacles due to overt and concealed organizational practices that enable gender discrimination and bias. Their resilience is demonstrated through incorporating masculine traits, seeking mentorship, and internal motivation. It is suggested that policies, strategies, and activities are designed to aimed at integrating, retaining, supporting, and encouraging women who are currently working in or interested in Ghana's construction sector. This research highlights the importance of considering changes in the future of work, and the power mentorship, inclusion and internal motivation could have in inspiring young women to remain in male dominated sector.

09:55-10:20

82962 | *Impact of Women Leadership in Good Governance and Accountability in Rwanda: Case Study of Kigali City*
Uwambaje Marie Claire, University of Kigali, Rwanda
Kwizera Joel, African Parks Management, Rwanda

This study assess the Impact of Women Leadership in Good Governance and Accountability in Rwanda. Case study of Kigali City. The study was guided by the following objectives; 1) to find out the contributions of Women leadership in good governance and accountability in Rwanda, ii) to examine the challenges/barriers women leaders face in pursue of good governance and accountability and iii) to find out strategies Women leaders can adopt for effective good governance and accountability in Rwanda. Literature review was guided by research objectives and the study variables. The study used descriptive research design. The total population was 400 but the study settled for 196 respondents as sample size in reference to Krejcie and Morgan (1970). The study also used cluster and purposive sampling technique. Data collection tools were interviews, documentation and questionnaires. Findings were based on studied objectives and among the contributions of women leaders in good governance and accountability found out were, improved fairness, increased productivity, inspiring dedications and enhancing collaboration. The challenges women face in leadership are limited education and training curricula, psychological preparation, copying strategies, limited networks, systemic biases and among the strategies women leaders can adopt are building networks, high education and training, embrace individuality among many others. The study found out that Women Leaders contribute positively to building good governance and accountability systems which lead to democracy and development. The study recommends that women leaders should be empowered more and given enough political and Leadership with education and training for effectiveness. Key Words: Women Leadership Governance and Accountability

10:20-10:45

82964 | *Contribution of Women Entrepreneurs in the Development of Families in Rwanda: Case Study of Rwanda (Rubavu District)*
Uwambaje Marie Claire, University of Kigali, Rwanda
Rene Mugisha, World Icon Ltd, Rwanda

This paper assesses the Contribution of Women Entrepreneurs in the Development of Families. Case study of Rubavu District. The paper assesses the contributions of Women entrepreneurs in the development of families, Examines the challenges women entrepreneurs encounter in developing their families and Finds out strategies Women entrepreneurs should adopt to develop families. Literature review was guided by research objectives and based on theories of work family management strategies and entrepreneurial feminism. A case and descriptive research design were used. The total population was 500 (Women entrepreneurs in SMEs) but the study settled for 217 respondents as sample size in reference to Krejcie and Morgan (1970). Convenience sampling technique was used. Data collection tools were interviews and questionnaires. Data was analyzed using tables, frequencies and percentages. Findings on the contributions of women entrepreneurs in the development of families were contributing to high incomes, reduced dependency and family investment. Findings on challenges women entrepreneurs face were inadequate education, pressure from domestic duties and rigid cultures. Findings on strategies women entrepreneurs can adopt for the development of families is building business networks, business education, training and easy access to capital resources. Based on the findings from three studied objectives, the study concludes that Women entrepreneurs contribute to a high extent to family developments through raising incomes though they still face challenges like inadequate resources. The study recommends that families (Husbands) and financial institutions like banks should support women entrepreneurs by providing support, training and financial resources.

10:45-11:10

89597 | *Climate Change Challenges and Gender Dynamics in the Pacific Region: The Role of the Pacific Islands Forum*
Kankana Debnath, Sister Nivedita University, India

Climate change (CC) is altering natural weather systems in the Pacific region at a dangerously alarming rate. Rising sea levels, increasingly warmer weather, and changing rainfall patterns are disrupting marine ecosystems and threatening livelihoods. Pacific communities are already being displaced and relocated due to CC. These climate perils have a wide range of implications and among them, gender disparity is one. The gender-based inequalities are reflected in differential vulnerability. Pacific region has a significant population belonging to the marginalized segments of society such as women, children, people of diverse gender and sexual identities, disabled people, and Indigenous people are usually more vulnerable to these climate effects. This is due to less access to resources, information, and decision-making processes. To address these challenges a gender transformative approach to CC action is necessary, which also incorporates consideration of how different forms of exclusion based on disability, sexual orientation, gender identity, and ethnicity, to name a few intersect with gender to create greater. The purpose of this paper is to focus on the role of the Pacific Islands Forum as a premier regional organization in addressing the gender disparity-driven issues. Gender empowerment in society includes gender-responsive government programs, decision-making, economic empowerment, ending violence against women, and health and education are some of the critical fields in which the organization is working on which will be discussed in detail. An analytical approach will be adopted in discussing these issues.

09:30-11:10 | Room 318A (3F)

Sunday Onsite Parallel Session 1

Internationalisation Experiences in Japanese Education

Session Chair: Akiko Kano

09:30-09:55

89485 | *The Motivations and Experiences of Japanese Students Studying Medicine Abroad in English at Hungarian Universities*
Julia Tanabe, Hiroshima University, Japan

International health crises, such as COVID-19, have shown that global collaboration is crucial in healthcare. For Japanese students who want to become doctors, study abroad (SA) to gain medical qualifications is a route to intercultural competence. Many SA programs are conducted in English-speaking countries but there has been little research on such programs in non-English speaking areas, which have become increasingly popular destinations. This presentation examines the reasons for the increased numbers of Japanese students studying medicine in Hungary and how this SA impacts their English proficiency as well as their management of SA challenges. The participants were 40 degree-seeking Japanese students studying in English at Hungarian medical universities, a coordinator, and a professor. A piloted SA questionnaire (based on Aresi et al., 2018), with items on a 5-point Likert scale and open-ended items, was administered to the participants in Hungary at three medical universities during their SA. For follow-up, 11 semi-structured interviews were conducted with nine students, a coordinator, and a professor to provide triangulation. The interview questions focused on three time periods: before SA, arrival, and during SA. Data were analyzed using descriptive statistics and content analysis. Findings indicate that students' main motivational factors were career prospects, cross-cultural interest to expand their international contacts, and use of English as a lingua franca. They also wished to improve their English to make progress in the medical profession, which was confirmed in the interviews. This progress was due to the emphasis on oral exams at Hungarian universities and social interaction.

09:55-10:20

87690 | *Connecting Learners in Hawaii and Japan to Develop Intercultural Competencies*
Aviva Ueno, Rikkyo University, Japan

The COVID-19 global pandemic and subsequent closing of international borders led to the cancellation of all on-site study-abroad programs. However, it also allowed virtual study-abroad programs (VSA) to grow. Even after on-site study-abroad programs resumed in 2022, VSAs remain a popular alternative option for students who cannot commit to them. This presentation will show how a collaboration that began in 2021 between two universities in Japan and Hawaii led to the creation of a VSA that combines on-site and virtual components. The program focuses on developing students' academic skills for intercultural competency by examining the migration and assimilation challenges of Asian Americans in Hawaii and on the US mainland. During the 14-week program, students spend the first six weeks on-site with an instructor in Japan, building their learning community and reviewing academic skills. During weeks 7-12, students participate in an intensive, online synchronous class via Zoom with an instructor in Hawaii that includes interactive lectures and small group online discussions with students in Hawaii. In the post-online sessions, the students reflect on the course with the on-site instructor in Japan. The presenter will share data collected through surveys and assessments to show how the on-site and virtual instruction collaboration creates a positive and enriching virtual study abroad experience that improves students' academic skills and motivation for language learning and deepens intercultural communication and mutual understanding. This presentation will include practical advice for instructors and program coordinators who want to offer their students an alternative form of mixed-modality study abroad.

10:20-10:45

89866 | *International Baccalaureate Schools in Japan and Its Challenge*
Yueh-Chun Huang, National Chiayi University, Taiwan

Integrating International Baccalaureate (IB) programs in Japan has been a strategic effort to enhance global competitiveness and foster intercultural understanding within its education system. As of 2023, Japan hosts 103 IB World Schools, the highest number in East Asia. This study aims to analyze the challenges faced by Japan in adopting and implementing IB programs, focusing on policy alignment, teacher training, and curriculum integration. Using a comprehensive literature review and documentary analysis, the study identifies critical issues, including the difficulty of adapting the IB framework to Japan's rigid national curriculum, the lack of adequately trained IB educators, and the resistance from local stakeholders concerned about the increased academic burden on students. Despite these challenges, the IB curriculum offers a unique opportunity for Japan to promote critical thinking and global perspectives among its students. The findings suggest that successful IB implementation in Japan hinges on the alignment between the IB philosophy and Japan's educational goals, highlighting the need for a harmonious educational system. This, along with stronger governmental support and targeted teacher training programs, is crucial for Japan to fully leverage the benefits of IB programs and achieve its aim of nurturing globally competent students.

10:45-11:10

87692 | *Leaving No One Behind in Suburban Japan's Internationalization: Language Teaching for Community Integration and Empowerment*
Maria Lupas, Sophia University Junior College Division, Japan
Sachie Miyazaki, Sophia University Junior College Division, Japan
Akiko Kano, Sophia University Junior College Division, Japan

Along with Japan's rapid economic growth in the latter part of the 20th century, came a push to internationalize Japanese society. While cities were privileged places for this, the suburbs also aimed to achieve internationalization, although with different resources and challenges. This paper focuses on two types of "internationalization from within", one which involved supporting and integrating refugees and newcomers into Japanese communities and schools, and another which involved building the foreign language ability of Japanese children in the school system. Both of these occurred in a suburban town outside the Tokyo metropolitan area. Over several decades the relationship between a community college there and the local government has produced multiple sustainable language support programs for both English and Japanese. This paper reports the thirty-year evolution of college service-learning programs and some of the long-term results of service-learning partnerships between the college and the local board of education. It contextualizes how one suburban community welcomed first Indochinese refugees and later newcomers from South America and other Asian countries. It also shows how a college language department partnered with the local board of education to meet various learner needs at the primary and secondary school level. Based on these experiences, the presentation recommends expanding the use of community partnerships in language programs and newcomer support in Japan and suggests some best practices for designing such programs. In our community, such programs have created considerable gains for both college students and the community which should encourage the expansion of such partnerships.

09:30-11:10 | Room 318B (3F)

Sunday Onsite Parallel Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Kyoko Kosaka

09:30-09:55

86201 | *A Case Study on Enhancing Korean Language Learning with Microlearning and AI*
Jung Wook Pyo, Defense Language Institute Foreign Language Center, United States
Jisook Kim, Defense Language Institute Foreign Language Center, United States

One of the primary challenges faced by foreign language learners is the retention of vocabulary and grammar. Research on the 'forgetting curve' indicates that without reinforcement, students may fail to recall up to 80% of newly learned information within 30 days. To address this, pedagogical strategies increasingly emphasize the importance of spaced repetition and active recall techniques. Therefore, implementing periodic reviews is essential to mitigate the effects of the forgetting curve. Microlearning, an approach involving brief, targeted activities completed in short intervals, has shown considerable promise in improving vocabulary and grammar retention. By integrating microlearning into classrooms, learners engage in focused activities that enhance retention and proficiency. Our presentation will showcase innovative methods, illustrating how the synergy between microlearning and AI can empower learners to develop and maintain robust vocabulary and grammar. Our presentation will cover: (1) an introduction to the challenges of vocabulary and grammar retention in language acquisition, (2) an exploration of microlearning and its relevance in language acquisition, (3) an examination of how AI can personalize vocabulary and grammar learning for individual learners, (4) practical examples of generating short AI-based activities focused on vocabulary and grammar review, and (5) the results of a case study on enhancing language acquisition with microlearning and AI. The presentation will conclude with a discussion on future directions and potential applications of these strategies in various educational contexts, emphasizing the transformative journey of combining microlearning with advanced AI tools in language education.

09:55-10:20

89622 | *A Process Record Approach to Understanding Student Teachers' Speech Production in Japanese and English*
Risa Goto, Kansai Gaidai University, Japan
Tatsuya Taguchi, Aichi University of Education, Japan

The aim of this study is to analyze process records in the framework of pragmatics and clarify the mechanisms of speech production in bilingual settings. The "process record" has been widely used in nursing education as a method for reflecting on clinical conversations between nurses and patients. The field of pragmatics analyzes utterances from the standpoint of the listener, who sometimes misinterprets the speaker's intentions. Understanding a speaker's utterances can be a more challenging task when s/he speaks two languages, a situation often observed in English classrooms in Japan, where teachers tend to speak both English and Japanese. However, a process record can help reveal the intentions of the speaker accurately by extracting their assumptions about the degree of the listener's understanding. The current study recruited 15 Japanese university students studying for English-teacher qualification courses. These student teachers were asked to write process records of their in-class instructions and pupil responses during mock lessons or teaching practicums. The process records included pupils' utterances, the student teacher's utterances, and the student teachers' thoughts as they made those utterances. Preliminary analyses showed that in high school teaching practicums, the student teachers gave basic instructions and encouragement in English while switching to Japanese for important instructions. Follow-up interviews revealed that this switch tended to be intentional. We discuss these results and suggest some implications for future studies.

10:20-10:45

88285 | *Challenges in Learning English Phrasal Verbs: An Investigation of Receptive and Productive Knowledge Among Japanese University Students*
Natsumi Okuwaki, Tsuda University, Japan

There has been a growing interest in the use and learning of multi-word items in L2 due to the recognition that the appropriate use of formulaic language contributes to naturalness and fluency in the language (Siyanova & Schmitt, 2007; Wray, 2002). Phrasal verbs (PVs) are one type of formulaic sequence that has received increasing attention in educational settings (Garnier & Schmitt, 2016; Schmitt & Redwood, 2011; Strong & Leeming, 2024). Despite their widespread use in everyday language, their polysemous meanings and syntactic complexity seem to pose persistent difficulties for L2 learners, which can persist even at advanced levels of proficiency. The present study investigated the knowledge of English PVs among fifty Japanese university students. Using a recognition and recall test of forty PVs with 100 polysemous meanings taken from the PHaVE List (Garnier & Schmitt, 2015), learners' receptive and productive knowledge of English PVs was measured. Additionally, the study examined how the learners' vocabulary knowledge and general English proficiency affected their acquisition of PVs. The results indicated that learners scored higher on the receptive knowledge test than on the productive knowledge assessments, suggesting that their knowledge of PVs develops from recognition to productive use over time. Reporting on the impact of vocabulary knowledge and general L2 proficiency, it was suggested that mastering formulaic language is a challenging task for L2 learners, requiring significant time and practice, which highlights the need for systematic teaching and learning approaches for PVs.

10:45-11:10

89789 | *Challenges in English Article Usage for Japanese EFL Learners: A Comparative Study*
Kyoko Kosaka, Ritsumeikan University, Japan

The proper use of English articles remains a persistent challenge for Japanese EFL learners, as there is no equivalent system in their native language. This study investigates the underlying semantic and pragmatic factors that influence article choice by comparing native English speakers and EFL learners. Nearly 900 participants, including native speakers, Japanese EFL learners, and learners from other linguistic backgrounds, took part in a survey exploring various aspects of article usage. The study examines the distinctions between definite and indefinite articles, as well as countable and uncountable nouns. It analyzes semantic factors through learners' perception of space, time, and object partitioning while examining pragmatic factors such as definiteness through endophora and exophora. The results show that Japanese learners struggle more with semantic distinctions (countable vs. uncountable) than pragmatic ones (definite vs. indefinite). When unsure, they tend to follow a hierarchical pattern in article selection ("the" > "a" > zero article). Furthermore, the proximity of a learner's native language to English significantly impacts article choice, and even advanced Japanese EFL learners continue to face challenges with proper article usage. From an applied linguistics perspective, this research provides insights into how linguistic diversity influences second language acquisition, especially in mastering articles. It also offers practical teaching suggestions, such as explicit instruction on countability to enhance learners' awareness and targeted instruction on article usage in various contexts. Future research could broaden the scope by including other learner populations to pursue how learning experiences and teaching methods affect article acquisition across diverse linguistic backgrounds.

09:30-11:10 | Room 321A (3F)

Sunday Onsite Parallel Session 1

Open, Online & Blended Learning

Session Chair: Christa Guilbaud

09:30-09:55

89469 | *Comparative Study of Online and Classroom Teaching of an Engineering Course Using Active Learning Pedagogy*
Shawn Duan, Saint Martin's University, United States

During the COVID-19 pandemic, online teaching and learning became an indispensable choice for instructors and students to continue their teaching and learning without interruption. After the COVID-19 pandemic, most students are very happy to resume face-to-face teaching and learning in classroom, but some students still request to offer an online option to meet their various learning needs, which has triggered the author's further thinking about effectiveness and efficiency of these two course delivery modes to instructors' teaching and students' learning. In this paper, the author will use assessment data collected under these two course-delivery environments respectively for teaching Vibration Theory in mechanical engineering program at Saint Martin's University as a case to carry out a comparative study of online and classroom teaching using actively learning pedagogy. Based on the data collected, advantages and disadvantages of each delivery mode to effectiveness and efficiency of teaching and learning using actively learning pedagogy have been discussed from the learners' point of view as well as instructor's point of view. The comparative study and data analysis will help engineering educators to have a direct insight of pros and cons of online and classroom teaching when active learning pedagogy is used. Based on the results of this comparative study, a new hybrid course delivery mode has been proposed. The new mode combines the advantages and avoids the disadvantages of both online and classroom teaching to better support active learning pedagogy for delivery of engineering courses.

09:55-10:20

89697 | *The Role of Immersive Learning Experiences in Enhancing Student Engagement and Learning Outcomes in MOOCs and Edu-Metaverse*
Arvar Raghunatha Laxmisha Rai, Shandong University of Science and Technology, China

In the past decade MOOCs (Massive Open Online Courses) played a major role in transforming education, especially in higher education sector. MOOCs are continue to remain as a major supplementary and alternative learning resources especially where face-to-face learning is limited. As the new technologies such as Metaverse is emerging in the recent years, the interest has been among educators shifted towards utilizing the benefits of such attributes which enhance the learning experience. The immersive learning is a key feature where many learners in online environment enrich their knowledge and skills through various technologies such as VR, AR, 360 film, MR etc. In this paper, we aim to evaluate the role of immersive learning experience in both MOOCs as well as Edu-Metaverse environments. The primary goal is to evaluate how these two learning environments benefit to learners in immersive learning. Irrespective of the strengths in providing high-quality materials, and also multiple software tools to support learners, it is more significant to evaluate how these actually enhance the students engagement with learning materials, and their impact in learning outcomes. It is found that, even though both environments are highly suitable for enhanced learning, each share different set of advantages and disadvantages. Moreover, different courses provides different set of benefits while they are embedded as part of immersive learning experience. One of key benefits of immersive learning environments is that, there are some activities or experiments which are impossible to be replicated in real scenarios can be experimented, tested, and can be repeated.

10:20-10:45

89472 | *Increasing Student Interaction in Asynchronous Online Classes*
Marianne Rexer, Wilkes University, United States

This presentation discusses effective strategies that significantly increased student interaction in various asynchronous online classes. Research indicates positive interactions between professors and students significantly increases learning outcomes but not all students interact with the class or material in the same manner. Traditional methods, such as video lectures and discussion boards are often overused and lead to disengagement. Instead, offering innovative approaches, diverse pathways, and employing engaging tools for student involvement leads to participation. This session highlights how one professor integrated podcasts, interactive course labs, and Pecha Kucha presentations to improve interactivity among students, course content, and instructors. It also explains how professors can add these tools to their classes. Podcasts reinforce theory and allow students to have learning moments at times that work with their schedules. Requiring lab assignments promote hands-on experiences and improves homework completion rates by showing students how to apply knowledge collaboratively. Pecha Kucha presentations enhance learner-learner interaction by requiring students to co-construct knowledge within the 20 slides and 20 seconds per slide time constraints. Showing results and explaining how utilizing these tools can help educators create a dynamic and interactive online learning environment, meet diverse student needs, enhance learning outcomes, and promoting teamwork and effective communication.

10:45-11:10

88269 | *Global Virtual Learning and Socio-Cognitive Presence: Framing Engagement in Multi-Cultural Online Classrooms*
Patrick Guilbaud, Winthrop University, United States
Christa Guilbaud, University of North Carolina at Charlotte, United States

International students at US higher education institutions are sometimes challenged by learning activities such as in-class discussions, small group work, presentations, and peer feedback that are used in online courses at their new academic institutions. Moreover, it is often observed that the learning proclivities and dispositions of many international students in the US are usually not in accord with Western-leaning pedagogical approaches that place focus on student-centered instruction. This paper presents results of a study that examined the ways in which the socio-cultural background of international students, based upon Hofstede's cultural dimension model, influences or affects their educational experience while studying online. Findings from the study indicate that international students approach academic activities in unique, specific, and, at times, multifaceted ways. It was also found that there is a need to properly scaffold all students and most specifically international students to help them take full advantage of their online learning experiences. Finally, results show that faculty must strive to ensure that learning materials in their courses are grounded in pluralistic perspectives and experiences. Such an approach will tend to ensure that all students, irrespective of their socio-cultural backgrounds, can achieve deep and fulfilling learning experiences in their online courses.

09:30-11:10 | Room 321B (3F)

Sunday Onsite Parallel Session 1

Counselling, Guidance & Adjustment in Education

Session Chair: Tanya Brown

09:30-09:55

84428 | *Investigating the Impact of Systematic Desensitization on Alleviating Mathematics Anxiety Among Secondary School Students*
Felix Egara, University of the Free State, South Africa
Moeketsi Mosia, University of the Free State, South Africa

Reducing mathematics anxiety is crucial for improving students' academic performance, and Systematic Desensitization (SD) offers a promising solution. This study investigates the effectiveness of SD in alleviating mathematics anxiety among secondary school students. Utilizing a quasi-experimental approach, the study involved 120 senior secondary students from 59 public schools in the Nsukka Education Zone, Enugu, Nigeria. Participants were selected through a multi-stage sampling process, ensuring representation across two Local Government Areas (LGAs) with available professional guidance counselors. The Mathematics Anxiety Scale (MAS) was employed for data collection, requiring students to score ≥ 51 on the MAS to indicate significant mathematics anxiety. The study included pre-treatment, treatment, and post-treatment stages. Ethical approval was obtained, and informed consent was secured from parents and participants. The treatment group underwent six weekly sessions focusing on SD techniques, while the control group received no treatment. Data were analyzed using SPSS version 28, utilizing descriptive statistics and Analysis of Covariance (ANCOVA) to examine the study's questions and hypotheses. Results indicated a significant reduction in mathematics anxiety among students exposed to SD compared to the control group, with no notable gender differences observed among students in the SD group. The findings support SD's efficacy in reducing mathematics anxiety and suggest its potential for integration into school counseling programs. These results highlight the importance of evidence-based interventions like SD for fostering a positive learning environment and improving students' emotional well-being. Schools are recommended to integrate SD techniques into their counseling programs to mitigate mathematics anxiety.

09:55-10:20

88237 | *Master's Level Students of Color Experiences in Counseling Education*
Ulash Thakore-Dunlap, California State University East Bay, United States

Within the field of counseling, there are few studies in the United States focused specifically on the master's-level experience of students of color in graduate counseling programs. This qualitative study examined the lived experiences of 25 students of color from five GCE master's-level programs in California, United States. Findings included the three following themes: social support, structural and interpersonal racism, and administrative and leadership needs. Implications are provided to help to increase academic success for students of color in graduate counseling education programs.

10:20-10:45

89730 | *Enhancing Mental Health Support for Marginalized High School Teens via the Prosper App: A Data-Driven Approach*
LaDonna Tucker, Bowie State University, United States
Dwayne Ham, Bowie State University, United States

This study explores the impact of Uneo Inc.'s Prosper App, a mental health support tool designed for high school students in marginalized communities across several Maryland counties. Supported by the State of Maryland Health Consortium, the app evaluates students' mental and emotional well-being, life satisfaction, and academic pressures through six targeted questions. These questions measure mental health, happiness, purpose, emotional experiences, and social support, with additional open-ended inquiries about household environments. Co-developed by Maryland students, the Prosper App features over 600 Cognitive Behavioral Therapy (CBT) and Social Emotional Learning (SEL) activities. It also offers tools like mood tracking, journaling, and habit setting, providing direct access to local and national wellness services. By leveraging the digital habits of Gen Z, Prosper reaches students through their smartphones. With the support of NAMI Maryland, which trains school staff to ensure proper student referrals, Prosper aims to reach over 1,000 students across four Maryland counties. This data-driven project demonstrates the scalability of digital interventions, offering a replicable model for improving student mental health and well-being in various educational settings.

10:45-11:10

87481 | *Thriving Not Just Surviving: A Narrative Inquiry*
Tanya Brown, Northern State University, United States
Michelle Ghoston, Wake Forest University, United States
Patrice Parkinson, Arkansas State University, United States

This research investigates the resilience of individuals who experienced childhood and adolescent trauma while living in group homes, focusing on how these adversities influenced their adult lives. The primary objective is to identify the factors that contribute to resilience and positive outcomes despite significant early-life challenges. Employing a narrative inquiry methodology, this study delves into the personal stories and lived experiences of former group home residents. The study sample consists of adults who spent substantial portions of their youth in group homes and endured various forms of trauma, including abuse, neglect, and family instability. Through in-depth, semi-structured interviews, participants shared their life narratives, emphasizing their struggles, coping mechanisms, and the factors they believe facilitated their resilience. Key themes from the analysis include the critical role of supportive relationships, such as mentors, peers, and caring adults, in fostering resilience. Participants highlighted the importance of personal agency and determination in overcoming adversity, as well as the positive impact of therapeutic interventions received during and after their time in group homes. The study also found that finding purpose and meaning, whether through education, career, or community involvement, was a significant factor in participants' resilience. The study contributes valuable insights for policymakers, educators, mental health professionals, and caregivers, emphasizing the need for comprehensive, individualized support strategies to enhance the potential for positive adult outcomes. By understanding the factors that promote resilience, this research aims to inform and improve interventions for trauma survivors from group homes.

09:30-11:10 | Room 322A (3F)

Sunday Onsite Parallel Session 1

Language Learning & Teaching Practices

Session Chair: Sophie Tauwehe Tamati

09:30-09:55

84543 | *Enhancing Language Proficiency through Task-Based Language Teaching: A Comprehensive Review and Future Directions*
Abdullah Alhomaidean, Arrass College of Technology, Saudi Arabia

Task-Based Language Teaching (TBLT) has gained prominence in the field of second language acquisition due to its focus on meaningful communication and practical application of language skills. This paper aims to provide a comprehensive review of the current literature on TBLT, examining its impact on various language skills such as speaking, listening, reading, and writing. Through an extensive analysis of empirical studies, the paper investigates the effectiveness of TBLT in enhancing language proficiency compared to traditional teaching methods. The research methodology includes a systematic review of peer-reviewed articles, meta-analyses, and case studies on TBLT. The results highlight the significant improvements in learner engagement and language competency when TBLT is implemented effectively. Furthermore, the discussion addresses the diverse contexts in which TBLT has been applied, noting both successes and challenges faced by educators. Key research questions explored in this paper include: How does TBLT influence different language skills? What are the best practices for implementing TBLT in various educational settings? What challenges do educators face, and how can they be overcome? The findings suggest that while TBLT offers substantial benefits, its success is contingent upon careful planning and adaptation to specific classroom environments. Finally, the paper proposes future research directions to address gaps in the current literature and offers practical recommendations for educators aiming to integrate TBLT into their teaching practices. These recommendations include strategies for effective task design, assessment methods, and professional development for teachers. By synthesizing current research and providing actionable insights, this paper aims to contribute to the ongoing discourse on TBLT and its role in language education.

09:55-10:20

86408 | *Addressing Listening Difficulties Through Strategic Interventions to Enhance Foreign Language Learning*

Jisook Kim, Defense Language Institute Foreign Language Center, United States
Branka Sarac, Defense Language Institute Foreign Language Center, United States

This presentation explores the strategic approaches to enhance listening comprehension, aimed at fostering higher proficiency levels in Korean language learning. Comprehension is essential to any language learning activity, ensuring students understand the material. However, listening comprehension is often regarded as one of the most challenging aspects of learning a foreign language. There are many factors for having difficulties understanding the passages: speaking rate, accentuation and intonation in dialects, homophones, cultural references and idioms, background noise, vocabulary, grammar, lack of contextual clues, psychological factors, etc. As educators, how can we help students overcome these difficulties? This case study aims to investigate the effects of three listening strategies approaches for overcoming students' listening difficulties. This presentation (1) explores the complexity of listening difficulties faced by foreign language students at the Defense Language Institute, including phonetic variations; speaking rate, and contextual usage in foreign language learning, (2) outlines two strategies designed to promote higher level proficiency, such as focused listening exercises, contextualized listening practice using the mind map activities, and (3) identifies the importance of metacognitive listening strategies, including prediction, monitoring, and evaluating to enhance listening proficiency. This presentation will explore listening strategies and approaches teachers can adopt or adapt in instruction to help students become successful listeners, both in and outside of the classroom.

10:20-10:45

88889 | *Pedagogical Translanguaging in Practice: Creating Spaces by Softening the Boundaries Between Languages*

Ahmad Alsagoafi, King Faisal University, Saudi Arabia

Translanguaging has been widely used in education to promote learning processes. Translanguaging can be spontaneous (i.e., naturally taking place inside and outside classrooms) or pedagogical (i.e., strategies planned by the teacher inside classrooms). This study focuses on pedagogical translanguaging. Given the importance of translanguaging, especially with emergent bilinguals, research on how Saudi secondary teachers implement pedagogical practices in their classrooms is scarce. This study fills this gap by exploring the translanguaging strategies used by teachers and their perceptions of pedagogical translanguaging. Ten Saudi English teachers (five males and five females) who employed pedagogical translanguaging in their classes served as the participants of the study. In this qualitative study, the researcher collected data through semi-structured questionnaires and interviews. The results of this study show that the implementation of translanguaging yielded positive outcomes. First, teachers who acted as facilitators used translanguaging pedagogically as a scaffolding strategy so that students could make meaning of class content. Second, by implementing translanguaging, this study found there to be a boost in students' performance and self-esteem. Consequently, low-level and average students were encouraged to use their linguistic resources to communicate and fully engage in classroom activities. Third, this study concludes that creating a translanguaging space empowers students by activating their linguistic resources in their repertoires. This was possible because the teachers and their students shared the same languages.

10:45-11:10

89918 | *TransAcquisition Pedagogy: A Culturally and Linguistically Sustaining Pedagogy to Accelerate Biliterate Development in Emergent Bi/multilingual Students for Improved Academic Achievement*

Sophie Tauwehe Tamati, University of Auckland Waipapa Taumata Rau, New Zealand

TransAcquisition is a culturally and linguistically sustaining pedagogy to accelerate biliterate development in emergent bi/multilingual students for improved academic achievement. It draws on Cummins' (1978, 1981a) theory of language interdependence, Rata's (2015) theory of conceptual progression, Hornberger's (2003, 2004) notion of language evolution, and Williams' (1994, 2002) idea of translanguaging. The TransAcquisition metaphor draws on Kaupapa Māori principles associated with the root system of Kahikatea trees in Aotearoa/New Zealand. The metaphor characterises languages as symbolic trees in the mind of the bi/multilingual learner, which grow and develop individually and collectively in the language and literacy learning process. TransAcquisition enables bi/multilingual students to use their languages interdependently in mutually supportive ways in the Read-to-Retell-to-Revoice-to-Rewrite transacquisitional tasking process. The positive learning outcomes of conceptual threading in transacquisitional tasking, insider view of in-text reading, cognitive decluttering in retelling, personal voice in revoicing, and author's license in rewriting, will be discussed in this presentation.

09:30-09:55

09:30-11:10 | Room 322B (3F)

Sunday Onsite Parallel Session 1

Education, Sustainability & Society

Session Chair: Sue Haddad

88770 | *Community Engaged Research Projects in School Settings: Science Teachers' Practices and Reflections*
Won Jung Kim, Santa Clara University, United States

Community-Engaged Research (CER) is a justice-oriented research paradigm that emphasizes equitable and reciprocal knowledge co-production with community members and organizations, sharing power, benefits, contributions, and responsibilities among all participants. This study explores nine science teachers' cases of facilitating CER projects in their respective school settings, aimed to support students' critical consciousness and action for environmental issues and injustices. By analyzing data from teacher community meetings and individual interviews in the framework of four dimensional CER, this study articulates classroom practices that addressed the distribution, procedure, recognition, and transformation dimensions of CER as well as the positive impacts and challenges of these implementations. Findings report teacher practices categorized by the CER dimensions they addressed (what of the practices) and the instructional strategies they employed (how of the practices), compare the practices' frequencies, and illustrate the varying manifestation of the practices for CER by illustrating three teachers' CER cases. Findings also document the positive outcomes of CER in student empowerment, as well as the challenges related to resources, assessment, and stakeholder skepticism, underscoring the need for systemic support to enhance CER's effectiveness. The discussion focuses on the implications of these findings and ways to address the identified challenges through future research and institutional efforts.

09:55-10:20

89418 | *From Classroom to Community: Empowering Community Health Leaders*
Erin Comollo, Rutgers University, United States

The Department of Family & Community Health Sciences (Rutgers Cooperative Extension) Internship Program was pivotal in supporting the Healthy Corner Store Initiative (HCSI), which focuses on transforming NJ corner stores, often the primary food source in underserved areas, into providers of healthier food options. To date, graduate and undergraduate interns have worked 1,039.54+ hours with Rutgers faculty and staff, receiving training and mentoring in research methods and ethics and engaging in community participatory research. Partnering with the non-profit The Food Trust, they established rapport with community members, installed promotional materials, supported their nutrition education programming, and skillfully conducted environmental analyses of corner stores statewide. Interns' preliminary data analysis reveals several insights emphasizing the need for continued support and strategic interventions. Building maintenance was generally good, with 60% of buildings well-maintained and 55% graffiti-free, but only 25% of stores had pedestrian walk signals and marked crosswalks. All stores had fruits and vegetables, and 84% offered healthy snacks, though only 13% had fresh vegetable packages. Unhealthy foods were visible from the entrance in 95% of stores. Promotional efforts for healthy eating were mixed, with 50% of stores displaying healthy promotional materials and only 20% having photos promoting healthy eating inside. Produce bins were visible at the front entrance in 50% of stores, and SNAP/EBT cross-promotion was present in 25%. HCSI interns will continue their work through the 2024-2025 academic school year, contributing to community well-being and addressing health disparities, driving positive change in historically underserved areas.

10:20-10:45

87407 | *Leveraging Registered Apprenticeship Programs to Reduce Barriers for Justice40 Populations in Education, Sustainability, and Social Justice Development*
Masica Jordan Alston, Bowie State University, United States
Stephanie Strianse, Jordan Peer Recovery, United States

Registered Apprenticeship Programs (RAPs) reduce barriers to education for minority and marginalized populations, particularly those identified under the Justice40 initiative. This presentation explores how RAPs foster equitable opportunities. RAPs provide an intersection of education, sustainability, and social justice. They provide a structured, earn-while-you-learn model that integrates on-the-job training with classroom instruction, making them an accessible and practical pathway for individuals often excluded from traditional educational routes. This presentation delves into the socio-economic benefits of RAPs, highlighting their capacity to bridge educational gaps, promote workforce diversity, and support sustainable community development. RAPs are grounded in educational and social justice theories that emphasize equitable access to opportunities. These theories highlight the importance of providing diverse learning pathways for underrepresented groups and addressing economic disparities through practical, job-oriented programs. Social justice theories advocate for creating opportunities that empower marginalized communities to achieve economic stability, which is at the core of RAP's mission (Brown & Taylor, 2021). The AAI evaluation reported that participants in community development RAPs saw a 50% increase in leadership roles and a 45% improvement in community engagement (U.S. Department of Labor, 2023). Jordan Peer Recovery's Registered Apprenticeship Program exemplifies how peer support and culturally responsive case management can improve outcomes for minority populations. Funded through state and federal workforce development initiatives, this program increased completion and placement rates among minority participants to 90%. This success highlights the importance of culturally relevant support systems and mentorship in overcoming barriers to education and employment.

10:45-11:10

87511 | *Meeting the Basic Needs of Community College Students: A Social Justice Perspective*
Sue Haddad, University of the Cumberland, United States

Addressing basic needs is crucial for community college students' success and retention. The "Social Resource Program: Nourishing the Mind, Body, and Spirit" is designed to meet food security, housing, financial, technological, and mental/physical health needs through a comprehensive, integrated approach. This program leverages a one-stop model to streamline access to both internal and external community resources, providing underserved students with holistic support essential for academic and personal success. The presentation will focus on the internal program evaluation of the Social Resource Program at a community college by using the logic model to provide an overview of the assumptions, activities, target population, benchmarks, and short- and long-term outcomes of the program. The program evaluation aimed to assess the effectiveness of the Social Resource Program in improving student retention and persistence by addressing the critical basic needs such as food security, housing, and mental health. Through a mixed-methodology approach using descriptive statistics and qualitative analysis, the results demonstrate a positive impact on student retention and persistence. The program's design is rooted in social justice principles, aiming to reduce barriers and promote equity among students from diverse backgrounds. By integrating these components into a single access point, the program minimizes bureaucratic hurdles and enhances efficiency, ensuring that all students receive the support they need.

09:30-11:10 | Room 323A (3F)

Sunday Onsite Parallel Session 1

Professional Training, Development & Concerns in Education (Workshop)

Session Chair: India White

09:30-10:20

83628 | *Fostering Equitable Teaching Practices in the Math Classroom*

India White, University of Florida, United States

The workshop, "Fostering Equitable Teaching Practices in the Math Classroom," is designed to support new and early-career teachers in addressing equity challenges within mathematics education. These educators often encounter unique hurdles when promoting equity, balancing academic standards with inclusivity. This session offers practical strategies tailored to their experience levels, aiming to integrate equitable practices seamlessly into their teaching methodologies. Central to the workshop is the acknowledgment of equity and access as fundamental components of mathematics instruction, aligning with the broader mission of the IAFOR conference. Participants will engage in discussions highlighting the importance of creating inclusive learning environments that cater to diverse student needs. Through collaborative dialogue and hands-on activities, educators will gain the confidence and skills necessary to champion equity in their classrooms. Additionally, the workshop provides a supportive learning community where participants can connect with peers, share experiences, and engage in ongoing professional development. By fostering a mindset of lifelong learning and growth, attendees will emerge as advocates for equity in mathematics education, contributing meaningfully to the conference's overarching mission. The session's emphasis on practical strategies, collaborative learning, and professional growth ensures that new and early-career teachers leave equipped to navigate the complexities of promoting equity in mathematics education effectively.



IURS Poster Presentations

**Sunday | 10:55-11:55 | 3F Hallway
IURS Poster Session**

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

Sunday | 10:55-11:55 | 3F Hallway

IURS Poster Session

40055 | *Understanding the Filipino Love Team Phenomenon: A Thematic Review of Related Literature*

Alexandra Pauline Culla, University of the Philippines Diliman, Philippines

Love teams are innate to the Philippine popular culture as they emerged simultaneously with the film industry of the Philippines. They consist of up-and-coming young Filipino actors paired together to star in films and television shows produced by major production studios (Bolisay, 2019). However, despite its enduring presence for almost a century, written literature and documentation about the love team phenomenon has yet to catch up. There are existing studies about the love team phenomenon, but they are geared toward the lens of media and communication. In this literature review, eleven relevant published outputs are evaluated and analyzed according to their themes: love team as a part of popular culture, Filipino patronage of love stories through love teams and films, love team fandoms, and love teams as products of the culture industry. It is found that investigations regarding the love team phenomenon grew over time since various scholars from different disciplines have initiated their queries and sought to answer them by adapting theories and frameworks from their fields such as media, film, anthropology, and sociology. By looking at these studies, it is discovered that the love team phenomenon, as a product of the culture industry, continuously shapes the Philippine popular culture that heavily influences its supporters to watch and consume the media they create. Moreover, it is evident that studies on Filipino love teams put forward the necessity for an interdisciplinary approach in interrogating the phenomenon that is "authentically ours."

40058 | *Inside Indochina: Vietnam's National Identity Through French Historical Blockbusters*

Chi Que Pham, DePauw University, United States

Cinema has been credited for contributing to the understanding of one's nation. In the case of the former French Indochina, despite being a well studied historical subject, few movies have been made about it, even fewer have taken place within those geographical borders. This paper will uncover the Vietnamese government's intervention in portraying the Indochina state on Western screens, and what their cinematic vision of the colonial French-Indochina chapter in their history might look like. In 1992, three French blockbusters, *Indochine*, *L'Amant*, and *Dien Bien Phu*, were released and concurrently provided artistic lenses into the former colonial state. This trio have been researched together and separately in terms of visual and cultural analyses, especially in relation to the French colonial legacy and national identity, thanks to their international accolades. Findings from scholars Panivong Nodrin and Tess Do also point to press materials and records on the on-location productions in Vietnam. Specifically, evidence suggests that the Vietnamese government had offered support as well as imposed supervision and censorship at different levels during pre-production, primary photography and domestic release. In my close inquiry into these movies, censorship impacted each movie uniquely, resulting in different receptions in Vietnam and contrasting portraits of Indochina. Not just a speculation of whether the research subjects are of historical significance to Vietnamese culture, this study poses questions on the current government's impact of the mediated construction of national identity in the case of factual sceneries and imagined borders.

40059 | *Unlocking Success: Navigating the Relationship of Artificial Intelligence Tools and High School Students' Academic Performance in Metro Manila, Philippines*

Cheng John Al Barbosa Januario, Enderun Colleges, Philippines
Clarence Maor Melleza Barzilay, Enderun Colleges, Philippines
Jose Damian Valenzuela Enriquez, Enderun Colleges, Philippines
Ronan Sierra Santos, Enderun Colleges, Philippines

This study investigates the correlation between the utilization of artificial intelligence (AI) tools, specifically Large Language Models (LLMs) like ChatGPT, and the academic performance of high school students. Despite being in their early developmental stages, AI tools have demonstrated potential to enhance productivity for both students and faculty. To examine this relationship, a survey was administered to 105 high school students in Metro Manila, encompassing grades seven to twelve. The survey utilized Likert-scale questions to quantify AI tool usage across various subjects (Mathematics, English, Science) and collected general grade point averages (GPAs) for comparison. Spearman's Correlation Coefficient Test was employed to analyze the data. The results indicate a no significant relationship between AI tool usage and academic performance across all subjects, suggesting that while AI tools can be beneficial, they are not directly responsible for improved grades. The findings highlight the limitations of AI in replicating human skills required for academic success.

40063 | *Distributional Inequities in Aviation Attributable Air Quality Impacts*

Zanyah Rae Williams, Spelman College, United States
Fatemeh Shafiei, Spelman College, United States
Prashanth Prakash, Spelman College, United States
Sebastian Eastham, Spelman College, United States

Aviation emissions affect human health by increasing the concentration of ground-level particulate matter (PM_{2.5}) and ozone [1-5]. Approximately 80% of these impacts are attributable to cruise emissions. Exposure to these pollutants varies across different regions worldwide. Previous studies have examined the direct impacts of aviation on air quality and public health, however, these studies primarily focused on the overall health impacts without systematically exploring the geographical disparities and equity implications. This study addresses this gap by providing a comprehensive analysis of the equity implications of aviation emissions on air quality. We investigate how different regions are impacted by aviation-induced PM_{2.5} and ozone. We employed a global chemistry-transport model to derive surface concentration of emissions. This data allows us to get population exposure in each country. The global population exposure to PM_{2.5} and ozone was calculated using population data. We model each country's average access to aviation by using the annual number of scheduled trips per capita and the human development index (HDI). Results found that use of aviation is correlated with increasing HDI and lower income inequity and exposure to aviation attributable to PM_{2.5} is not strongly correlated to trips per capita. In conclusion, this research contributes to the existing body of literature on aviation emissions and highlights the need for policies that consider the unequal distribution of health impacts. Our findings aim to inform global aviation policies and promote more equitable solutions to mitigate the adverse effects of aviation on air quality and public health.

Sunday | 10:55-11:55 | 3F Hallway

IURS Poster Session

40067 | *Raigōs in Raigōs: A Close Analysis of Death Scenes in the Hōnen Shōnin Eden*
Peiyuan Chen, Barnard College Columbia University, United States

In this paper, I analyze the symbolic and theological significance of death scenes in the Hōnen Shōnin Eden, a 14th-century illustrated scroll that chronicles the life and final moments of Hōnen, the founder of the Pure Land school of Buddhism. Focusing on selected death scenes, including Hōnen's own, I explore how Raigō imagery—the descent of Amida Buddha to guide souls to the Pure Land—is depicted. I argue that the portrayal of these deathbed rituals challenges conventional Raigō iconography by emphasizing personal revelation and spiritual transformation. Through visual elements such as Amida's golden beams of light and the symbolic appearance of cherry blossoms, I illustrate how the scroll communicates both communal ritual practices and individual salvation experiences. Additionally, I examine how the horizontal format of the scroll introduces a unique narrative structure that diverges from the traditional vertical hanging scrolls used in Raigō paintings. This structural shift creates a dynamic, unfolding scene that allows viewers to engage more deeply with the transition between life and death. By focusing on these visual and compositional elements, I argue that the Hōnen Shōnin Eden reflects broader medieval Japanese devotional practices, offering new insights into the relationship between visual culture and religious experience during this period.

40069 | *Do Partners in a Romantic Relationship Feel Comfortable Refusing Sex?*
Aniyah Gabrielle Pouncy, Spelman College, United States
Venecia Pearce Dunbar, Spelman College, United States
A Nayena Blankson, Spelman College, United States

Practicing safe, consensual sex is extremely important in a romantic relationship. Due to societal beliefs surrounding women's roles and expectations of sex, there are sometimes external pressures to participate in sex outside of the pure desire to do so. The purpose of this study was to determine how the continuous proximity that comes from maintaining a romantic relationship affects the expectations of sex within partners. The present study examined the potential differences in the expectation of sex between those in a romantic relationship and those who are not. This study was a secondary analysis of the Relationship Dynamics and Social Life (RDSL) study done in Michigan with a sample of 1,003 young women aged 18-20 years old. The hypothesis was that there would be differences in partners' willingness to walk away from sex based on relationship status. An independent samples t-test was conducted to test this hypothesis. The results were not significant. There were no differences in willingness to refuse sex amongst partners in a romantic relationship and those participants who were not in a romantic relationship. Implications of the results will be discussed.

40071 | *Dayuhan Sa Sariling Wika: Exploring the Unfamiliarity and Negligence of the Filipino Language and Its Effects on the Culture and Identity of Filipinos Among Senior High School Students in the National Capital Region of the Philippines*
Paula Nicole Juan, De La Salle University and Enderun Colleges, Philippines

Language and culture are inextricably linked, as evidenced by the Philippines' rich cultural heritage reflected in the Filipino language. Despite this deep connection, there is a growing trend among young Filipinos to favor Western languages, particularly English, over their native tongue. This linguistic shift is influenced by a combination of historical, cultural, and societal factors, including the lingering effects of colonization, the perceived superiority of Western culture, and the influence of media and education. A mixed-methods research approach was employed in a survey given to 100 students in the National Capital Region (NCR), exploring their language preferences, media consumption habits, and perceptions of the Filipino language. Additionally, an in-depth interview was conducted with a linguistics professor to gain expert insights into the historical and sociocultural factors influencing language use in the Philippines. The findings revealed that media consumption plays a significant role in shaping language preferences, with exposure to Western media often leading to a preference for English. Moreover, the study identified the flawed education system and societal perceptions as key contributors to the perceived superiority of Western languages in the Philippines. The neglect and unfamiliarity with the Filipino language pose a threat to the preservation of the nation's cultural identity. This study highlights the urgent need for interventions to promote the use and appreciation of the Filipino language, particularly in education and media. By fostering a greater understanding and appreciation of the Filipino language, the Philippines can strengthen its cultural identity and heritage.

40073 | *Analyzing the Influence of Pheromone Concentration on the Development of Larval Sea Lamprey*
Xavier Sterling, University of Detroit Mercy, United States
Tyler Buchinger, University of Detroit Mercy, United States
Donna Kashian, University of Detroit Mercy, United States

Sea lampreys are a significant hazard to the health and biodiversity of an ecosystem that it's not naturally from. The feeding strategies it employs, boring a hole into the host to feed on blood and bodily fluids, are too severe for the animals that haven't coexisted with this specific species. A potential method is to target the larvae of sea lamprey if the adults are able to reach smaller streams. The focus of this study is to observe the effects of the pheromones produced by adults on the larvae. To observe this, larvae are placed in various concentrations of 3kPZs and measured each week. Based on the current results, there appears to be some influence on growth, with a higher concentration seeming to correlate with a lower growth percentage increase. Further testing and analysis are needed to verify this correlation. Depending on the results of this research, more methods can be made to control the invasive species, specifically at the larval stage.

Sunday | 10:55-11:55 | 3F Hallway

IURS Poster Session

40074 | *The Neurologic and Anti-Inflammatory Effects of Mushroom Intervention in Older Adults*

Jakayla Davis, Spelman College, United States
Barbara Shukitt Hale, Tufts University, United States
Derek Fisher, Tufts University, United States
Sara Cha, University of Reading, United Kingdom
Lynne Bell, University of Reading, United Kingdom
Claire William, University of Reading, United Kingdom

Older adults are at risk of loss of cognitive function and interruptions in mood stability due to aging-related inflammation. These age-related declines increase the need for therapeutics for self-management and early protection for older adults. A potential therapeutic that has been identified as a safe and healthy intervention is *Pleurotus ostreatus* or Oyster Mushrooms. Oyster Mushrooms have been shown to have anti-inflammatory and antioxidant properties, possibly via two of their components, glutathione and ergothioneine. A preliminary, dose-response, acute study was conducted in older adults, which showed tentative benefits to mood, mental fatigue, and improvements in inflammation following one serving of oyster mushrooms. Therefore, we conducted a randomized controlled trial to investigate the cognitive, mood, and anti-inflammatory effects of one serving of oyster mushrooms weekly for 12 weeks in older adults. We hypothesized that this chronic Oyster Mushroom intervention would significantly decrease the expression of inflammatory proteins. To test this hypothesis, we conducted cell culture treatments in which HAPI microglial cells were pretreated with serum from the participants who consumed either mushroom powder or a matched placebo powder. Following this pretreatment, LPS was used to stimulate inflammation. The protein lysates were then collected to conduct protein assays and run western blots, while the cell medium was used for nitrite assays. Participants consuming the mushroom showed decreased neuronal inflammation, as shown by the proteins COX2, NOX2, iNOS, and nitrite assay results, compared to those consuming placebo. In conclusion, oyster mushrooms may be able to protect against inflammation.

40075 | *How Asian Media Can Aid to American World History Classes*
Katelynn Danielle Courmier, Stephen F. Austin State University, United States

World history in the United States is taught with an ethnocentric and Eurocentric approach, but in our current globalized world, that teaching style is becoming a detriment to American students. While students in the U.S. need to understand American history, they also need to understand that history didn't evolve in a vacuum. Today's young people seem to be very aware of globalization, immigration, and international problems; therefore, they are well aware that learning any history begs a global context. Information in today's world is increasingly being gained through social media and social networks. Due to this, there is a lack of reliable knowledge outside of our country's scope, countries such as China, Japan, and Korea for example are notorious for being left in the dark. We can leverage the popularity of American viewership of Asian media with younger audiences by using products such as *Immortal Classic* (Korean drama), *Eternal Love* (Chinese drama), and *Spirited Away* (Japanese Ghibli film). In this paper, I propose a set of creative methods educators can utilize to teach about the global world while using tools, like social media and traditional media, that students are familiar with.

Sunday, January 5

Parallel Sessions (cont.)

All times are Hawaii Standard Time (UTC -10)

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

11:40-12:55 | Room 317B (3F)

Sunday Onsite Parallel Session 2

Post-pandemic Classroom Management

Session Chair: Samson Thomas

11:40-12:05

88764 | *Formative Instruction in Hawai'i: Amplifying Teachers' Voices*

Stacy M. T. Potes, University of Hawai'i at Mānoa, United States

Patricia Grillet, University of Hawai'i at Mānoa, United States

In the aftermath of the COVID-19 pandemic, examining the adaptations necessary to navigate the resulting educational crisis is essential. In Hawai'i, strategies were implemented to mitigate the negative impact on children's learning, including incorporating Formative Instruction Practices (FIP). FIP is a pedagogy that emphasizes building knowledge with students through continuous dialogue, monitoring progress, providing feedback, and adapting teaching strategies and tools to meet students' needs. The primary objective of this study is to gain a deeper understanding of teachers' perspectives on FIP. Using a parallel mixed-methods design, both quantitative and qualitative data were collected from teachers and compared with the findings from a focused literature review and a document review. A survey completed by a random sample of 140 teachers from the Hawai'i Department of Education (HIDOE) revealed that teachers incorporated various tools and activities during their lessons, such as rubrics, scaffolding, worksheets, games, and exit tickets. However, some teachers reported an unclear understanding of FIP concepts and prioritized quizzes, tests, and summative assessments. This research aims to amplify teachers' voices by highlighting the gaps and commonalities in their perspectives on FIP and identifying the supportive opportunities they may need.

12:05-12:30

84439 | *The Broken Community and the Notions of Ritual and Sacrifice in the Rebuilding of Classroom Culture in Taiwan*

Sara Neswald, Soochow University, Taiwan

Since the 2019 epidemic, classroom culture has shifted significantly. U1 and U2 students are less team-oriented, unable and unwilling to work together and are equally unable or unwilling to conduct in-depth research, either individually or in groups. Imbricated into these dynamics, the AI challenge has also emerged. Products such as ChatGPT further deteriorating students' perceived need and desire to research or critically analyze any topic. A sample survey of professors and instructors in the Taipei area shows similar dynamics present across northern Taiwan universities: our post-COVID classrooms require fundamentally transformed classroom dynamics to address both the relationship needs and intellectual integrity in the face of AI and the post-COVID world. This study explores a multi-pronged approach to these intertwined issues, employing a combination of a) anthropological concepts (ritual, sacrifice) to sharpen students' understanding of their own behaviors, relationships and choices, b) three-tier group/independent-work to allow students to build on team-building and independent thinking; c) Deep Learning with Legos to help explore topics and establish a framework for a critical thinking project; and, intensive use of ChatGPT as a negative baseline tool to enhance fact-checking, research and critical thinking skills. Creative use of new methodologies is essential to allow both students and instructors to a) keep pace with AI in education; and, b) rebuild the broken relationship dynamics that were so integral to successful education in Taiwan in the past. This multi-pronged approach may allow students to move beyond the isolation that has so attenuated both educational relationships and academic integrity.

12:30-12:55

89198 | *Human-Technology Relations in the Classroom: Postphenomenology-Inspired Field Notes from a COVID-Impacted Humanities Classroom in the Global South*

Samson Thomas, The English and Foreign Languages University, India

One of the major aims of integrative humanities is creating cultural structures to negotiate with any new/unforeseen events. The classroom experience during the pandemic and the withdrawal period, is one such unforeseen situation. This paper, which is a crossover between a research article and field notes, is an attempt to apprehend and articulate the nebulous experience of classroom instruction during the period immediately after the COVID-19 pandemic. It seeks to make sense of the dual-mode instruction/learning experience in the researcher's own classroom by focussing on human-technology relations in the classroom, using the post-phenomenology framework. This is based on the assumption that technology integration in the classroom, and the issues related to it, is a useful heuristic device to understand the spectrum of cognitive-affective responses witnessed in the classroom. The specificity of the paper/field notes, which describe/s a COVID impacted classroom in a specific geographical location, with a particular demographic profile, and a certain kind and degree of technology-integration, it is assumed, would help understand the classroom dynamics, due to two crucial factors: The crisis has yielded a 'new normal' that makes visible the often invisible procedures, practices and patterns of behaviour in the 'normal' classroom, and secondly, specific classroom anecdotes, and theory-informed reflections on these could help formulate meaningful, and valid generalizations. These generalizations could contribute to the production of socially usable knowledge, knowledge that could contribute to the efforts to create cultural structures to face the unforeseen future, ushered in by a multitude of natural and man-made events and phenomena, with technology in the lead.

11:40-12:55 | Room 318A (3F)

Sunday Onsite Parallel Session 2

The Teaching & Learning of English

Session Chair: Thomas Gullikson

11:40-12:05

89583 | *Exploring the Challenges in Implementing a Competency-based Approach in Teaching EFL in Mali: A Case Study of 10th Grade*
Lancine Magassouba, Naruto University of Education, Japan

For over a decade, Malian high schools have implemented the CBA in teaching EFL. Despite theoretical advancements, practical challenges persist, particularly concerning student performance. This study investigates the obstacles encountered by teachers in applying CBA to EFL instruction in Mali, with a focus on 10th-grade students. Employing a case study design, the research assesses student performance in English language learning post-CBA introduction, assesses teacher awareness of CBA, identifies implementation challenges, and evaluates the effectiveness of a vocabulary-integrated CBA lesson in enhancing student performance. The study was conducted in two public high schools, involving 218 participants: 120 students, 93 teachers, and 5 regional inspectors. A mixed-methods approach was adopted, combining quantitative and qualitative data collection through questionnaires, tests, and interviews. Data were analyzed using SPSS 25, with quantitative data summarized through percentages and frequencies, while qualitative data from interviews were thematically analyzed to complement the quantitative findings. Key findings reveal that students demonstrate moderate performance in remembering skills but struggle with higher-order cognitive skills. Surveys and interviews with teachers, along with insights from regional inspectors, highlight a lack of specific CBA training and a significant gap between theoretical knowledge and practical implementation. Challenges identified include limited teaching time, large class sizes, and a shortage of CBA materials. The examination-oriented syllabus prioritizes curriculum completion over competency demonstration, with additional hindrances from language barriers, time constraints, and limited teacher collaboration. An intervention using a vocabulary-integrated CBA lesson significantly improved students' performance across cognitive domains, indicating the potential of targeted CBA methods to enhance language learning.

12:05-12:30

85019 | *Practice of Blended Learning for University Students with Low English Proficiency*
Masaki Makino, Kindai University, Japan

To help students better understand the class, the presenter attempted blended learning in English classes for university students with low English proficiency. On-demand teaching was employed as online activities for this class. One cycle of teaching comprised two on-demand classes and one face-to-face class, with on-demand classes conducted during the first and second weeks and face-to-face classes conducted during the third week. In the on-demand classes, video clips according to the contents of the textbooks were created and distributed. The students were required to watch the videos, complete their assignments, and submit their responses within four days of the classes. The day after the deadline, a video explaining the answers of the assignments was sent to the students, who could use it to check their answers. In the face-to-face class, the students reviewed the contents of the last two classes, reflected on their learning, and communicated with classmates. To confirm the students' motivation toward learning English, a questionnaire was conducted. The results of this questionnaire indicated that the students' motivation toward learning English was significantly enhanced following the blended classes. According to the free answers to the questionnaire, the students were able to study at their own pace in the on-demand class and understand the weaknesses they had not noticed by watching videos alone during the face-to-face classes; moreover, they were able to deepen their understanding of the contents by exchanging opinions with their classmates.

12:30-12:55

85443 | *It's Alright Ma (I'm Only Learning): Growth Mindset and Bob Dylan in the Japanese University English Language Classroom*
Thomas Gullikson, Musashi University, Japan

Research indicates that having a growth mindset facilitates second language acquisition and increases motivation in second language learners. Additionally, it shows that using music/song in second language classrooms helps to create a positive and engaging learning atmosphere and exposes learners to the culture of the target language. The use of music/songs in second language classrooms provides learning opportunities that otherwise would not exist, and its universal appeal gives music the flexibility to suit the needs and interests of diverse learners, creating unique opportunities for language acquisition. Song is also a natural stimulus for creativity, which is highly sought after in every classroom, but especially useful in second language classrooms. It can be the catalyst needed to strengthen language skills and create enjoyable learning experiences during the language acquisition process. This paper will demonstrate how a growth mindset can be created and reinforced, and how academic English skills are strengthened among English language learners in a university EAP classroom through the use of song: specifically, a carefully curated selection of two exceptional works from American Nobel Prize Laureate Bob Dylan - "It's Alright Ma (I'm Only Bleeding)" and "A Hard Rain's A-Gonna Fall". Collaborative and individual learning activities designed to strengthen academic English language skills will be explained and demonstrated. Additionally, it will be demonstrated that learners' intrinsic or integrative motivation regarding second language acquisition and cultural understanding/competence invariably increases resulting from their second language study in a classroom that incorporates music and song in creative and engaging lessons and learning tasks.

11:40-12:55 | Room 318B (3F)

Sunday Onsite Parallel Session 2

Teaching & Learning

Session Chair: Wilfried Swoboda

11:40-12:05

86873 | *Optimizing Example-Based Learning: The Case of a Closed-Then-Open-Book Format of Prompts*
Niklas Obergassel, Ruhr University Bochum, Germany
Julian Roelle, Ruhr University Bochum, Germany

One effective approach to support knowledge acquisition is example-based learning. In example-based learning, learners usually receive basic instructional explanations of new principles or concepts, followed by illustrative examples and self-explanation prompts. The self-explanation prompts, which are critical to the success of example-based learning, are typically implemented in one of two formats: An open-book format (allowing access to the instructional explanations during self-explaining) or a closed-book format (denying such access). Theoretically, however, both formats are likely suboptimal, as each format sufficiently engages learners in only one of two types of learning activities that are crucial for knowledge acquisition (open-book: generative activities; closed-book: retrieval activities). Hence, in the present study, we investigated a new format of prompts that relied on sequentially combining the two existing formats of prompts (i.e., closed-then-open-book format). In a classroom experiment, N = 86 eighth graders first received basic instructional explanations (domain: chemistry) and then processed six examples and self-explanation prompts during two rounds. Depending on the assigned condition, the format of the prompts was either (a) permanently open-book (open-book condition), (b) permanently closed-book (closed-book condition), or (c) closed-book during the first and open-book during the second round (closed-then-open-book condition). Surprisingly, the closed-then-open-book format did not result in higher learning outcomes (i.e., posttest scores) than the open- or closed-book format. Hence, we conclude that sequentially combining the established open- and closed-book formats of prompts in a closed-then-open-book format is not sufficient to prompt generative and retrieval activities to a degree that allows for superior knowledge acquisition.

12:05-12:30

87689 | *Using Reflective Practice to Bring Out-of-Class Experiences into the Classroom*
Aviva Ueno, Rikkyo University, Japan

Reflective practice (RP) helps teachers “develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching.” (Farrell, 2018). Teachers can engage in RP through mutual observation, teaching journals, critical friendships, action research, and more. However, RP does not necessarily need to occur in the language classroom. According to Curtis (2022), “It can be helpful to think of RP as a kind of deliberate stepping back, to get a better view, or even as a kind of stepping outside of ourselves so that we can see both the big picture and the close-up in detail.” Curtis (2022) also suggests that opportunities for RP can be found in other “helping professions” outside of language education. The presenter, an English language teacher in Japan, will share how becoming a Pilates learner helps her reflect on and modify her teaching practices. She will discuss how observing her Pilates instructors’ strategies for time management, error correction, scaffolding, and feedback/assessment has inspired her to change some of her teaching approaches and how becoming a learner has helped her reflect on her interactions with her learners. Entries made in an ongoing learning/teaching journal, including reflections on discussions with her Pilates instructors and other Pilates learners, will be shared, together with modifications she continues to make to her teaching practices. This presentation will include practical advice for instructors who want to try “stepping outside of themselves” by engaging in RP outside their language classrooms.

12:30-12:55

86040 | *Flow of Learning – How to Build Up a Learning Atmosphere*
Wilfried Swoboda, University College of Teacher Education Vienna, Austria
Rolf Laven, University College of Teacher Education Vienna, Austria

Starting point of the study was the contextual investigation of contingent teaching sequences as key to a specific learning atmosphere. The focus was on framework conditions that initiate learning in flow. Flow in a pedagogical context can be seen as a joyful immersion in the moment of creative design. The topic of the learning atmosphere and the influence of flow on learning from the pupil’s perspective in the classroom is rarely found in the research landscape. The aim of the study was a phenomenographic survey of specific teaching situations in which learners experiencing flow. Methodologically, the “Phenomenographic Enhanced Video” Analysis (PEV) was developed by the authors in the European project context. The PEV method is based on the philosophical concept of phenomenology. It follows the definition of an immergent learning environment in which learners can immerse themselves and indulge in deep learning. The data material for the study consisted of videographic recordings of lessons from four international workshops organised by two European projects SLIDE and ACIIS. The specific sequences were selected along questionnaires of 80 students and analysed via Immersion–Crystallization-Technique. The most important qualitative criterion was consensual validity in the sense of interpersonal consensus building within the research group. The results of the work were compiled into a research report comprising evaluative statements and possible interpretation plans. In the presentation, the PEV method is introduced and juxtaposed with the results of the study.

11:40-12:55 | Room 321A (3F)

Sunday Onsite Parallel Session 2

International Education

Session Chair: Raymond Yasuda

11:40-12:05

87674 | *The Impact of Working Holidays in UK on Career Development Among Taiwanese Youth*
Hsiang-Ju Chen, University of Taipei, Taiwan

International mobility has become more popular among the youth due to factors like globalization, technological advancements, and economic changes. Young employees have more opportunities to gain cross-cultural experiences by studying, internship, volunteer work abroad, and short-term immigration, such as working holidays. Each year, approximately a thousand young Taiwanese secure a UK working holiday visa, and many opt to remain in the UK after their visas expire. The emigration of young workers potentially exacerbates the labor shortage in Taiwan. This research explores the correlation between the career development and overseas employment of Taiwanese youth during their working holidays. Utilizing Career Construction Theory as the theoretical framework, this study employs qualitative research methods, including interviews with 24 Taiwanese university graduates who participated in working holidays in the UK. Research results indicate that overseas employment experiences are particularly beneficial for graduates in foreign languages and arts, fields where employment prospects within Taiwan are notably restricted. Notably, working holiday experiences enhance professional confidence among foreign language graduates and expand employment opportunities for arts graduates through cross-disciplinary professional demands in the UK labor market. These results contribute to the enrichment of career development theory and offer practical insights for career counseling and university employment guidance services.

12:05-12:30

82974 | *Challenges in Study Abroad Engagement: Insights from Japanese Students in 2023-2024*
Hiroshi Nakagawa, Kindai University, Japan

Building on Nakagawa's research (2023), this study continues to explore barriers deterring Japanese university students from study abroad participation during the 2023-2024 academic years. Through exploratory factor analysis, it evaluates the decision-making processes of 150 Japanese university students from Kanto and Chubu regions, ranging from first to fourth-year undergraduates with intermediate English proficiency. The research identifies persistent concerns such as perceived international risks, information and competency barriers, family pressures, and academic and career anxieties. Extending previous findings, this study offers universities actionable insights to enhance the design and marketing of their international programs. Aligning with the Ministry of Education's initiatives for global education, the study provides strategic recommendations to improve the effectiveness of study abroad programs and advance the internationalization of Japanese higher education.

12:30-12:55

88054 | *Framework for Developing an International Short-Term Study Tour*
Raymond Yasuda, Kanagawa University, Japan

With growing pressure from Ministry of Education to develop 'global human resources', universities in Japan have rushed to add opportunities for students to gain international experience. One specific niche that has garnered interest is the short-term study tour: organized trips abroad held during school breaks and lasting from two to four weeks. Though the popularity of such study tours has increased, some key issues have arisen. The challenges are how to design a short-term study tour that: 1) Aligns with the learning objectives of the faculty; 2) Differs in significant ways from the English courses at Japanese universities; 3) Adequately prepares students before they depart; 4) Includes a combination of educational and cultural activities to attract the minimum number of participants needed. To address these issues, this presentation will describe a framework that has been used to design past study tours to California, Hawaii, and Singapore. The content of two specific study tours will be used to provide a detailed description of: (a) The learning objectives of the study tour; (b) The contents and organization of the pre-departure study sessions; (c) The various study tour activities; (d) Assessment procedures. The examples will provide insights on how a study tour can be designed to align with the educational goals of the institution and provide a meaningful international experience to students. The presentation will close with suggestions on how study tours can be planned for other institutions. Travel itineraries, specific tour activities, and cost information will also be covered.

11:40-12:55 | Room 321B (3F)

Sunday Onsite Parallel Session 2

Education & Sustainable Development

Session Chair: R. Pam Barger

11:40-12:05

88888 | *The Sustainable University of the Future: Interdisciplinary Imaginaries of Learning Spaces and Curricula in Egypt*

Mark Sedrak, American University in Cairo (AUC), Egypt

Rita Gabriel, American University in Cairo (AUC), Egypt

Aya El Khoully, American University in Cairo (AUC), Egypt

Sherif Goubran, American University in Cairo (AUC), Egypt

Heba El-Degheidy, American University in Cairo (AUC), Egypt

Education for sustainable development (ESD) has been a topic that has received extensive attention in recent years. However, some asymmetry in the knowledge between developed and developing nations is still apparent in this area; with more research needed. This study presents the outcome of a series of multi-stakeholder workshops conducted within an interdisciplinary research project involving administrators, senior faculty, students and staff merging the fields of architecture and education. The aim is to envision the future of learning spaces and curricula in the sustainable development campuses in Egypt. The workshops identified the prevailing education and sustainability megatrends most relevant to Egypt that are directly applicable to envisioning sustainable educational futures. Subsequently, multiple groups of student participants developed possible future learning scenarios and designed learning spaces and possible employable technologies to realize these future modes of teaching and learning. Analysis of the teams' outcomes revealed the emphasis on interdisciplinarity and the dismantling of silos between academic disciplines, as a strategy to respond to the identified megatrends. The groups uniquely addressed this theme of interdisciplinarity through the use of technology, Artificial Intelligence (AI) and Extended Reality (XR) technologies integrated with architectural design imaginaries, transcending traditional spatial and temporal boundaries. The findings of this study present multiple interventions for higher education institutions (HEI), reimagining the future of ESD with particular emphasis on the role of interdisciplinarity. The study also provides novel insights into the future of ESD and sustainable campuses catered to the needs and specific context of developing nations.

12:05-12:30

87350 | *Theology, Technology, and Teacher Education: Implementing Thai Water Buffalo Theology in Inclusive Education*

R. Pam Barger, Wheaton College, United States

Universal access and equity continue to be global issues in education. In 2015, the United Nations created the 2030 Agenda for Sustainable Development to eradicate poverty, improve the planet, find prosperity, establishing peace, and forming partnerships to improve the world (<https://sdgs.un.org/2030agenda>). The fourth sustainable development goal (SDG) states that all countries should "ensure inclusive and equitable quality education and promote lifelong learning for all." One specific target is to increase the supply of teachers through professional development and teacher training (Target 4.C). This paper examines the role of teacher education to prepare teachers on implementing inclusive education. This paper uses an interdisciplinary framework entitled "Thai Water Buffalo Theology" to examine the attitudes of teachers to engage with their students. In addition, this paper examines practical ways to improve resources to help teacher retention and infrastructure to implement inclusive education using technology for access in professional development.

11:40-12:55 | Room 322A (3F)

Sunday Onsite Parallel Session 2

Assessment Theories & Methodologies

Session Chair: Surendra Shrestha

11:40-12:05

86724 | *Exploring Educator Assessment Identity: Equitable Assessment Practice in K-12*
Karley Alleyn, Queen's University, Canada

This presentation is an extension of Karley Alleyn's data-driven thesis, which uses narrative inquiry to explore the topic of educator assessment identity. Assessment identity, a relatively new assessment topic in the landscape of Canadian educational research, looks to educators' personal experiences with assessment and how these experiences influence educators' teaching practice. A variety of research participants with vast experience in the field of education were interviewed for the thesis study and their transcribed interviews produced data that was coded and derived the study findings. The study findings indicate that the research participants have similar core values that allowed them to effectively explore their respective assessment identities throughout their careers; thus, making them exemplary and visionary leaders in their field. The results of this study seek to determine whether authentic mentorship opportunities might be beneficial in encouraging other educators to explore their own assessment identities, while taking into consideration the dire need for more widespread equitable assessment practice in education.

12:05-12:30

85838 | *Assessment in the Era of Generative AI*
Surendra Shrestha, Western Sydney University, Australia

The proliferation of Generative AI (GenAI) has presented new challenges to educators and policy makers involved in higher education. Unauthorised use of GenAI tools has given additional air to the academic integrity issues which most educational institutions, across the spectrum, have been facing. Western Sydney University (WSU) is not immune to these challenges. WSU has developed a process to address these challenges. The School of Engineering, Design & Built Environment (SoEDBE) at WSU has developed its own assessment strategies and implemented, within WSU guidelines, to address academic integrity issues. The Alternative Assessment Working Party (AAWP) has developed processes in consultation with the academics in the School. This strategy was implemented to ensure there is 'buying-in' from the academics who have to implement these processes. This paper will present the strategy adopted by the AAWP and the recommendations of the working party. The outcome of the implementation of various processes will also be presented.

11:40-12:55 | Room 322B (3F)

Sunday Onsite Parallel Session 2

Training & Development of Pre-Service Teachers

Session Chair: Kevin O'Connor

11:40-12:05

86963 | *The First Professional Practice Experience: How Is a Pre-service Teacher's Self-efficacy Impacted by Their Experiences?*
Angelina Ambrosetti, Central Queensland University, Australia

Professional experience in Initial Teacher Education programs provide the opportunity for authentic practice through doing and being. Such opportunities are crucial in the development of a pre-service teacher's teaching capabilities. However pre-service teachers bring existing perceptions about teaching and their ability to teach into their professional experience placements. The research presented intends to enhance our understanding of the connection between the experiences pre-service teachers encounter on placement and their subsequent development of who they are as a beginning teacher by examining perceptions, lived experiences and the impact of the placement on their self-efficacy in the context of becoming a teacher. This study did not use a quantitative self-efficacy measurement tool, but instead used two specifically designed survey tools that were qualitative in nature. A pre-placement survey was implemented prior to the pre-service teachers beginning their placement that focused on discovering pre-service teacher's perceptions and expectations of their upcoming school-based experience. A post-placement survey was implemented on completion of the placement that afforded the pre-service teachers an opportunity to document their experiences. Bandura's self-efficacy information sources were used to analyse how their experiences impacted their beliefs about their capabilities and how they saw themselves as a beginning teacher. The findings highlighted that self-efficacy is specifically linked to the type of experiences the pre-service teachers engaged in, the opportunities they were given to practice teach and the relationship that they developed with their mentor teacher. The findings have the potential to influence how we design our professional experience placements in the future.

12:05-12:30

86440 | *Reimagining Teacher Education: Stackable Credentials for Sustaining a Future-Ready Teaching Force*
Yi Huang, Coppin State University, United States

The Center for Inclusive Excellence (CIE) at Coppin State University aims to simultaneously improve quality and value of education while increasing access and success through credential innovations. The presentation will spotlight CIE's new stackable credentials that are uniquely engineered as model "career ladders" to improve teacher effectiveness, increase retention, and accelerate leadership development. The stackable credentials include four Post-Baccalaureate Certificates (PBCs) and one Master of Education in Teacher Leadership. The innovative stackable options provide teachers with both the short-term advantage of earning one or more PBCs and the longer-term option of earning an advanced master's degree with salary incentives and national prestige. Through strategic partnership and a large-scale award by the US Department of Education, the stackable credentials were inaugurated in Fall 2023 at no cost to teachers in high-need rural and urban communities across the State of Maryland. The CIE Executive Director will discuss curriculum engineering, partnership development, instructional delivery, and competency-based assessment. Key foci will be placed on critical outcomes and implications for sustainable impact. The Fall 2023 inaugural cohort included 22 practicing teachers from four high-need school districts. The Fall 2023 results reflected high-levels of course completion (95%) and competency mastery (95%). The Spring 24 results also reflected high-levels of course completion (100%) and competency mastery (100%), as well as high-degree of retention (100%). The second cohort to begin in Fall 2024 includes additional 25 teachers, reflecting an 114% annual growth. Promising practices and implications on scalability will be explored on sustaining a future-ready teaching force.

12:30-12:55

87527 | *How In-School Seminars Can Contribute to Teacher Candidates' Experiences of Hybrid Spaces as They Transition into Their Professional Careers*
Kevin O'Connor, Mount Royal University, Canada

The purpose of this paper is to investigate the impact of in-school seminars designed as hybrid spaces to help our teacher candidates grapple with social, political, and cultural realities of the educational context within an integrated, school-based, and professionally-oriented semester in a teacher education program. The backdrop to this study is our attempt to facilitate hybrid spaces within school-university partnerships that help our teacher candidates integrate theory and practice. Drawing on Zeichner's (2010) examples of boundary crossings in the creation of hybrid spaces we have investigated teacher candidates' experiences of boundary crossings that include school-based courses, seminars, faculty supervision, and integrated assignments within the context of school-university partnerships (Authors, 2016, 2017, 2020). In this study, we extend our previous research to consider how in-school seminars can contribute to teacher candidates' experiences of hybrid spaces as they transition into their professional careers. We recognized, through hybrid spaces, 1. the application of academic and practitioner knowledge, 2. the tensions and counterscripts that arose, and 3. the positive impact of the cohort model emerged as themes from our data collection. While the data presents ideas for strengthening our programmatic approach to facilitating in-school seminars designed within hybrid spaces, we conclude that in-school seminars can effectively prompt critical deliberations for teacher candidates as they transform their teaching experiences into professional knowledge through a deeper understanding of the social, political and cultural reality of the educational context.

11:40-12:55 | Room 323A (3F)

Sunday Onsite Parallel Session 2

Higher Education (Panel)

Session Chair: Melissa Anderson

11:40-12:55

87418 | *Preventing Death by a Thousand Paper Cuts: A Collaborative Approach to Addressing Faculty Workload Issues*

Jesse Longhurst, Southern Oregon University, United States

Melissa Anderson, Southern Oregon University, United States

Jackie Apodaca, Southern Oregon University, United States

Anne Connor, Southern Oregon University, United States

Rachel Jochem, Southern Oregon University, United States

While recovering from the pandemic, the faculty at Southern Oregon University faced deep, systemic challenges. The whiplash shift to online/hybrid teaching, high turnover, significant reductions in classified staffing, looming budget cuts, and a roller coaster of enrollment worries had coalesced into an unprecedented workload burden. Every aspect of faculty work had increased dramatically: administrative paperwork, advising loads, responding to student mental health challenges, demands for service and on and on. In 2022, an interdisciplinary group of faculty members serving on SOU's faculty senate began meeting informally to discuss shared workload concerns. In spring of 2023, we formalized our process, as the six-member, provost-appointed Faculty Workload Working Group. We designed and implemented a faculty survey and held focus groups in an effort to identify pressing issues facing our overworked colleagues. This culminated in a report to the Provost and a presentation to the deans and chairs of SOU. Since then, our workgroup has continued to champion workload reform at our institution. As campus leaders (faculty senators, department chairs, union leaders, etc.) we've endeavored to keep the spotlight on these important issues. This panel will discuss our process, findings and ongoing challenges as well as broader implications for higher education across the country. We will also address the disproportionate workload demands on women in higher education. With the greater goal of workload equity across academia, we will engage in discussion with our colleagues about successes and failures on our unique campuses.

Sunday Poster Presentations

12:55-13:55 | 3F Hallway
Poster Session 2

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

12:55-13:55 | 3F Hallway

Poster Session 2

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

87675 | *Learners' Perceptual Distinction of Focus Placement in Chinese Sentence*

Hyoeeun Lee, Hankuk University of Foreign Studies, South Korea

Seulgi Oh, Hankuk University of Foreign Studies, South Korea

Sunhee Lee, Cyber Hankuk University of Foreign Studies, South Korea

What is important in understanding the context of meaning in the entire conversation is the recognition of the overall sound patterns represented through focus or prosody of a sentence. From a listener's position, perceiving a speakers' focus correctly leads to a successful conversation. However, research on the perception of focus in Chinese among foreign language learners is currently insufficient to adequately explain the matter. The purpose of the present study is to examine how listeners' native language affects the ability to distinguish the focus placement in Chinese. Native Chinese speakers and Korean learners of Chinese Language judged focus placement in 10 different sentences. A single sentence consists of 3 words (5 syllables). All words are fixed to Tone1 (a flat tone). In Chinese, each sentence component (subject, verb, object) with focus show longer durations and higher pitch. The results show Chinese native speakers and Korean learners can distinct the focus position clearly. However, although components carrying information focus at the sentence final position acoustically exhibit longer durations and higher pitch than the other part of the sentence, Korean learners and Chinese natives judge differently about broad focus position and object-focus position. While Korean learners are sensitive to F0 and more likely to correctly identify the object-focus position, native Chinese speakers struggle to perceive the object-focus position. This study reveals that the differences in the perception of broad focus between the two groups are related to the influence of each group's native language.

87486 | *The Role of Lexical Frequency and Early Exposure in Spoken Word Recognition: Heritage Speakers and L2 Learners of Korean*

Sun-Young Lee, Cyber Hankuk University of Foreign Studies, South Korea

Juno Baik, Brigham Young University, United States

Hyeonjeong Jeong, Tohoku University, Japan

Yunju Nam, Hanyang University, South Korea

Youngjoo Kim, Kyung Hee University, South Korea

This study explores the impact of lexical frequency and general oral proficiency on spoken word recognition among heritage speakers and L2 learners of Korean, compared to native speakers, with a focus on the role of age of exposure in L2 lexical development. According to the Lexical Enrichment Account (Diependaele et al., 2013), bilinguals often possess less extensive and entrenched L2 lexical knowledge due to distributed language exposure. This account suggests that L2 lexical development is more influenced by general proficiency through frequent exposure than by age of exposure. However, research on heritage language development indicates that heritage speakers, despite early exposure, may not fully align with this model, as no correlation between overall vocabulary knowledge and oral proficiency was found (Lee et al., 2009). In this study, we reanalyzed aural lexical decision task data to compare accuracy and reaction times across three groups (heritage speakers, L2 learners, native speakers) and conditions (high vs. low frequency). Results showed that high-frequency words were recognized more accurately and quickly across all groups. Heritage speakers demonstrated accuracy and reaction times similar to native speakers, while L2 learners had lower accuracy for low-frequency words and slower reaction times across conditions. No significant proficiency effects were observed. These findings suggest that early exposure plays a critical role in L2 lexical processing, highlighting the need for further research into the influence of age of exposure within the Lexical Enrichment Account framework.

Higher Education

89580 | *Learning Valuable Lessons from 'Senseis' and 'Sempais'*

Tony Cripps, Nanzan University, Japan

Takao Imai, Nanzan University, Japan

Sean Toland, The International University of Kagoshima, Japan

This paper outlines a support structure for pre-service English teachers which is being implemented at a private Japanese university as part of a Japan Society for the Promotion of Science (JSPS) funded research project. Since 2022, several one-day workshops have been held to address pre-service English teachers' specific needs. Through the design and delivery of practical teaching workshops, the researchers are working to provide effective support. The paper will focus on a recent workshop which was led by two university professors and two novice English teachers. The workshop participants' oral and written feedback will be discussed in detail. Suggestions will be made as to how the support system for Japanese pre-service English teachers can be improved.

12:55-13:55 | 3F Hallway

Poster Session 2

87429 | *A Comparative Study of University Students' Awareness of Data Privacy: Japan and the USA*

Hitoshi Inoue, Nakamura Gakuen University, Japan
Yuki Amano, Teikyo University, Japan
Takahiro Sumiya, Hiroshima University, Japan
Takahiro Tagawa, Chikushi Jogakuen University, Japan

In the age of technology and big data, learning analytics (LA) research aims to enhance educational practices by collecting and analyzing data about learners and their contexts. This includes traditional Learning Management Systems (LMS) data and innovative sources like learners' behavior and biometric information collected through sensor devices and mobile terminals. Ethical considerations are crucial, requiring researchers to obtain learners' consent and process data anonymously or using pseudonyms. However, university students may feel coerced to consent due to their vulnerable relationships with teachers, universities, and researchers. Our research, which involved an online survey, aimed to delve into university students' attitudes toward data privacy and copyright awareness. The survey covered students' knowledge about copyright, social media habits, understanding of terms of service, and attitudes toward their university's privacy and data usage policies. To ensure a comprehensive understanding of students' digital rights and privacy knowledge and attitudes, we compared the results with preceding studies. Our analysis of the survey results has identified vital findings. These findings provide valuable insights into university students' current attitudes toward data privacy and their understanding of copyright issues. Furthermore, this presentation offers a comparative perspective on data privacy awareness among university students in Japan, drawing from a similar survey conducted by Educause in the United States.

89096 | *Enhancing Observational Skills and Well-Being Through Weekly Nature Investigations and Mindfulness Practices in College Students*

Molina Walters, Arizona State University, United States
Cyna Schuster, Arizona State University, United States

This study explores how weekly nature investigations combined with mindfulness practices impact college students' observational skills, mental well-being, and connection to the environment. Grounded in David Kolb's Experiential Learning Theory and Jon Kabat-Zinn's Mindfulness-Based Stress Reduction model, the research integrates outdoor journaling and mindfulness exercises in science courses to enhance sensory engagement and awareness. Fifty undergraduate students at Arizona State University participated in weekly nature journaling activities over a semester, recording detailed observations and reflecting on their experiences. Mindfulness practices, including guided meditation and mindful walking, were incorporated to deepen their connection to nature. The research utilizes a mixed-methods approach. Qualitative data from journal reflections were analyzed through thematic analysis, while quantitative data were collected through pre- and post-surveys using validated tools such as the Perceived Stress Scale (PSS) and Mindful Attention Awareness Scale (MAAS) to measure stress reduction, well-being, and mindfulness. Preliminary findings show significant improvements in students' ability to notice details in nature, as reflected in their journals. Self-reported data highlight positive psychological outcomes, including reduced stress and enhanced well-being. Participants also reported feeling a stronger connection to the environment and an increased sense of mindfulness in daily life. To ensure validity and reliability, the study employed data triangulation and repeated measures. This research emphasizes the benefits of integrating nature-based mindfulness in higher education, enhancing students' mental health and connection to nature. With broader implications for sustainability, future work will refine the methodology, strengthen the reliability of self-reports, and clarify the theoretical foundation for these interventions.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

89279 | *Interprofessional Attitudes and Nursing Core Competencies of Nursing Students Based on Their Experience of Interprofessional Education*

Soonyoung Shon, Keimyung University, South Korea
Minkyung Kang, Ajou University, South Korea

Background: Interprofessional education (IPE) is essential in developing collaboration skills among healthcare professionals, promoting teamwork, and improving patient outcomes. In South Korea, IPE has been gradually incorporated into nursing curricula, yet its effects on nursing students' competencies and attitudes towards interprofessional collaboration remain understudied. This study explores the influence of IPE on nursing students' core competencies and interprofessional attitudes. Methods: This comparative cross-sectional study surveyed 178 fourth-year nursing students, with 54.5% having experienced IPE. Data were collected through a web-based self-report questionnaire, which assessed core nursing competencies using the Korean Nurses' Core Competency Scale (KNCCS) and interprofessional attitudes using the Korean Interprofessional Attitude Scale (KIAS). Statistical analyses, including t-tests, ANOVA, and Pearson's correlation, were conducted to compare groups and evaluate relationships between variables. Results: Students with IPE experience showed significantly higher scores in interprofessional attitudes (4.52 vs. 4.32, $p=0.012$), particularly in teamwork (4.51 vs. 4.24, $p=0.001$), compared to those without IPE. While no significant difference was found in the overall core competency scores, the IPE-experienced group demonstrated significantly higher human understanding and communication skills (89.21 vs. 85.19, $p=0.025$). A positive correlation was found between interprofessional attitudes and core nursing competencies ($r=0.598$, $p=0.01$). Conclusion: IPE participation positively impacts nursing students' interprofessional attitudes and communication competencies, underscoring the importance of integrating IPE into nursing curricula. Continuous IPE throughout nursing education can enhance teamwork, communication, and collaborative skills, preparing students for interprofessional practice.

12:55-13:55 | 3F Hallway

Poster Session 2

International Education

87676 | *The Career and Academic Studies in English (CASE) Program: An Academic Program Training Global Citizens and Its Effectiveness*
Lisa Rogers, Doshisha Women's College of Liberal Arts, Japan

This presentation details a special program, The Career and Academic Studies in English (CASE) Program, that uses English content courses to support the content courses taught in Japanese in the Social Systems Studies Department at a Japanese women's college. The program incorporates English for Academic Purposes (EAP) and English as a Medium of Instruction (EMI) models to train college students in academic English skills for research and future work. It is currently a 3-year program with the goal of helping students improve academic English-language abilities during the first two years while using English to gain knowledge in content areas such as world issues through doing course work that mirrors regular courses in the Japanese curriculum. While the program increases the difficulty of their academic life and schedules, many think there are positive aspects to completing the program. Students from all three years of the program have been asked to complete surveys about what they learned, and how it has helped them. Students' feedback has been positive. Most responded that they increased their ability to give their opinions and do presentations and group discussions. They also felt more comfortable using English for communication. While many did not know how useful English ability they gained through the program would be during their search for a job, all said they felt taking classes in the CASE Program helped them develop as individuals and understand the content about many topics and gave them more awareness of different ways of thinking.

Language Development & Literacy

89752 | *Shared Deficits Between Two Languages: A Case Study of Korean-English Bilingual Children with Developmental Language Disorder*
Shinyoung Kim, Ewha Womans University, South Korea
Ye Rim Cho, I Say Lab, South Korea
Hyesun Song, I Say Lab, South Korea
Dongsun Yim, Ewha Womans University, South Korea

This study investigated whether bilingual children with Developmental Language Disorder (DLD) have shared linguistic deficits in their L1 and L2 through a case study of two Korean-English bilingual children with DLD who have been receiving weekly speech therapy in both Korean and English. Intervention data from both L1 and L2 were analyzed in terms of semantics, syntax, morphology, phonology, and discourse to investigate each child's areas of strengths and weaknesses, and the severity of their difficulty in each domain. The tasks used included picture naming, formulating sentences, picture description, nonword repetition, and narrative retell. Results revealed that both children presented with common areas of strengths and weaknesses across their L1 and L2, the language domains for which the child made progress in intervention were common between the two languages, and the areas with slower progress were also shared. These similar linguistic patterns observed in both languages of these bilingual children with DLD reveal the underlying linguistic deficit that affects their performance in both their L1 and L2 and highlights the importance of examining both L1 and L2 in bilingual children. Future studies will aim to investigate whether the effects of intervention of one language domain in a language will generalize to the other and seek to add to the evidence base on the most efficacious method of intervention for bilingual children with DLD.

89743 | *The Effects of Text Modality, Vocabulary, and Working Memory on Reading Comprehension: From Grades 1-6*
Haeun Chung, Ewha Womans University, South Korea
Dongsun Yim, Ewha Womans University, South Korea

This study investigated the contributions of text modality, vocabulary, and working memory to reading comprehension in elementary school children. A total of 363 children from grades 1 to 6 were recruited from an elementary school in Seoul, Korea. To assess vocabulary skills, the Receptive and Expressive Vocabulary Test was administered. Working memory was evaluated using three tasks: non-word repetition, matrix task, and word list recall, measuring phonological working memory, visual working memory, and the episodic buffer. A story comprehension task was used to assess comprehension abilities across three modalities: listening only, reading only, and reading-while-listening (RWL). After completing the tasks, participants answered factual and inferential questions related to the stories. Partial correlation analysis was conducted to examine the relationships between reading comprehension, vocabulary, listening comprehension, RWL comprehension, and working memory while controlling for age. Multiple linear regression analyses were performed separately for each grade group to explore the contributions of each variable to reading comprehension. Results indicated significant correlations between reading comprehension and vocabulary, working memory, listening comprehension, and RWL across all grades. Listening comprehension was a significant predictor of reading comprehension at all grade levels. In higher grades, both RWL and the episodic buffer were found to significantly explain reading comprehension. These findings show the importance of listening comprehension, the episodic buffer, and RWL in reading comprehension. The results also underscore the role of integrating auditory and visual information in reading comprehension, with this ability improving as children progress through the grades.

12:55-13:55 | 3F Hallway

Poster Session 2

89744 | *What Do We Need to Increase Our Narrative Skills According to Grade Level?*
Haeun Chung, Ewha Womans University, South Korea
Dongsun Yim, Ewha Womans University, South Korea

This study investigated how narrative production skills in Korean school-aged children vary according to age, task type, and story grammar elements. We also examined the roles of verbal working memory, vocabulary, and comprehension skills across age groups. A total of 307 children from grades 1 to 6 participated. Their narrative production skills were assessed using the MAIN (Multicultural Assessment Instrument for Narratives) through tell and retell tasks. The children's utterances were analyzed for accuracy in story grammar elements, such as setting, goal, and outcome. Phonological working memory and episodic buffer were evaluated using non-word repetition and word list recall tasks, while vocabulary was assessed through the Receptive and Expressive Vocabulary Test. Story comprehension was measured using a passage-reading task followed by factual and inferential questions. A three-way mixed ANOVA was used to examine differences in narrative skills based on grade (lower, middle, higher), task type (tell, retell), and story grammar elements. Results indicated that children in lower grades produced fewer story grammar elements than those in middle and higher grades. Performance was also significantly higher in retell tasks compared to tell tasks. Hierarchical regression analyses showed that predictors of narrative production differed by age. For lower grades, the episodic buffer significantly predicted performance in retell tasks. For higher grades, vocabulary and reading comprehension were significant predictors in retell tasks, but no significant predictor was found for tell tasks. These findings highlight the importance of considering age, task type, vocabulary, and comprehension when supporting children's narrative development in educational settings.

Learning Experiences, Student Learning & Learner Diversity

89790 | *Promoting Well-being Through Field Observations: A Project-Based Study Abroad Program in Cambodia*
Namie Saeki, Doshisha Women's College of Liberal Arts, Japan

This poster presentation introduces a new project-based study abroad program, "Promoting Well-being through Field Observations of Support Initiatives in Cambodia", to be launched in 2025 as part of the International Liberal Arts curriculum. The program combines classroom learning with immersive fieldwork, addressing global challenges such as education, peace, environment, nutrition, and economic growth while aligning with the United Nations' Sustainable Development Goals (SDGs). After preparatory sessions during the spring semester, participants will engage in a 10-day field study in Cambodia, where they will observe and learn from Japanese leaders working on local support initiatives. Through direct engagement with local schools, communities, and social entrepreneurs, students will deepen their understanding of Cambodia's historical and cultural context and explore potential solutions for global issues. The program aims to enhance students' intercultural competence, problem-solving skills, and ability to contribute to sustainable development. It also emphasizes English communication in an EFL environment, offering opportunities for students to experience English as a Lingua Franca. This presentation will highlight the program's structure, relevance to fostering global citizenship, and potential impact on participants' well-being and future career aspirations. This research project was supported by a Doshisha Women's College Research Grant (Collaborative Research 2023).

88128 | *Using Non-Permanent Surfaces in Mathematics Classrooms: The Impact on Student Success*
Lacey Pasemko, Simon Fraser University, Canada

The implementation of whiteboards, or non-permanent surfaces (NPS), in mathematics classrooms positively impacts student success by enhancing engagement and achievement. NPS foster student-led discussions, collaboration, enthusiasm, and the development of critical thinking and problem-solving skills. This study, conducted with 83 Grade 6 students at Four Winds Public School in Morinville, Alberta, explored these effects. Participants completed pretests and posttests on magnitude and integers, alongside a survey on perceived engagement and achievement with NPS. An observational rubric assessed student interactions with whiteboards during problem-solving activities. The mixed-method analysis revealed that NPS significantly improved student engagement and achievement, although engagement levels did not consistently increase over time. Overall, whiteboards greatly enhanced the learning experience in mathematics classrooms.

89490 | *The Impact of Financial Education at Home and School on Asset Formation Among Married Men and Women: A Comparison Between Japan and Norway*
Junko Sano, Tokyo Kasei Gakuin University, Japan

This study investigates asset formation and management among married men and women, and how financial education at home and school influences financial behavior. A web survey was conducted in December 2021, targeting married individuals aged 35-55 in Japan (2,000 participants) and Norway (600 participants). Results indicated that Japanese couples were slower in forming and managing assets than Norwegian couples, leading to lower household financial assets. In Norway, dual-income households had high incomes and smaller asset gaps between spouses. In Japan, dual-income households did not necessarily increase household financial assets. Even full-time housewives or part-time working wives had smaller asset gaps with their husbands, but overall household wealth was negatively impacted due to strong gender role divisions. In Norway, both spouses' assets depended on their respective incomes, while in Japan, the husband typically bore household expenses and the wife managed finances. Additionally, Japan lacked financial education at school and family discussions about money, unlike Norway, where school education and family conversations about money were common, making asset management more familiar.

12:55-13:55 | 3F Hallway

Poster Session 2

89722 | *Exploring Differences in Attendance Awareness Between Adapted and Maladapted Junior High School Students in Post-Pandemic Japan*

Fumika Kimura, Kyoei University, Japan

Yasuko Matsuoka, Kawamura Gakuen Woman's University, Japan

Akira Sakai, Sophia University, Japan

This study investigates differences in attitudes towards school attendance between junior high school students who struggle with school adaptation and those who do not. The COVID-19 pandemic introduced remote learning through ICT tools in many schools, which allowed students to experience learning outside the traditional classroom setting. This shift may have contributed to a more diverse perception of the necessity of daily attendance, particularly among students who experience maladaptation. We focus on the concept of "masked attendance", as defined by Nippon Foundation (2018), referring to students who physically attend school but experience internal struggles and reluctance. "Masked attendance" and "disguised school attendance" convey similar meanings. A questionnaire survey conducted in October 2022 targeted 403 junior high school students in the Tokyo metropolitan area, classifying them into three groups: masked attendance, frequent absentees, and well-adapted students. Analysis revealed that students with masked attendance consistently rated their school experiences more negatively than well-adapted students and demonstrated a stronger belief that daily attendance is unnecessary. However, no significant differences were found regarding the perception of school as an appropriate place for learning. These findings suggest the importance of recognizing the internal struggles of masked attendance students and exploring tailored support strategies within the context of post-pandemic education.

89769 | *"Gender Isn't an Issue, but 'BG' Is." Female Medical Students' Medical Education Experience and Campus Life*

Hsing-Chen Yang, Kaohsiung Medical University, Taiwan

Due to the implementation of equal educational opportunities and gender equality policies, the number of female medical students is increasing year by year. However, whether the gender bias and gender disadvantage they suffer in medical education has been improved still requires attention. This study uses ethnography as the research method, using semi-structured in-depth interviews, observation and document collection to collect data to explore the learning experience and life of female medical students. This study found that comparison, competition, and ranking are ubiquitous in medical students' schooling and lives. Therefore, class is not just economic poverty and wealth and social status and prestige. Diverse class forms and boundaries differentiate and delineate female medical students' lives, friendships, and informal course participation. Female medical students' experiences describe being ignored because of their gender. This kind of neglect is a kind of exclusion, and its impact is to limit their imagination of future careers and reduce their learning intentions and ambitions. Secondly, in the past, the medical department was not only a department dominated by male students, but also medical knowledge and hidden curriculum were full of male-centered and male-dominated culture. Female medical students had to overcome many "gender barriers." Unfortunately, teachers are outsiders in the current medical education ecosystem. However, if teachers have gender competency, they can still help female medical students enhance their confidence and self-identity.

89723 | *A Practice Research Study of a Workshop for Promoting Creative Activities to Foster Citizens Who Can Appreciate Japanese Calligraphy*

Yui Hatakeda, The University of Tokyo, Japan

Takeshi Okada, The University of Tokyo, Japan

This practice research study aims to promote creative activities in Japanese calligraphy. In Japan, students are required to take "penmanship" classes where they learn to write stylized letters using a brush and sumi-ink for the acquisition of correct letter-writing skills for effective communication. Unfortunately, however, these classes limit the learning to only one writing style, disregarding the historical and diverse perspectives - various styles of letters have been developed throughout Japanese history, and the letters we use today represent only a small fraction of the many existing styles. As a result, learners often develop a stereotypical view that Japanese calligraphy is uncreative, hindering their appreciation for it. The brushes used in Japanese calligraphy can create a wide range of lines. One can produce various expressions through different lines and shapes, even by writing the same letter. Engaging in these activities allows learners to recognize their own expressions and realize the creative potential of something that may initially seem uncreative. In this research, we organized a workshop where junior/high school students explored and practiced calligraphy actively. The workshop utilized "mimic" and "exploration" as key design elements. "Mimic" is a traditional learning strategy for calligraphy, while "exploration" challenges preconceived notions and promotes creative activities. Through this workshop, we observed that learners changed their perception of Japanese calligraphy and began appreciating calligraphy works. Furthermore, their creations at the end of the workshop were unique and distinct.

12:55-13:55 | 3F Hallway

Poster Session 2

86151 | *The Efficacy of Digital Tools in Enhancing Foundational Mathematics Outcomes: A Comparative Study*

Matej Mencinger, University of Maribor, Slovenia

Petra Cajnko, University of Maribor, Slovenia

Robert Repnik, University of Maribor, Slovenia

Eva Klemenčič, University of Maribor, Slovenia

Borut Macuh, University of Maribor, Slovenia

The study aims to investigate the impact of digital tools on the learning outcomes of first and second-year Civil Engineering students studying foundational concepts in mathematics related with professional subjects. Building on previous research [1] where group assignments were based on Mathematics 1 performance, this study allows students to self-select into either a digital group (utilizing digital applications) or a non-digital group (relying on traditional textbooks). The primary objectives are to compare the average performance between these groups and to analyze the independence of group choice based on prior assignments using a chi-square test. Self-selection will probably result in more significant differences in performance between the digital and non-digital groups. The study involves comprehensive data collection through exams and assignments, followed by robust statistical analyses, including t-tests, Mann-Whitney U tests, and chi-square tests. Preliminary findings [1] suggest that allowing students to choose their preferred learning method could enhance engagement and performance, particularly for those opting for digital tools. The chi-square test aims to reveal patterns in group choice influenced by prior experiences, providing insights into students' preferences and the effectiveness of digital learning tools. This research contributes to the growing body of knowledge on the integration of digital competencies in education, highlighting the transformative potential of digital tools in enhancing mathematical understanding. The outcomes will inform educational strategies, emphasizing the need for flexible learning environments that cater to diverse student preferences and foster better academic performance.

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

88767 | *Mentoring 4 Life: Enhancing STEM Graduate Student Well-Being*

Carmen McCallum, Eastern Michigan University, United States

Julie Libarkin, Michigan State University, United States

V. Thandi Sulé, Oakland University, United States

Emily Pasek, Michigan State University, United States

Science, technology, engineering, and math (STEM) fields face a graduate student retention problem which is particularly apparent among students from underrepresented groups. One reason why graduate students leave their programs is an overall lack of attention to student well-being. Effective mentoring can address this issue by helping students navigate transitions, advocate for themselves as mentees, and develop into effective mentors themselves while providing them with the tools needed to improve their well-being. Based in graduate student socialization theory and social cognitive career theory, the Mentoring 4 Life (M4L) program used a combination of interactive workshops, growth groups, and one-on-one mentoring to engage graduate student participants in academic, instrumental, and psychosocial mentoring over an academic year. Evaluation results demonstrate that participating in the M4L program improved students' sense of belonging and provided them with the support necessary to persist in graduate school and socialize into STEM careers.

89772 | *Examining the Impact of ICT Usage and Active Learning on Students' Perceptions of Learning Effectiveness with ICT Devices in Japan*
Yusuke Takahashi, Kyoto University, Japan

The Global and Innovation Gateway for All (GIGA) school initiative, which was promoted by the Japanese government, aimed to distribute personal computers and tablets to all students in elementary and junior high schools in Japan. The information and communication technology (ICT) environment in Japanese schools is relatively underdeveloped, with Japan exhibiting the lowest usage of digital devices in school lessons among all Organisation for Economic Co-operation and Development (OECD) member countries. Moreover, the implementation of policies has accelerated due to the COVID-19 pandemic. The objective of this study was to examine the relationship between the experience of using ICT devices and the effectiveness of that use, as well as the relationship between the experience of attending active learning-type classes and both the experience of using ICT devices and the effectiveness of that use. Additionally, the study aimed to examine how these relationships differ depending on the school year. A questionnaire survey was conducted concurrently with an academic ability test in a prefecture in Japan, yielding responses from 56,855 students. The results showed that the more experience elementary and junior high school students had with ICT devices, and the more active learning-style classes they had experienced, the more likely they were to feel that ICT devices were efficient to their own learning. However, this trend weakened with age. In today's information-rich society, early exposure to ICT devices in an appropriate manner may facilitate students' perception of their efficacy for learning.

12:55-13:55 | 3F Hallway

Poster Session 2

Nurturing Creativity & Innovation: New, Innovative & Radical Education

88403 | *Outcomes from a Creative Program Utilizing Play and Nature to Promote Young Children's Learning and Achievement of Developmental Milestones*

Patrice Farquharson, Post University; West Haven Child Development Center, Inc., United States

Research has demonstrated that play gives children more opportunities to cultivate creative thinking and promotes social-emotional, cognitive, language, and executive functioning skills. Recognizing the essential role of play in the developing child, the United Nations asserts children have a fundamental right to engage in age-appropriate play and recreational activities. This poster describes an innovative quality improvement approach by an interprofessional early childcare and education center to provide opportunities for young children to achieve developmental milestones through play and nature study. The Center, located in the northeastern US, serves 150 children six weeks to five years of diverse socioeconomic and cultural backgrounds. In collaboration with community and academic partners, the Center's interprofessional team supports children and engages families using creative strategies and several funding initiatives to promote health and optimal development. An ongoing academic partnership offered weekly excursions for the children to explore the local Nature Center. Resources such as the CDC 'Go Out and Play! Kit', ACT EARLY milestone lists, and other affordable activities and innovative tools can be used in multiple settings to engage staff and families to monitor and optimize child development through play. Sustainable strategies for increasing learning through outdoor and indoor play activities that address developmental needs within an interprofessional approach were successfully instituted.

Primary & Secondary Education

89572 | *Severe Depression Among Secondary School Students in Champasack Province, Lao People's Democratic Republic*

Eiko Yamamoto, Nagoya University, Japan

Laxoy Soyvienvong, Ministry of Health, Laos

Souphalak Inthaphatha, Nagoya University, Japan

Kimihiko Nishino, Nagoya University, Japan

Information on depression among adolescents in Lao People's Democratic Republic (Lao PDR) is limited especially in provinces. This study aims to identify the prevalence of depression among secondary school students and its associated factors in Pakse District, Champasack Province, Lao PDR. The study participants were 374 students who were present on the data collection day, who provided consent to participate in the survey, and who completed the questionnaire. A self-administered questionnaire was developed to collect data from participants. The Center for Epidemiological Studies-Depression scale was included to explore depression status among students. Logistic regression was used to examine the relationship between study factors and outcome. Age of students ranged from 15-19 years old, the prevalence of severe depression among secondary school students was 34.8%. Factors associated with severe depression were students who were in grade 11, students who had two friends or fewer, students who had not been praised by a teacher in front of their friends in the past six months, and students who were always bullied by others physically and/or psychologically. Male students were less likely to have severe depression compared to female students. The prevalence of severe depression among secondary school students was high. Secondary schools should provide mental health and anti-bullying education to teachers, parents, and students. Schools should also offer appropriate support to students through club activities and school counselors.

84438 | *A Comparison of High School Student Performance and Participation in Face-to-Face and Blended Classrooms*

Ramona Baima, Aurora University, United States

The problem under examination in this study was to compare the academic success of students in an American Midwest suburban high school, who participated in a face-to-face or blended classroom environment during the years 2017-18 through 2019-20. The main purpose of this study was to compare the academic outcomes and participation for humanistic courses between blended and traditional classrooms and examined whether the academic outcomes or participation differed based on gender, race/ethnicity, or socioeconomic status. The courses included in this study were AP English, Economics, US History, Health, Conditioning and American Government. This study was a quantitative correlational study using extant data. Students' academic success was measured by the raw mark value, representing the class final grades. This study did not include the pandemic period due to inconsistency in teaching methodology and performance measuring. The results of this study showed that there were no major and consistent statistically significant differences found between face-to-face and blended scores when comparing students' performance quantitatively. Factors such as ethnicity and gender in combination with different types of instruction showed an inconsistent level of influencing students' learning. However, no significant differences in the percentages of participating students in the blended or the traditional classes were observed, regardless of their socioeconomic status. Finally, the contributions to the reader of this study include the effectiveness of a blended option to classroom instruction which is of critical importance especially after experiencing the impacts from outbreak of the COVID-19 pandemic.

12:55-13:55 | 3F Hallway

Poster Session 2

Professional Training, Development & Concerns in Education

89684 | *A Decade of Challenges and Evolution: Tenri Inter-Schools Collaborative Initiatives in English Education*
Takashi Yamamoto, Tenri University, Japan

This poster presentation based on a practical case study introduces the collaborative initiatives in English education that Tenri University Educational Corporation's elementary, junior high, and high school have undertaken since 2013: the 10-year process, insights gained from surveys of the teachers involved, the initiative's current state, and future challenges. While the importance of school collaboration is recognized in Japanese English education, clarifying goals and ensuring continuity remain challenging. Tenri Schools' approach emphasizes creating a continuum of educational goals for English language achievement across all school levels, with annual reviews and goal chart revisions. The activities by the team, which was established as the Tenri Schools English Education Guidelines (T-SEEGs) Project, include exchanging information among schools, addressing common challenges, training teachers, and student exchange events. The presenter, who has overseen the project, conducted surveys and interviews with junior and high school English teachers in 2018 and 2021, revealing that involvement in setting shared school goals effectively promotes collaboration and has led to teachers gaining a more concrete and multifaceted awareness of lesson planning, student understanding, and self-reflection. Participation in these activities has served as opportunities for teacher development, enhancing a sense of inter-school collaboration and improving the quality of information exchange. Although it can be said that the positive effects of these factors have resulted in a continuity of school collaboration over the past decade, there have been some slow progress and problems, such as developing schools' own teaching materials and improving the methods for assessing the achievement of goals.

88421 | *Effect of a New Nurse Education Program with Nurse Educator on Knowledge Acquisition Among New Nurse*
Kyoungsan Seo, Chungnam National University, South Korea
Heuikyeong Kwon, Seoul National University Hospital, South Korea

Background: Efficient training program for new nurses are needed. Nurse educators (NEs) focuses on training new nurses. This study evaluated the impact of a new nurse training program using dedicated NEs at clinical sites in Korea.
Method: A non-equivalent, time-lag design was employed to conduct post-tests between groups of new nurses in a general hospital in Korea over the span of one year. One group was trained with the assistance of NEs and another was not. The new nurse education program included 9-10 weeks of collective general education in classroom and at clinical sites, followed by a comprehensive exam. Exam scores were used to assess knowledge acquisition. The data were collected from 176 new nurses. A t-test was conducted to compare knowledge between groups. Satisfaction with NE's supports was also assessed among the new nurses who were supported from the NE.
Results: The average post-test scores were 66.43 for the group without NEs and 70.45 for the group with NEs, showing a statistically significant difference ($t=-2.74$, $p=0.007$). Satisfaction scores were high across the board. In terms of content delivery, role modeling, helpfulness, and emotional support, the score were 4.84, 4.84, 4.79, and 4.73 out of 5, respectively.
Conclusion: The education program with dedicated NEs improve knowledge acquisition among new nurses, who also report high satisfaction with NE's support. The incorporation of NE can have a broadly positive impact on new nurse education, and expansion and application of this approach are recommended.

Teaching Experiences, Pedagogy, Practice & Praxis

88769 | *Improv(ing) Classroom Engagement Through Improv and Storytelling*
Rebecca Boncoddio, Central Connecticut State University, United States
Jason Snyder, Central Connecticut State University, United States
Julie Schnobrich-Davis, Central Connecticut State University, United States

The current research explores the utility of improvisation (improv) and storytelling as powerful pedagogical tools to enhance learning and engagement in the classroom. Faculty across multiple disciplines participated in workshops aimed at developing skills related to improvisation and storytelling. Improv emphasizes active listening, spontaneity, adaptability, and collaboration, all of which offer a unique approach to both teaching and learning. The collaborative nature of improv allows both educators and students to think in real-time, engage in active listening, and respond constructively to the ideas of others—skills that are applicable across many disciplines and transferable beyond the classroom. Storytelling allows individuals to make sense of the world through narrative. In a classroom both the storyteller and the audience are put in a situation to connect a story to curriculum, potentially making abstract concepts more relatable and in turn more memorable. Within higher education, traditional instruction methods often struggle to engage students and foster deep learning. By integrating these dynamic practices, educators can create a more interactive and participatory learning environment that makes connections across curriculum and fosters learning outcomes related critical thinking. We propose that by utilizing skills related to improv and storytelling, educators can promote active learning and engagement in their classroom, and beyond. The presentation will focus on the classroom activities, assignments, and projects that have been developed to include improv and storytelling concepts. We will have initial feedback from both the instructors and students in this preliminary analysis.

12:55-13:55 | 3F Hallway

Poster Session 2

86176 | *Gradual Simulation Integration in Physics Education: Enhancing Conceptual Understanding and Digital Competences*

Robert Repnik, University of Maribor, Slovenia

Damjan Osrajnik, Elementary School Radlje Ob Dravi, Slovenia

Mitja Slavinec, University of Maribor, Slovenia

Petra Cajnko, University of Maribor, Slovenia

Eva Klemencic, University of Maribor, Slovenia

The integration of simulations in physics education plays a crucial role in improving the understanding of abstract concepts and the development of digital competences. While simulations do not replace traditional experiments, they significantly support and enrich the learning experience. In our study, we focus on the effectiveness of digital skills development depending on the depth of simulations used. The introduction of different levels of simulations is important to promote a comprehensive understanding of physics concepts and gradually build digital competences. Firstly, animations are still important in physics as they allow students to re-watch content at home, focus on multiple factors, pause when needed and watch slow motion footage. These tools are essential for understanding complex concepts. The next stage is the use of pre-built simulations such as PHET, which not only provide animations but also allow parameters to be adjusted and hypothetical situations to be explored. Going deeper is the use of simulation environments such as Algodoo, which allow students to create their own simulations, although these are usually limited to 2D. In this process, learning takes place in two stages: when creating the simulation and when testing and refining the simulation. Finally, the highest level is the programming of custom simulations, which requires a deep understanding of physics but offers fewer limitations. Recently, support from artificial intelligence has also proved useful in this context. Overall, the strategic use of various simulation tools in physics promotes both conceptual understanding and digital literacy, making it an indispensable part of modern teaching.



Sunday, January 5

Parallel Sessions (cont.)

All times are Hawaii Standard Time (UTC -10)

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

13:55-15:35 | Room 317B (3F)

Sunday Onsite Parallel Session 3

Approaches to Arts in Education

Session Chair: Sohee Koo

13:55-14:20

87698 | *Student Well-being Through Art Journaling and Creative Art Practices*

Pattie Ann Pryma, Mt Royal University, Canada

Michelle Briegel, Mt Royal University, Canada

This study explores the role of creative arts, specifically art journaling, in promoting student well-being and self-care among those enrolled in the Faculty of Health, Community, and Education. Recognizing the heightened stress and mental health challenges faced by post-secondary students (Glauser, 2017), particularly those in helping professions, the project focuses on using art journaling as a therapeutic modality (Murrant, G. M., Rykov, R., Monite, D., & Loynd, M. 2000). Grounded in self-care theory, the research highlights how creative expression allows for greater self-awareness, emotional regulation, and stress relief (Sandmire, Gorham, Rankin, & Grimm, 2012). By engaging in reflective art practices, students develop deeper insights into their well-being, enhancing their ability to cope with academic and personal pressures (Malchiodi, 2007; McNiff, 2004; Moon, 2010b; Bush, 2015). This art-based approach is framed within an inclusive, socially just pedagogical model, emphasizing the importance of creating supportive environments where students can explore their identities and emotional landscapes (Prendergast, 2009). The pilot project assesses how these creative methods affect students' mental health and overall self-care practices (Kagan, Smith & Chinn, 2014), offering a new avenue for fostering resilience and psychological well-being in educational settings (Levine, 2003, 1992).

14:20-14:45

89820 | *Social Cohesion in Education: The Benefits of Embedding Art and Design in a Learning Environment*

Julie Brown, Cardiff Metropolitan University, United Kingdom

This research demonstrates the importance of art and design in education and how it has a positive impact on social cohesion and socio-economic status. It examines how art can be used as part of education, to equip learners with social skills and how design can help in cognitive development (Karbasi et al., 2013). Its particular importance in areas of low socio-economic status (SES), addresses how it can ameliorate preschool learners and those in education, in these and other geographical areas. Social influences shape who we are, is learned from a young age (Heckman, 2013, p. 26), is embedded in schools (Bar-Tal, 2000 xii) and is of importance for educating teenage learners (Goodyear, 2019, p. 95) (Welsh National Curriculum 2022). Utilizing art and design skills can have a positive impact in educational development and can contribute to better school attendance, aid socio-economic development and improve wellbeing. Whilst there are variations on the term 'social cohesion' (Chan et al., 2006), it is used here to describe a sense of belonging and interpersonal connection within society. Social cohesion is a critical societal issue in expeditious globalization (Green et. al. 2006, p. 1) and is fundamental both physiologically and psychologically (Sandstrom 2014) however it is exacerbated by detrimental socio-economic conditions (Crowe et al., 2021). This paper argues that art and design can be successfully used, to enable not only the development of social education but is of significant benefit in learning STEM subjects as part of the school curriculum (Ng and Chan, 2019).

14:45-15:10

89792 | *Transformative Praxis: An Autoethnographic Journey in Art Education and Lifelong Learning*

Sohee Koo, City College of New York - CUNY, United States

This autoethnographic, arts-based study explores how personal learning experiences in South Korea intersect with professional practices in the United States, examining the transformative impact of critical incidents in teaching and creative work. Drawing on transformative learning theory, the research investigates how reflective practices and critical incident analysis shape inclusive and responsive educational approaches in art and art education. Through a series of the researcher's own drawings, photographs, and journal entries, this study combines visual reflections of classroom interactions with systematic self-reflection to reveal how these moments inform teaching strategies, adaptability, and engagement with learners from diverse backgrounds.

Presented in a visual essay format, the study offers qualitative insights collected over two semesters in art and education settings. This blend of visual and written documentation highlights how transnational perspectives shape daily professional practices, presenting strategies to support diverse learner profiles across disciplines. The findings underscore the value of reflective practice for educators, researchers, and practitioners aiming to foster adaptive, inclusive environments.

In sharing this study, I invite educators, leaders, and practitioners in various fields to consider the role of critical self-reflection and transformative learning in creating spaces that prioritize equity, inclusivity, and each learner's unique strengths.

15:10-15:35

87604 | *Take Up Space, You Matter: Fostering (Re)Connection After the Pandemic Through Trauma-Informed Community Arts Programming*

Charity Marsh, University of Regina, Canada

Funded by the Mental Health Research Canada and Saskatchewan Health Research Foundation, this project took up the question: How can trauma-informed community arts-based engagements support improved youth mental health and wellbeing in Saskatchewan during and the subsequent times following the Covid-19 pandemic? In consultation with the community partner organizations, the research team developed a trauma informed framework for training facilitators and leading three workshop series on songwriting and guitar performance, street dance, and skateboarding. The three series of workshops took place weekly throughout May and June in 2022. Sharing successes, problems, solutions, and failures from the project, we discuss recommendations and resources we created for future applications of the trauma informed model, highlighting possibilities for youth to reconnect through music and arts programming.

13:55-15:35 | Room 318A (3F)

Sunday Onsite Parallel Session 3

Special Topics in Humanities

Session Chair: Christopher Wilson

13:55-14:45

89865 | *Intersections of Humanism, Multiple Intelligence, and Human-Centered Leadership*
Kate Montgomery, Southern Methodist University, United States
Lue Kraltchev, Southern Methodist University, United States

In his work, *Creating Minds*, Howard Gardner examined a phenomenon of extraordinary humanists across the world in the late nineteenth through early twentieth century: artist, Pablo Picasso, from Spain; psychologist, Sigmund Freud, from Austria; lawyer and political ethicist, Mahatma Gandhi, from India; and scientist, Albert Einstein, born in Germany. Gardner argued the importance of multiple forms of intelligence beyond IQ in areas demonstrated by these prolific men. In subsequent work, *Five Minds for the Future*, Gardner argues important facets of intelligence to cultivate in current times. This workshop will examine these five minds and how they relate to human-centered leadership: the disciplined mind, the synthesizing mind, the creating mind, the respectful mind, and the ethical mind. The workshop framework will be adapted from a graduate course on Human-Centered Leadership Across Sectors, taught to doctor and master of liberal studies students in the United States. As Gardner proclaims, these “valuable tools (are) for those looking ahead to the next generation of leaders - and for all of us striving to excel in a complex world”.

14:45-15:10

88044 | *Wilderness/Wildness: What Nineteenth-Century Depictions of the Hudson Valley Reveal About the American Pioneer Identity*
Sofia Lago, New York University Shanghai, China

Philosophers between the 17th and 20th century tried to answer the question of what is Nature, and created an ideology that begins at the intersection of the natural world and the human presence, and ends with personal, national, and religious identity. Though nature can exist and evolve without human intervention, Nature is subject to sociocultural interpretation. The tie between national or cultural identity and interpretations of landscape scenes has a long, wide-reaching history that, globally, stretches back to at least the eighteenth century, if not further, depending on the region and culture. The connection is perhaps inevitable; as Tricia Cusack explains, the formation of a national identity typically necessitates that a particular group draw some association between themselves and a specific area of land (190-1). For Euro-Americans in the early nineteenth-century United States, much of identity-building through nature-based art and literature was centered on east coast, with a noticeable focus on the New York area. This paper examines the formation the American “pioneer” identity by looking at two mediums: the transcendental paintings of the Hudson River School and nature writing, with a focus that is largely, but not entirely, on the New York Area. Nineteenth-century nature writing and landscape paintings evoked the narrative of American society as simultaneous protectors and tamers of the nation’s “wild” spaces, which was the basis for the image of the “pioneer” that was so intrinsic to the link between nature and the American identity that survives in public imagination into the twenty-first century.

15:10-15:35

86323 | *Re-Framing the Past: Using Film and Cinema to Write Architectural History*
Christopher Wilson, Ringling College of Art + Design, United States
Gul Kacmaz Erk, Queen’s University Belfast, United Kingdom

Since its invention in the 19th century, photography has long been utilized by architectural historians to aid in the writing of history. Along with other archival material such as drawings, sketch books and written correspondence, images such as official publicity shots, construction photographs, newspaper reports, magazine features, demolition photos and even tourist snapshots have all been employed as documentary evidence to understand the development and change of the built environment over time, thereby allowing architectural historians to tell their stories. From the back streets of Paris by Eugene Atget to the Modernist masterpieces of Ezra Stoller and Julius Shulman, photography has played a major role in the writing of architectural history. Even though moving images can be equally documentative, they have been much less utilized for this purpose than their still-image counterparts. This could be due to the fleeting existence of cinema, a lack of easy access to films, or the belief that such material was not “scholarly enough”. Whatever the reason, the lack of cinema as archival evidence in architectural history writing is stark. This presentation argues that moving images from fiction and documentary films can inform architectural and urban historians about the built history of a particular place just as easily – if not better – than still images. Using a series of case studies from various film genres, including action, comedy, documentary, horror, romance, thriller, even science fiction, this talk aims to highlight cinema as a viable, and even vital, resource for architectural history writing.

13:55-15:35 | Room 318B (3F)

Sunday Onsite Parallel Session 3

Foreign Languages Education & Applied Linguistics

Session Chair: Afzal Khan

13:55-14:20

87667 | *Teacher's Emotional Scaffolding in Constructing a Translanguaging Space as Inclusive Pedagogical Practices*

Harjuli Surya Putra, Atma Jaya Catholic University of Indonesia, Indonesia

Setiono Sugiharto, Atma Jaya Catholic University of Indonesia, Indonesia

Anna Marietta Da Silva, Atma Jaya Catholic University of Indonesia, Indonesia

Emotional scaffolding is an effective technique for changing feelings in the classroom. Teachers' emotional scaffolding as inclusive pedagogical practices increasingly supports the process of constructing a translanguaging space in multilingual classroom. The process of enacting inclusive pedagogical practices engages EFL learners' feelings in response to particular elements of English learning and mobilizes various available multilingual and semiotic resources. This study is an attempt to investigate on the teacher's emotional scaffolding in EFL classroom on constructing a translanguaging space to mobilize the learners' various semiotic repertoires. To achieve the objectives of the current study, descriptive qualitative research design approach involving a classroom observation and video-stimulated-recall-interview were conducted in EFL classroom in Indonesian. This study applies Multimodal Conversation Analysis and then triangulated with the video-stimulated-recall-interview applying Interpretative Phenomenological Analysis to investigate how the teachers' emotional scaffolding constructs a translanguaging space to mobilizes learners' semiotic repertoires in English learning. The findings show that teachers' emotional scaffolding provides opportunities for the EFL learner to thoroughly employ the semiotic and spatial repertoires for engaging in translanguaging practices. Such practices in turn allows the learners enriching their social-emotional learning (SEL) that plays a critical role in the development of emotional awareness in the classroom. Pedagogically, these findings advocate the teachers' emotional scaffolding to establish learners' social-emotional skills performing more capable of controlling their emotions, performing better academically, and communicating effectively in a flexible and fluid translanguaging friendly space.

14:20-14:45

89785 | *Empowering New Teachers: Using the PLC+ Framework and SIOP Model to Improve ELL Instructional Practices*

Kimberly Garcia, California State University, Northridge, United States

New teachers in an induction program in a large urban school district in California express feeling underprepared to differentiate lesson plans and instructional delivery for the diverse learning needs in their classrooms. They also report a lack of strategically planned professional development opportunities from their district and school sites to support this challenge. Research indicates that early-career teachers, within their first four years, lack the skills and confidence to differentiate instruction for the various learning demands of the student populations in their classrooms, particularly for English Language Learners (ELL). This small-scale qualitative study explores whether providing highly structured professional learning environments and training in a research-based ELL instructional model improves self-efficacy and differentiation skills for teachers in their first two years. Using the PLC+ Framework, a series of professional development sessions focused on the Teacher Clarity Model and the Sheltered Instruction Observation Protocol (SIOP) Model were conducted over the course of two school years. Data collected through surveys, observations, and interviews revealed that specific elements of the PLC+ framework and the SIOP Model were more effective than others. Overall, the study found that targeted professional development and research-based instructional models significantly enhanced new teachers' self-efficacy and their ability to differentiate instruction for ELL students.

14:45-15:10

89784 | *At-Home-Tutoring for Diverse Students: A Unique Exploratory Analysis of Migrant Students and Personalized Tutoring Services*

Maria Sol Ramirez Saenz, Mississippi State University, United States

Nathaniel Smith, Mississippi State University, United States

In the United States, the Migrant Education Program (MEP) is federally regulated under Part C of Title 1 with legal basis on the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). At the state level, the Mississippi Migrant Education Service Center (MMESC) is funded through the Mississippi Department of Education and serves a targeted group of approximately 750 diverse students annually, most of them English Learners (EL). Moreover, MMESC provides supplemental services including at-home-tutoring, summer programs, and parent training. However, in the education research field, specific unexplored complexities exist in tutoring EL students with a migratory lifestyle. These students often face school interruptions and low income at home. Furthermore, changes in the parents' seasonal jobs in agriculture also pose several cultural barriers for the family. The objective of this paper is to document MMESC teaching and advocacy experiences when providing supplemental educational services. Based on experiential anecdotes that staff and teachers of the center have shared with the team, a content analysis of monthly meetings minutes was conducted to produce a first-hand experiential portrait of the challenges of tutoring migrant students. Overall, the aim of this paper is to contribute to the growing body of literature in the migrant education field. Furthermore, the results of this approach could serve as a guideline for future explanatory research in this topic.

15:10-15:35

83455 | *Exploring the Impeding and Facilitating Effects of Task-Based Language-Teaching Through Teachers' Communication Strategies*

Afzal Khan, Al Khaleej Training and Education-King Saud University, Saudi Arabia

This study aims to reveal the impeding and facilitating effect of Task-Based Language Teaching (TBLT) through teachers' communication strategies that bring communication to a natural or a pedagogical interaction. Natural interaction is associated with increased L2-based language frequency of communication strategies, which facilitates language learning, while pedagogical interaction focuses on L1-based communication strategies that reduce the frequency and impede language learning. This study employed a mixed-method design to investigate teachers' communication strategies leading to natural interaction or a pedagogical approach. In Pakistan, twelve non-native EFL teachers from two private and two government colleges participated, with each teacher contributing three recorded sessions: two general classroom sessions and one task-based session to uncover differences in participation levels and individual variations. The study is based on the interactional perspectives framework presented by Tarone and Activity Theory (AT). Findings demonstrate that the twelve teachers employ communication strategies of varying frequencies, including both L1-based and L2-based strategies. The findings reveal that the specially designed tasks reduced the frequency of strategies due to providing fewer interaction opportunities to the interlocutors; it did not motivate the L2 learners. Hence, task-based language teaching is less effective and motivating for language learning than natural interaction and has impeding effects on language acquisition. Natural interaction that followed less proceduralised interaction in lessons 1 and 2 indicates a higher frequency of strategies and facilitates language learning. This study contributes to shedding light on the strengths and weaknesses of foreign language teaching techniques and improving teaching and learning practices in classroom settings.

13:55-15:35 | Room 321A (3F)

Sunday Onsite Parallel Session 3

Early Childhood, Primary & Secondary Education

Session Chair: Natalie Suepaul

13:55-14:20

88887 | *Enhancing Gross Motor and Social Skills in 6th Grade Students in the Solomon Islands: A TGFU Approach in Traditional Games*
Naitoro David Houpere, Naruto University of Education, Japan

The study by AT Fitriato & Habibie (2023) investigates the effectiveness of the Teaching Games for Understanding (TGFU) approach in enhancing gross motor in Physical Education. The research aims to evaluate how TGFU impacts these skills compared to a traditional teaching approach. Using both qualitative and quantitative methods, the study involved a pre-and-post-test design with experimental and control groups. The experimental group was taught using the TGFU approach, while the control group used conventional methods. The intervention lasted two weeks, with each group receiving four lessons. The study included 52 students from two schools in the East Areare region of Malaita province. Gross motor skills were assessed using the TGMD-2, and social skills were evaluated through specific measuring tools. The analysis, employing T-Test statistics, indicated a significant improvement in both gross motor and social skills for the TGFU group compared to the control group, with a P-value < 0.005. The findings underscore the effectiveness of the TGFU approach in traditional games, highlighting its positive impact on students' physical and social development in the Solomon Islands. The study suggests that incorporating TGFU into physical education programs can enhance students' motor and social abilities significantly.

14:20-14:45

84432 | *De-westernizing the Technology Curriculum: The Role of Indigenous Graphics Knowledge in Teaching Grade 9 Design Process at an Under-Resourced School*
Frank Ohemeng Appiah, University of Kwazulu-Natal, South Africa

Recent studies reveal that the curricula of many African countries continue to privilege Western knowledge, practices and beliefs and alienate indigenous learners from their indigenous knowledge systems. There is therefore a revival in the need to decolonize the curriculum within the African context to make Technology education more meaningful and beneficial to the indigenous African learner. This research reports on a study that explored innovative ways of teaching the Design Process (DP) to grade 9 learners at an under-resourced school by integrating Indigenous Graphics Knowledge (IGK). The findings address a gap identified in the literature on Technology teachers' lack of skills and innovations required to teach DP, especially to learners in under-resourced school contexts in South Africa. A self-study research design gazed within the interpretivist and the transformative paradigms guided the study. A theoretical framework amalgamated from three educational theories (the theory on reflection, the constructivist theory of teaching and learning and the transformative learning theory) steered the study to address the research question (How do I integrate indigenous graphics knowledge in teaching Design Process in my Grade 9 Technology classroom at an under resourced school?). The data sources included video-recorded lessons, critical friends' inputs, my lesson plans and reflective journal entries. The findings indicate that Technology teachers can integrate indigenous graphics knowledge in teaching DP in under-resourced Grade 9 Technology classrooms through social constructivism. The recommendation is that future studies explore various indigenous pedagogies and how such pedagogies could successfully blend into formal school curricula in Technology education.

14:45-15:10

89606 | *Trends in Data Utilization in Japanese High School IT Education: Analysis of 468 Presentations from 17 Zenkojoken National Conferences*
Shunsuke Inagaki, University of Yamanashi, Japan

This study analyzes presentations from the past 17 national conferences of the National High School Information Education Research Association (Zenkojoken) to clarify trends in information education in Japan. Zenkojoken plays a crucial role in developing information education in Japanese high schools and serves as a platform for sharing educational practices and research. Recently, there has been increasing attention on integrating education and technology, particularly in data utilization. A total of 487 presentations were analyzed and classified into five categories: "Problem Solving in the Information Society," "Communication and Information Design," "Computers and Programming," "Utilization of Information and Communication Networks and Data," and "Other." These categories are based on the new curriculum guidelines for "Informatics I," which reflects key skills required in the modern information society. Of these, 81 presentations were related to "Utilization of Information and Communication Networks and Data," with the proportion increasing significantly in recent years. From one presentation in the first conference (2008) to 11 in the twelfth and 10 in the fifteenth, the growing focus on data analysis and data science in education is evident. Data analysis education in Japan, especially in the "Informatics I" course, plays a key role in developing students' abilities to analyze and utilize data for problem-solving, which is essential in a data-driven society. This trend underscores the increasing focus on data literacy in IT education and provides insights into its development in Japan, offering a foundation for comparison with international trends.

15:10-15:35

88900 | *Community of Practice: Teachers' Perceptions Regarding its Value for ICT Integration in Curriculum Delivery in the Infant Classroom*
Natalie Suepaul, The University of the West Indies, Trinidad and Tobago

This qualitative case study examined three (3) teachers' perceptions on the value of a Community of Practice (CoP) as a pathway for ICT integration in curriculum delivery in the infant classrooms. The study examined the three (3) critical characteristics of a CoP identified by Wenger (2000) – domain, community and practice. Further examinations involved several key principles in the framework for learning and improvement as espoused by Allan (2008). In-depth semi-structured interviews were conducted along with observations of practices and a focus group discussion. The research questions divulged the teachers' perceptions of how a CoP was used to assist with ICT integration in curriculum delivery. It further addressed teachers' perceptions of the benefits of engaging in a CoP to aid with ICT integration in curriculum delivery. The participants chosen were involved in a CoP for the purpose of integrating ICT in the classroom for one academic year before being a part of this study. Data were analysed using a hybrid approach to develop themes and sub-themes. It was discovered that a CoP proved to be a motivating pedagogical strategy for teachers to begin to integrate ICT in their classroom activities. There was evidence of collaboration, mutual respect, shared responsibility along with a sense of increased knowledge and understanding. Further analysis revealed that through a CoP there was a greater tendency to integrate ICT in classroom activities with the teachers experiencing feelings of self-worth and confidence in using ICT.

13:55-15:35 | Room 321B (3F)

Sunday Onsite Parallel Session 3

The Teaching & Learning of Mathematics

Session Chair: Fok-Shuen Leung

13:55-14:20

87683 | *Using Conceptual and Procedural Analysis to Analyze Elementary Fourth Grade Students' Reading Comprehension and Mathematical Word Problem Difficulties*

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

With the ongoing struggle of reading comprehension affecting how elementary students read and solve mathematical word problems; conceptual and procedural analysis revealed problem-solving strategies to aid in helping students read, comprehend, and solve mathematical word problems. However, mathematical problem-solving strategies are not sufficient if the student has reading difficulties. Reading comprehension denotes the set of abilities individuals employ to construct a mental representation of text, sufficiently coherent and comprehensive to facilitate understanding (Soto et al., 2019). This study focused on 10 primary participants, five males and five females with specific criteria which consisted of being enrolled in a mathematics class in grade four at a public charter school in the United States. Data was triangulated with students solving three mathematical word problems (combine, compare, and change). Error analysis was used and revealed consistent mistakes the students were making when reading and solving mathematical word problems. With error analysis, problem-solving strategies can be shared with classroom elementary teachers to improve reading and math instruction during instructional time. This qualitative case study was guided by Sweller's (1988) Cognitive Load Theory, Cognitive Load Theory was chosen as the theoretical framework for this study due to its relationship with students and mathematical word problem-solving. Data collected included video records of students reading aloud and solving three mathematical word problem types, audio records and transcripts of semi-structured interviews with the students, field notes, student work samples, and records of oral reading. Findings revealed students' difficulties with vocabulary, comprehension errors, and the schema of mathematical word problem-solving.

14:20-14:45

83041 | *Prospective Primary Teachers' Views of Multiple Solution Mathematical Problems and Their Skills of Finding Multiple Solutions to Mathematical Problems*

Khishigjargal Davaasuren, Mongolian National University of Education, Mongolia

Magsar Ravdan, Retired, Mongolia

Gantuul Avid, Mongolian National University of Education, Mongolia

Khadbaatar Baatar, Mongolian National University of Education, Mongolia

This study is based on the theory that mathematical problem-solving is the basis of mathematics teaching and learning. The systematic consideration of mathematical problem-solving with multiple strategies in an optional problem-solving course for prospective primary teachers (PPTs) provides significant support for PPTs' mathematical and pedagogical concept development. We conducted interviews addressing the research questions at the beginning and end of a problem-solving course and analyzed the PPTs' answers to and performance on a mathematical problem-solving test with multiple-solution problems. The research questions were as follows: (1) How do PPTs define the advantages of teaching practices for solving problems with multiple solutions? (2) What are the disadvantages of these practices? The analysis based on the interview survey (N=46) conducted among the PPTs and the information provided by secondary and high school mathematics teachers regarding finding multiple solutions showed similarities and differences among the PPTs. The PPTs completed the test at the beginning and end of the course. In the beginning, while only 34.5% of the PPTs used fewer than four solutions, at the end of the course, all PPTs found more than 3 solutions to the mathematical problems. In particular, the PPTs generated 18 solutions for the chicken-and-rabbit problem, which was the highest number of solutions. During the course, multiple solutions for mathematical problems were identified using systematic methods, namely, analyzing, solving, planning, finding particular solutions, searching for various ways, and understanding problems. Thus, the results of our study demonstrate that PPTs' problem-solving skills can be developed.

15:10-15:35

87622 | *Math for More: Teaching Towards a Dynamic View of Mathematics*

Vanessa Radzinski, University of the Fraser Valley, Canada

Fok-Shuen Leung, University of British Columbia, Canada

Pam Sargent, University of Toronto, Canada

Mathematics is commonly conceived as computational, symbolic, and rule oriented, where the validity of solutions is black and white, "right or wrong" (Schoenfeld 1985; Telese, 1989; Geisler and Rolka, 2021). But the subject is more subtle than its common conception, and it is helpful for students to realize it. In their study of the transition from high school to university, Geisler and Rolka (2021) found that university students who held a "static" conceptualization of mathematics as a "finished system of rules, facts, and formula" correlated with a superficial approach to mathematics learning, as well as lower exam achievement. In what ways can university mathematics instructors support a broader view of mathematics to their students? As professional mathematicians and university instructors, we build on Geisler and Rolka's (2021) call for instructors to consider the ways in which they can foster "dynamic" beliefs (Grigutsch, 1998) of mathematics in their teaching. In the presentation, we introduce three cases of undergraduate-level mathematics where the static conception of the subject is defied and a dynamic view is supported. These three instances, where mathematics is engaged by the general public, by other academics, and by mathematicians themselves, illustrate how the subject may appear in settings and be taught in ways that invite students, especially students who may not have considered themselves to be mathematically inclined, to rethink the subject and their role in expanding it. While examples come from a university context, we contend that the themes are relevant to teaching at all levels of mathematics.

13:55-15:35 | Room 322A (3F)

Sunday Onsite Parallel Session 3

Special Topics in Higher Education

Session Chair: Josh Brunotte

13:55-14:20

85881 | *The Impact of Internship Type on Student Outcomes: A Study in Journalism and Media Studies*

Christie Ritter, San Diego State University, United States

Alanna Peebles, San Diego State University, United States

Experiential learning is an integral part of academic programs, providing students with practical experience in their chosen fields. This study focuses on students enrolled in the School of Journalism and Media Studies at San Diego State University who participated in internships for academic credit between 2021 and 2024. Specifically, we investigate the impact of internship type (remote, hybrid, or in-person) on several key outcomes. **Satisfaction Levels:** We assess whether students working remotely experience different levels of satisfaction compared to those working in-person or in hybrid roles. Understanding satisfaction can provide insights into the effectiveness of remote work arrangements. **Workplace Integration and Inclusion:** We explore whether students' sense of workplace integration and inclusion varies based on their internship type. Factors such as communication, collaboration, and social connectedness play a crucial role in students' overall experience. **Post-Internship Employment:** Additionally, we examine whether the type of internship influences students' chances of being hired by the organization where they completed their internship. This information is valuable for both students and employers. Our dataset includes responses from 123 students, allowing us to analyze trends and draw meaningful conclusions. By comparing the experiences of remote, hybrid, and in-person interns, we aim to provide evidence-based recommendations for optimizing internship programs in journalism and media studies. As faculty members, we seek to contribute to the ongoing dialogue about effective experiential learning opportunities and their impact on student success.

14:20-14:45

89841 | *Exploring Methods for Reducing Public Speaking Anxiety in University Students Through Psychotherapy and Technology-based Activities*

Josh Brunotte, Aichi Prefectural University, Japan

Public speaking remains a source of anxiety for university students, especially when these speech acts are used for assessment and grading purposes. This anxiety can be exacerbated when students are also expected to conduct presentations in their second language. This presentation will describe an ongoing study related to exploring methods for reducing public speaking anxiety in Japanese university students using interventions derived from psychotherapy (e.g., exposure therapy, cognitive behavioral therapy), mindfulness, presentation skills training, and more. In addition, how both traditional techniques such as imaginal exposure training, as well as more technology-based techniques such as virtual reality-based practice and self-analysis will be discussed. Evidence from this research has found that short-term (one-month) intervention programs can lead to significant reductions in public speaking anxiety in the university student population. Over the three years of this study, students enrolled in the intervention program consistently reduced their public speaking anxiety significantly as compared to a control group, demonstrating a consistency with the effects of these techniques in this population. Both quantitative and qualitative data from this study will be described, including the sources of anxiety that students cite, and the participants' reactions to the program methods. The goal of this research is to provide fellow educators, especially those in foreign language programs, with a system for assisting students in dealing with presentation-related anxiety and other psychological issues that may affect success in the classroom. Therefore, information related to how a similar anxiety-reduction program could be conducted in other institutions will be provided.

13:55-15:35 | Room 322B (3F)

Sunday Onsite Parallel Session 3

Education, Sustainability & Society

Session Chair: Kimberly Zuzenak

13:55-14:20

87098 | *Students Complex Trajectories: Exploring Degree Change and Time to Degree*

Vera Miguéis, University of Porto, Portugal

João Pedro Pego, University of Porto, Portugal

Alfredo Soeiro, University of Porto, Portugal

The complex trajectories of higher education students are deviations from the regular path due to delays in completing a degree, dropping out, taking breaks, or changing programmes. In this study, we investigated degree changing as a cause of complex student trajectories. We characterised cohorts of students who graduated with a complex trajectory and identified the characteristics that influenced the time to graduation. To support this predictive task, we employed machine learning techniques such as neural networks, support vector machines, and random forests. In addition, we used interpretable techniques such as decision trees to derive managerial insights that could prove useful to decision-makers. We validated the proposed methodology taking the University of Porto (Portugal) as case study. The results show that the time to degree (TTD) of students with and without complex trajectories was different. Moreover, the proposed models effectively predicted TTD, outperforming two benchmark models. The random forest model proved to be the best predictor. Finally, this study shows that the factors that best predict TTD are the median TTD and the admission regime of the programme of destination of transfer students, followed by the admission average of the previous programme. By identifying students who take longer to complete their studies, targeted interventions such as counselling and tutoring can be promoted, potentially improving completion rates and educational outcomes without having to use as many resources.

14:20-14:45

87547 | *Existing Barriers for Students with Invisible/Nonapparent Disabilities in Higher Education*

Patrice Parkinson, Arkansas State University, United States

Tanya Brown, Northern State University, United States

Michelle Ghoston, Wake Forest University, United States

Students with invisible or nonapparent disabilities (I/ND) face unique challenges in their academic careers. There is enormous pressure to maintain a high level of performance, despite the fact that academic standards and expectations are constantly shifting. Many teachers, classmates, and staff members are unaware of the challenges that students with I/ND face throughout the school year. These disruptions have a negative impact on their ability to learn and perform well. Studies suggest that students with I/ND often internalize their emotions, resulting in increased uncertainty, decreased self-esteem, and diminished confidence in their capabilities. Furthermore, they experience a profound sense of solitude and emotions of disgrace and apprehension. This increases the likelihood that students with I/ND will struggle to think clearly about academic assignments, have enough energy for daily life, or be consistently motivated to complete their work. In addition, there are adverse effects associated with the use of medication, including the maintenance of social relationships and a decrease in academic confidence. This presentation aims to identify institutional and attitudinal barriers that influence disclosure decisions, as well as strategies for overcoming prejudice and stigma and gaining access to resources. Also, to inform colleagues, instructors, and staff in higher education about students with I/ND lived experiences while amplifying their voices.

14:45-15:10

89308 | *From Adversity to Achievement: The Education Experiences of Slum-Dwelling Children*

Guru Trisha Singh, Swami Vivekanand College of Education, Tarkwari, India

Satvinderpal Kaur, Panjab University, India

Deeksha Sharma, Panjab University, India

Despite significant efforts in India to achieve universal educational access, challenges remain, particularly for marginalized groups like urban slum residents. This paper aims to evaluate the level of participation of slum children in school activities, identify key influencing factors, and assess their learning outcomes in Ludhiana, Punjab, India. The study employs Pierre Bourdieu's Social Reproduction Theory and Paulo Freire's Critical Pedagogy to highlight how structural factors contribute to educational inequality. A sequential explanatory mixed-methods approach was utilized, incorporating quantitative instruments such as the Children Participation Scale and Achievement Tests, as well as qualitative methods like Focus Group Discussions and Semi-Structured Interviews. Data were collected from seven government schools serving slum children in Ludhiana, with participants including children, teachers, and parents selected through purposive sampling. The findings indicate that significant barriers include health issues, migration, economic challenges, and family dynamics. Learning achievements in Mathematics, Science, and language were found to be below expectations, influenced by factors such as food insecurity, parental involvement, and overcrowded classrooms. This study addresses a gap in research regarding urban slum education in India by offering valuable insights into the complex challenges faced by slum children in their pursuit of quality education.

15:10-15:35

83724 | *College Is Not One Size Fits All: A Study of First-Generation, Low-Income Commuter Students and Their Sense of Belonging*

Kimberly Zuzenak, Creighton University, United States

First-generation, low-income (FGLI), commuter students are hindered by not knowing what they do not know. Students lack the confidence, preparation, and social capital to ask questions, understand expectations, and feel like they belong. The looming drop-off of high school graduates, due to lower birth rates during the 2008 recession, finds universities shifting recruitment efforts to a demographic including increased numbers of commuter students considered low-income, first-generation to fill freshman cohorts. This historically untapped demographic challenges universities that have not fully considered the required resources and connections needed to promote student success for this student demographic. This phenomenological study explored personal interviews from a group of low-income, first-generation, sophomore commuter students at a Midwest, private institution. The study looked to understand the students' perceptions of the campus community's influence on their sense of belonging and their ability to academically succeed by listening to their personal stories about campus experiences during their first three semesters and exploring their off campus lives. Each student discussed a variety of unique concerns during their interview process that uncovered several themes expressed across the interviewees. Proposed solutions for each theme were developed to assist students with college navigation, parental pressure, faculty and staff influence, and racial discrimination. Proposed solutions directly addressed the themes experienced by first-generation, low-income, commuter students; however, the solutions addressed concerns also experienced by the student body as a whole.

13:55-15:35 | Room 323A (3F)

Sunday Onsite Parallel Session 3

Higher Education (Panel & Workshop)

Session Chair: Starr Sackstein

13:55-14:45

90017 | *"POP THE CAP!" Pathways of Possibilities for Transforming Higher Education*

Elaine Correa, California State University, Bakersfield, United States

Alexander Reid, California State University, Bakersfield, United States

Mary Jo Jordan, Porterville College, United States

Institutions of higher education are seeking different ways to address declining enrollment, weak graduation completion rates, and increasing concerns with widening equity gaps. In response, initiatives targeting affordable learning solutions have been gaining traction for reducing instructional material costs, while simultaneously improving retention rates and closing equity gaps. In this panel presentation, we will address the use of Open Educational Resources (OER) to enhance student learning with inclusive and immediate access, and provide data related to student success with our POP THE CAP courses. As part of our Department of Education Funds for the Improvement of Post Secondary Education (FIPSE) grant award, our presentation will focus on our collaborative pipeline from the California Community College (CCC) to the California State University (CSU) system, in establishing pathways of possibilities for transforming higher education. We address how we "POP THE CAP" with the use of OER adoptions for our 8 Curriculum Alignment Project (CAP) courses, highlighting challenges and successes with this intersegmental project for underrepresented and underserved student populations in our local region.

14:45-15:35

85236 | *Student-Led Assessment for All*

Starr Sackstein, Mastery Portfolio, United States

Student-led assessment using portfolios and conferences promotes opportunities for students to take agency over goal setting, progress, and overall demonstration of learning. In this session, participants will learn how to create dynamic learning environments that empower students to communicate effectively about their education. Looking deeply at how educators provide feedback for students to set goals, reflect and then track progress toward those goals. Educators will gain insight about how to set up portfolio structures, how to teach students to review their own work critically, and how to provide feedback to their peers. Additionally, we will see student examples of what true reflection looks like in writing and video - to show the best ways to provide actionable feedback personalized to the learner. This session will engage participants through various activities meant to model best practices they can use in their own learning spaces.

15:50-17:30 | Room 318A (3F)

Sunday Onsite Parallel Session 4

Special Topics in Humanities

Session Chair: Thenji Ntwana

15:50-16:15

89830 | *From Stigma to Empowerment: Exploring the Link Between Dignity and Anti-Fat Bias*
Anja Taylor, Southern Methodist University, United States

The shift to health as the main source for concern about adipose bodies across the United States, particularly over the past two decades, has only worsened widespread commitment to anti-fatness and, in turn, reinforced the idea that fat people are bodies of exception – undesirable and unworthy of love and acceptance. To dismantle rampant anti-fat bias, unattainable beauty standards that reinforce societal inequities and do not leave room for cultural or individual differences must be rejected. This presentation aims to further the current discourse on systemic anti-fatness and illuminate the experiences of fat people who have been robbed of their basic human and dignity needs by a “wellness” system that perpetuates anti-fat bias for profit. To achieve this, a qualitative research approach, specifically the analysis of three autoethnographic essays written by students at the University of California, Irvine, who have been labeled “fat” and subjected to anti-fat bias, was implemented to understand the consequences of the war on fat in America on the lives of those who are its prime subjects. The results of this research illuminate the hypothesis that the “obesity epidemic” that swept across America in the early 2000s fueled anti-fat attitudes and beliefs that deeply harm fat people. An understanding of dignity is especially important when combating anti-fatness, as the dehumanization of fat people continues to rise in America and across the world.

16:15-16:40

85110 | *Unmasking Digital Deception: Investigating the Role of BBC Verify in Countering Misinformation*
Michelle Micah Augustine, Teesside University, United Kingdom

Digital misinformation threatens democratic societies and informed public conversation. Social media and other platforms have spread inaccurate and misleading information, making it harder to tell fact from fiction. Unchecked misinformation can harm personal and professional decision-making, institution trust, government policies, and promote societal divisions. This makes independent fact-checking organisations like the BBC Verify vital. BBC Verify uses open-source intelligence and data analysis to disprove disinformation in news reporting, data, videos, and photographs. BBC Verify's involvement in digital misinformation countering was examined in this literature-based study. The research examined misinformation tactics' evolution, BBC Verify's fact-checking methodology and effectiveness, collaboration strategies, transparency mechanisms, and adaptation to new misinformation tactics through a systematic review of relevant academic literatures. The findings showed the dynamic nature of misinformation techniques, the numerous sources of incorrect and misleading information, and the sophisticated means used for distribution. To respond to the growing misinformation tactics, BBC Verify has developed multi-layered fact checking feature technologies features to help audience discern news stories that have been confirmed as either reliable or fake, fostering confidence among its varied audiences. However, the study also noted a few growing opposition views regarding BBC Verify's promise of transparency and unbiased reports. Evidence gathered from the study demonstrated, as a constantly evolving phenomenon, the war against misinformation is far from over. Further investment in technology, international collaboration, public education, and ethical and regulatory frameworks are recommended by this study.

16:40-17:05

87695 | *The Functional Role of the AmaXhosa Traditional Songs of 'Umgidi' (Post-circumcision Celebration)*
Thenji Ntwana, University of the Western Cape, South Africa

AmaXhosa are the second biggest tribe in South Africa, and music plays a vital role in their everyday life. For them, music is an effective medium for cultural expression, communication, and communal celebration. Every occasion or social gathering is accompanied by singing. Their anger or pain, grief or joy is reflected in their singing. African societies in general, have always used traditional music and dance to celebrate life's milestones, especially during communal ceremonies. Using direct observation, video recordings, and a descriptive qualitative research approach, this paper explores the functional role of traditional songs used by the AmaXhosa during the 'umgidi' celebration. It reveals that traditional 'umgidi' songs offer a secure space for this group of people to express themselves. They also strengthen social bonds and promote harmony and unity in the community. Despite being vital parts of various aspects of AmaXhosa cultural life, songs and dance have received limited scholarly attention. This ethnographic study, therefore, provides commentary on the functional role of traditional isiXhosa songs during the 'umgidi' celebration and offers reflections on the functionality of traditional music in contemporary isiXhosa culture.

17:05-17:30

87607 | *Care and Justice: Moral Orientations and Ethically Controversial News*
Rebecca Lind, University of Illinois at Chicago, United States

Based in moral development theory, and relying on James Rest's model of moral behavior and Carol Gilligan's conceptualization of justice and care as moral orientations, this study is an empirical investigation of the ethic of justice and of care in viewer evaluations of ethically controversial news stories. A final sample of 201 news viewers evaluated ethically controversial news stories. There were two sets of news stories, so that each interviewee evaluated three stories. The stories represented important ethical issues in journalism, such as interviewing parents of a child killed in a fire, using a hidden camera, use of graphic footage, release of secret documents, and the like. Interviews were recorded and transcribed. They were analysed using a coding system developed by Nona Lyons. The analysis revealed that in the process of evaluating these stories, interviewees relied much more on considerations of justice than of care, although many interviewees used both moral orientations. We also found little consistency of moral orientation across different stories. This indicates (as others have found) a relationship between moral orientation and dilemma content. Gender and other demographic variables were not significantly associated with moral orientation.

15:50-17:30 | Room 317B (3F)

Sunday Onsite Parallel Session 4

AI Application in Education & Film

Session Chair: Laura McNeill

15:50-16:15

89856 | *The Future of Film Analysis: How AI Is Transforming Cinema Studies*
Bryan Blakely, Southern Methodist University, United States

In an era where technology is reshaping the global understanding of art, artificial intelligence (AI) has emerged as a revolutionary tool to conduct film analysis in a digital humanities style. This presentation explores AI's capacity to uncover previously unnoticed dimensions of film through data-driven analysis, offering insights that transcend traditional methods. My research on U.S. filmmaker Quentin Tarantino's *Once Upon a Time ...in Hollywood* demonstrates AI's ability to reveal the director's use of cinematic language. By using HUME AI to analyze actors' emotional expressions and Speak AI for sentiment analysis of the dialogue, along with examining elements like shot type, camera movement, theme and many more, I uncovered new and interesting insights into how filmmakers construct their narratives. Using data visualizations, AI can provide new perspectives on cinematic techniques such as Tarantino's use of filmic beats to communicate and reinforce narrative ideas. Its growing relevance extends beyond national boundaries, benefiting scholars and critics worldwide by offering a new lens for studying global cinema. As AI continues to evolve, the shift toward a datafication of media looks forward to a future where human creativity and machine intelligence collaborate to shape the next chapters of film and media aesthetics. In short, AI is ushering us into an era where the study of art is becoming as rich and insightful as the art itself.

16:15-16:40

89779 | *An Immersive Virtual Reality Experience Intervention + Peer Reflection Intervention Developed to Increase Cultural Responsiveness in Teachers: A Pilot Study*

Sara Tomek, Baylor University, United States

Lisa Hooper, University of Northern Iowa, United States

Jianwen Song, Baylor University, United States

Persistent underrepresentation of racial and ethnic minority students in science, technology, engineering, and mathematics (STEM) fields are often exacerbated by implicit biases and a lack of cultural competence among educators (Starck et al., 2020). The current mixed-method longitudinal research study was designed to pilot the use of a promising new technology, Immersive Virtual Reality Experience Intervention (IVREI) + Peer Reflection Intervention (PRI), to increase cultural awareness, cultural humility, and cultural empathy among teachers. In our pilot study, a total of $n = 24$ individuals participated in three time periods of data collection. In addition to experiencing the IVREI + PRI intervention, participants responded to a full battery of measures designed to capture different aspects of cultural responsiveness (i.e., cultural awareness, cultural humility, cultural empathy). Mean differences were tested over time using Repeated Measures ANOVA with Multiple Imputation utilized to account for missing observations. Results indicated that there were significant decreases in the Cultural Humility Scale-Negative scores, significant increases in the Cultural Humility Scale-Total, and significant increases in the Scale of Ethnocultural Empathy - Acceptance of Cultural Differences after exposure to the IVREI + PRI. Collectively, our findings indicate that our IVREI + PRI Intervention created measurable change in Cultural Responsiveness. Although not all effects were significant, positive mean trends were found for most measures. These findings indicate that our IVREI + PRI Intervention, although in its very primitive version, may be beneficial for creating change in implicit bias and cultural humility in teachers. Implications and detailed methodology are discussed.

16:40-17:05

89124 | *Empowering Future Instructional Designers: Ethical AI Integration for Inclusive Learning*

Laura McNeill, University of Alabama, United States

Mengshei Pei, University of Alabama, United States

Ralph Hooper, University of Alabama, United States

We will present the process used to develop a pilot course designed to equip graduate students with the skills to integrate generative AI into instructional design, emphasizing inclusive, ethical, and equitable learning experiences. Educators can use this process to develop their own AI literacy course in any field. Developed collaboratively by an instructional design assistant professor and an ID graduate student using Claude, Perplexity, ChatGPT, and Gemini, the graduate level course offers a comprehensive curriculum covering: AI history and evolution Ethics in AI application, Prompt engineering, fundamentals AI-assisted learning objective and assessment creation, course outlining and instructional material, authoring AI-generated content, and evaluation of content using AI detection software. Students engage with leading AI tools such as ChatGPT, Gemini, Perplexity, Claude, and AI image generators. The course emphasizes hands-on projects, critical examination of AI's role in instructional design, and strategies to mitigate biases and ethical concerns. To date, 55 students have completed the course, with ongoing data collection on performance, engagement, and satisfaction to inform future iterations. This innovative approach prepares future instructional designers to harness AI's potential while prioritizing diverse learner needs and maintaining ethical standards. Research Design: The study employs a mixed-methods approach. Post-course surveys assess student knowledge gains and attitude shifts. Assignments using rubrics measure engagement and skill application. A focus groups will explore satisfaction and perceived value. Attendees will gain insight into: Effective course structure for teaching AI in instructional design. Student experiences and outcomes. Best practices for creating an AI literacy course in any field.

15:50-17:30 | Room 318B (3F)

Sunday Onsite Parallel Session 4

History, Ethnicity & Identity

Session Chair: Ghazala Ahmed

15:50-16:15

87831 | *From Land Acquisition to Nation-Building: Exploring the Jewish Agency's Diverse Actions in Establishing Israel*

Haseena Sultan, Zhengzhou University, China

Tajwar Ali, Qilu Institute of technology, China

Established in 1929, the Jewish Agency played a crucial role in the development of the Zionist cause and the creation of the present state of Israel. The Agency had a key role in organizing Zionist activities and aiding Jewish immigration to Palestine under British rule. This research study explores the multifaceted activities of the Jewish Agency, extending beyond its diplomatic initiatives. The goal is to investigate a wider variety of activities carried out by the Agency, such as land acquisition and the construction of the Israeli state's foundations, and assess their influence on Israel's founding. This analysis will use a comprehensive approach, examining various sources such as archives, interviews, and studies to uncover fundamental themes in the Agency's activities – ranging from land acquisition to the construction of social infrastructure. These will be contrasted to previous nation-building initiatives, taking into account the unique context of pre-Israel Palestine. The study will assess the Agency's efficacy and long-term influence on forming the newly established state. The article reveals the diverse role of the Jewish Agency in the establishment of Israel, highlighting its many activities beyond acquiring property. This study highlights the crucial role of the Jewish Agency in the establishment of Israel, going beyond acquiring property to include diverse nation-building activities. The Agency significantly influenced the establishment of the Israeli state via political, social, and economic efforts. Additional study might explore the viewpoints of many stakeholders engaged in the process, providing a more thorough comprehension of the Agency's influence on Israel's progress.

16:15-16:40

88090 | *Symbols of Uchinanchu Reculturation: Hajichi Tattoo Practices and Online Solidarity Connecting Okinawa, Brazil and Hawai'i*

Mateus Rezende de Oliveira, Tokyo University, Japan

Uchinanchu culture exists and resists through the so-called Okinawans, who are connected to the original Ryukyuu Kingdom, which was colonized and assimilated by Imperial Japan and its nation-state project. Uchinanchu people today preserve their culture in Okinawa, through traditional practices and also anti-military activism. However, Uchinanchu culture and cultural reclamation also exist beyond the Japanese borders. In Brazil and Hawai'i the Uchinanchu (Shimachu) diaspora today represents a strong vector of what I call reculturation – a movement of revisiting original cultures that in many cases are born out of transnational civil movements. Unlikely the biggest Civil movement from the 70s that drove many Uchinanchu people to reclaim their identity, the reculturation movement now uses social media and a super-connected flow of solidarity through the internet. This process exists within offline and online Third-space. Among activism acts, manifestos, and academic productions, the practice of Uchinanchu 'hajichi' tattoos represents one of those expressions of reculturation. In this piece, I want to reflect on a transnational queer solidarity that goes beyond gender and sexuality. As a queer immigrant from Brazil who found a home in Japan, I want to engage in what Naoki Sakai calls 'Homolingual Dialogue' to discuss the inequalities that subjugated cultures and people suffer by existing under colonial narratives as a way to support emancipation. My inquiries are Historical, trying to challenge Japanese and Brazilian narratives over the existence of the Uchinanchu people, but it is also based on the deconstruction of normativity on multiple layers.

16:40-17:05

86131 | *Exploring South Asian Immigrant Women's Strategies to Construct Hybrid Identity: An Integrated Approach to Acculturation*

Ghazala Ahmed, Niagara College, Canada

Kamini Jaipal-Jamani, Brock University, Canada

Traditional literature on acculturation predominantly posits that immigrants, when integrating into Western mainstream society, undergo a linear process through prescribed stages. For example, the classic acculturation framework (Berry, 2005) based on the four stages (assimilation, integration, rejection and deculturation) seems to overlook women's experiences and their social, historical and cultural location. Acculturation theory is too broad, given the cultural diversity among immigrants from the same cultural and religious backgrounds. This study, therefore, used an alternative integrated model from an intersectional perspective drawn from cultural hybridity theory that emphasizes the non-linear nature of acculturation patterns. By employing the concepts of cultural hybridity and third space within a feminist-postcolonial intersectional framework, this research examines the unique integration experiences of South Asian immigrant women in Canada. This approach highlights the importance of considering diverse and intersecting influences in understanding the acculturation process, particularly for marginalized groups. We begin the paper by providing a brief literature review on cultural hybridity and intersectionality. We then discuss the importance of employing the feminist methodology to understand women's perspectives on the multiple strategies used to integrate into mainstream Canadian society. The findings of this study reveal that the women participants make nuanced decisions about integration in response to complex social pressures and opportunities. Our analysis suggests that participants selectively adopt norms of Western society while retaining their cultural and religious identities. From a feminist-postcolonial perspective, South Asian immigrant women in this study constantly navigated between the two cultures thus constructing hybrid identities with traces of both cultures.

17:05-17:30

87514 | *Woman Hero: Using Art to Understand the Role of Women in the Eritrean Revolution*

Sandra Habtamu, Stanford University, United States

In this paper, I describe the development of a document-based historical inquiry lesson that invites students to contemplate whether the "Woman Hero", a painting by Elsa Jacob, was a genuine expression of what it meant to be a woman fighting for Eritrea's independence or was it propaganda. This lesson combines the structure of Reading Like a Historian (RLH) approach with Black feminist pedagogy. As it states on the Digital Inquiry Group's website, RLH "teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading." My conception of Black feminist pedagogy builds on Patricia McFadden's "Women and National Liberation Movements". In which she writes, "feminism is the lived experience over centuries that African women, wherever they are, have resisted all forms of oppression." In this curriculum study, I describe the background research involved in finding valid information on the "Woman Hero", and my method of choosing and scaffolding reading materials on the subject. The lessons materials I created include a timeline to help students understand the context that led to conflict between Eritrea and Ethiopia and eight scaffolded documents sourced primarily from archival materials at the Hoover Institution, with key vocabulary and guiding questions. As it stands, the historical evidence suggest that the image of the Eritrean Woman Hero as created by Elsa Jacob was a genuine reflection of the women who chose to fight, and in many cases, die for the national independence of her people.

15:50-17:30 | Room 321A (3F)

Sunday Onsite Parallel Session 4

Philosophy & Religion

Session Chair: Eiko Ohira

15:50-16:15

88736 | *Moses and Mutability*

Darius Branche, Duquesne University, United States

In my investigation of the concept of time found in Augustine's Confessions, and Edmund Husserl's Phenomenology of Internal-Time Consciousness, I identified similarities in the subjective conceptions of temporality. As well as noting the relation and tension between duration, and mutability in the systems of both thinkers. To do this, I engaged in a close reading of both texts, particularly Book IX-XII of the Confessions, as well as the sections of Husserl's Internal-Time Consciousness, that discussed particularly the phenomena of the 'temporal flux'. What I found, is that both thinkers, though they privileged the 'moment' of duration, a reading of their view of time could be found, as an undercurrent, a focus on 'mutability' as the initiator and 'essence' of the experiences of internalized time. From this 'alternate reading', I concluded that these moments of 'mutability', though treated as undercurrents, are actually the main crux of the development of time, with duration or retention acting as only an acknowledged, though over- regarded illusion.

16:15-16:40

89561 | *Virtue Ethics and Moral Saints*

Joel Martinez, Lewis & Clark College, United States

Common sense morality recognizes ways of behaving that are neither required nor prohibited, but in being laudable they are not merely permissible. These are supererogatory actions; actions that go above and beyond the call of duty. The vast majority of philosophical research on supererogation asks whether deontological and consequentialist theories can make room for the supererogatory or whether they should jettison the notion altogether. Only recently have some asked if virtue ethics can capture the common sense notion of supererogation. In this paper, I argue that there is no compelling reason why virtue ethics ought to give an account of the supererogatory. The argument that supports the claim that virtue ethics needs to account for the supererogatory rests on a fundamental confusion about the virtue ethical account of right action. Many virtue ethicists offering a virtue ethical account of supererogation mistakenly take the virtue ethical criterion of right action to tell us what our obligations are. But, this is a mistake. It is an easy one to make, though, because so many prominent virtue ethicists have felt comfortable using deontic notions. I explain why this is a mistake and point the way to a better and more pure virtue ethical approach to understanding the actions of heroes and saints. In the end, I think the virtue ethicist should jettison the notion of supererogation. However, I think this is a small price to pay and it need not threaten the virtue ethical project of conceptualizing common sense morality.

16:40-17:05

88824 | *The Comparative Study of Religion and Spirituality Between American and Pakistani Societies*

Iqra, Govt. Zainab Girls Higher Secondary School Sialkot, Pakistan

Religious and spiritual beliefs shape many civilizations' rules, actions, and structures. This comparative research examines religion and spirituality in America and Pakistan. Due to historical, cultural, and socio-political reasons, religion and spirituality in both countries vary in expression, interpretation, and social influence. The purpose of this study is to compare American and Pakistani religious and spiritual practices. This qualitative study collects data from secondary sources and books. To understand both nations' theological and spiritual foundations, academic publications, books, and reports were reviewed. Existing studies on religion and spirituality in the US and Pakistan examine its history, practices, and social effects. American society is moving toward secularism and religious plurality, with more people identifying as spiritual but not religious. Pakistani society is heavily religious, with Islam influencing daily life, governance, and culture. Religion and spirituality provide moral guidance, community cohesion, and personal identity in both societies. Educational and cultural exchange activities between the two countries should improve interfaith understanding and respect. Interfaith conversation should be studied for its role in promoting peace and tolerance in varied societies.

17:05-17:30

85310 | *The Religion of a Poet: Rabindranath Tagore's Belief in Brahman and Devotion to Buddha*

Eiko Ohira, Otsuma Women's University, Japan

Literary critics have not often shown interest in Rabindranath Tagore's religious views, though religion is very important to his creation and life. In Gitanjali (Song of Offerings) for which Tagore won the Nobel Prize in Literature in 1913, we find a poet's passionate calling to his God, suggesting a sort of dualism instead of the monotheism of an orthodox Vedanta interpretation based on the Upanishads. But Tagore belonged to the Brahmo Samaj, a reformist sect that took the Upanishads as a principal text. Some scholars problematized this as solipsistic or inconsistent. What complicates this is that he often showed his admiration and devotion to Buddha in his essays, poems, and Buddhist dramas. Chandaliika (1933) is his most outstanding Buddhist drama that deserves a place in the canon as much as Gitanjali. As such, one scholar says that Tagore's belief in Brahman did not waver, and another says that the axis of Tagore's devotion moved from Brahman to Buddha. I think that Tagore's thinking goes beyond the framework of the Brahmo Samaj and orthodox Upanishads. His belief in Brahman did not contradict his belief in Buddha's teachings because he believes that Buddha developed the practical side of the teachings of the Upanishads, and preached the same message: unbounded love for all creatures. We can find the depth of Tagore's religious beliefs and experiences in Chandaliika, which dramatizes the essence of Buddha's teachings, the same ideal as Brahman, showing the fruitful effects of his poetic and religious wayfarer's growth.

15:50-17:30 | Room 321B (3F)

Sunday Onsite Parallel Session 4

Creativity & Innovation in Education

Session Chair: Mindy Carter

15:50-16:15

89737 | *From Frustration to Innovation: Coping with Free-Riders in Multicultural Hospitality Education*
Joey Wu, The Hong Kong Polytechnic University, Hong Kong

Teamwork is an essential skill in the hotel and tourism industry (Dhaliwal & Misra, 2020). Consequently, group project assignments are crucial for students to cultivate collaborative abilities in hospitality courses. Nonetheless, mitigating free-riding has been difficult for educators employing group project assignments for student learning (Benning, 2022). Participants in multicultural student group work perceive free-riding as a critical challenge (Popov et al., 2012). However, limited research has focused on the coping experiences of multicultural students dealing with free-riders in the hotel and tourist discipline, emphasizing teamwork. This study seeks to compare the coping experiences with free-riders among hospitality students from various backgrounds and investigate cultural factors' influence on these coping experiences. A qualitative study approach will be applied, involving semi-structured interviews with fifteen multicultural students in a hotel and tourism school in Hong Kong, an international city. The sample will be selected to ensure ethnic variety and capture a range of multicultural experiences. Interview questions will focus on personal experiences with free-riding, coping mechanisms, and perceptions of cultural influences. Thematic analysis will be employed to identify the key themes associated with cultural factors and coping experiences. The findings are expected to provide insights into cross-cultural dynamics in group work dynamics and offer practical recommendations for educators. These may include strategies for designing fair and culturally inclusive group projects, enhancing collaborative learning outcomes, and addressing free-riding effectively. The study may aspire to improve teamwork education in the hotel and tourism sector, equipping students for the multicultural landscape of the industry.

16:15-16:40

87852 | *Flexibility and Adaptivity – Personalizing the Innovation Process to Boost the Creative Performance*
Jeff Feng, University of Houston, United States

Design cognition is one of the greatest challenges in the design creativity research community. The cognitive mental process has been the core of creativity studies with abundant research outcomes. However, the effective teaching methodologies for creativity in design education remain dispersive and inconclusive. This paper describes and examines a framework of the creative process that has been systematically tested with clear evidence of effectiveness and success. The framework has been applied to a design project in an undergraduate industrial design studio for seven consecutive years. More than a hundred participants provided feedback through surveys and discussions about the impact on their creative performance by going through this framework. The assessment of the creative process focuses on measuring the quantity and the quality of generated ideas concerning students' learning and training. With attention to the low performers and analysis of common causes, some shortcomings in the process were identified as contributors to hinder students' engagement and performance. A modified framework is proposed with flexibility and adaptability to facilitate the individuals' unique ways of idea generation and concept exploration so that the process will accommodate everyone with their unique backgrounds and approaches. Deliberation of students' successes and failures sheds light on a potentially more impactful and malleable creative process to achieve quality innovation. The third party's evaluations signify a strong application potential in design education and design practice.

16:40-17:05

86114 | *Participatory Design and Mindfulness Approaches to Fostering Creative Ecologies in Pedagogical S/places*
Mindy Carter, McGill University, Canada
Mark Silverberg, Cape Breton University, Canada

Problem: Envisioning possibility in times of instability is hard, especially when educational systems reinforce existing knowledge patterns. While a way forward exists through creative ecologies through participatory design and mindfulness, governments are slow to react. Context: The Organisation of Economic Co-operation and Development (OECD)'s 2018 "Future of Education and Skills" document and The Government of Canada's future challenge area "Working in the Digital Economy" both outline the urgent need for creative and curious thinkers who can work collaboratively and mindfully rather than individually. While these 21st century skills respond to projected needs, they are in tension with educational systems structured around standardization, top-down knowledge transfer and individual retention of information. Research on creative ecologies, or teaching and learning environments that foster curiosity and imagination highlight the need for engaging the logic of the system in change processes. Case studies on fostering collaborative creativity by intervening in aspects of a learning environment exist. Research: This study uses a multi-site ethnographic approach to explore the question: How does a creative ecology framework and mindfulness foster and impact teacher and student understanding of creative agency, teaching and learning in higher education contexts? Significance: Improvement in creative ecologies can lead to increased job satisfaction for instructors and engagement for students. Outcomes have the potential to improve Canada's competitiveness in the 21st century by preparing young adults for a global, rather than national economy.

15:50-17:30 | Room 322A (3F)

Sunday Onsite Parallel Session 4

Innovative Approaches in Business & Society

Session Chair: Marianne Rexer

15:50-16:15

88852 | *A Proposal of an Auxiliary Method for Cosmetic Container Design Based on Sensibility Evaluation*
Tomokazu Ishikawa, Toyo University, Japan

In recent years, young men also tend to wear makeup and have more opportunities to pick up cosmetics. Although there have been previous studies investigating the image that women have of the shape of cosmetic containers, there has been no mention of the image that men have of the shape of cosmetic containers. The purpose of this study is to enhance the design of cosmetic containers through the evaluation of sensibility. Based on previous studies, shape features of the containers, such as the size of the cap and the position of the neckline, were calculated from 50 images of cosmetic containers, and sample shapes were selected for the investigation of impressions using the clustering technique k-means. In the impression survey, respondents were asked to respond on a 7-point scale how they felt about six adjective pairs (e.g. warm – cool, Luxury – commonplace) for eight different cosmetic containers. We conducted a questionnaire survey with 50 participants (29 men and 19 women, 2 unanswered), aged 20-40. Surprisingly, results revealed no significant gender differences in sensibility towards the aesthetics of these containers. Using regression analysis, we identified specific design elements that correlate with positive consumer impressions. This insight was instrumental in developing a system that predicts container designs based on sensibility inputs, enhancing design efficiency and appeal. To validate our system, we conducted a secondary survey to evaluate whether the generated designs visually attract consumers and influence their willingness to purchase. Results confirmed the system's effectiveness in aligning with consumer preferences.

16:15-16:40

88716 | *Does Superior Employee Relations Reduce the Cost of Capital? Evidence from Japanese Firms*
Hitoshi Takehara, Waseda University, Japan

Do good employee relations reduce a company's cost of capital? In order to answer this question, we empirically examine whether there is a negative relationship between the quality of employee relations and the cost of capital. First, using the Toyo-Keizai CSR database, we develop our original six-dimensional measures of employee relations for Japanese firms. The six dimensions are (1) work-life balance, (2) equal opportunity, (3) human resource development, (4) job strain, (5) financial rewards, and (6) long-term employment. Then, using both the implied method commonly used in positive accounting and asset pricing models such as Fama and French factor models in finance, we estimate the cost of capital of individual firms. Based on the constructed panel data for the sample period of 2005-2022 (18 years), we examine the relationship between the Employee-oriented Corporate Social Performance (E-CSP) score and the cost of capital. The empirical results show that work-life balance, financial rewards, and long-term employment (which are characteristics of Japanese firms) tend to reduce the cost of capital. Therefore, it is suggested that human capital accumulation in firms that maintain good employee relations will, as a result, reduce firm risk and cost of capital in the long run.

16:40-17:05

90091 | *The Effect of QR Codes on Tipping Behavior*
Marianne Rexer, Wilkes University, United States
HyeRyeon Lee, Wilkes University, United States
Anna Ma, Wilkes University, United States
Grace Xiao, Wilkes University, United States
Woojun Lee, Wilkes University, United States

This study explores the integration of QR code tipping as a sustainable and convenient alternative to traditional tipping practices. As digitalization transforms consumer behavior, QR codes have emerged as a versatile tool that not only streamlines financial transactions but also reduces the environmental impact associated with paper-based systems (Ozturkcan & Kitapci, 2023). The COVID-19 pandemic has underscored the necessity for contactless interactions, positioning QR codes as essential in minimizing health risks while promoting eco-friendly practices (Alamoudi, 2022). Online survey data from 352 subjects completing an experiment indicate that environmentally conscious consumers are more inclined to adopt QR code tipping, motivated by a desire to minimize resource consumption and support sustainable initiatives (Ozturkcan & Kitapci, 2023). This shift in behavior highlights the potential of QR codes to influence positive changes in consumer habits, encouraging the adoption of sustainable practices in everyday transactions. The widespread implementation of QR code tipping could significantly advance sustainability goals within the service industry, offering a practical solution that balances convenience with environmental responsibility. The hospitality service provider sends customers a message of concern for the environment and the employees could receive more tips. As awareness and acceptance of this technology increase, QR code tipping is set to become a cornerstone of a more sustainable and responsible future.

15:50-17:30 | Room 322B (3F)

Sunday Onsite Parallel Session 4

Design, Implementation & Assessment of Innovative Technologies

Session Chair: Yoshiaki Nakano

15:50-16:40

86017 | *Workshop and Discussion on PICTOGRAMMING: An Integrated Learning Environment for Communication, Information Design and Programming*

Yoshiaki Nakano, Kogakuin University, Japan
Hitoshi Inoue, Nakamura Gakuen University, Japan
Shunsuke Inagaki, Yamanashi University, Japan
Kazunari Ito, Aoyama Gakuin University, Japan

PICTOGRAMMING is an environment for integrated learning of communication, information design, and programming by designing a human-shaped pictogram and moving it with block-type programs. This tool works on a web browser with any network-connected PC, tablet, or smartphone, so it frees you from the problem of having to install an app or only working on certain models. This tool was developed at the Pictogram Research Institute of Aoyama Gakuin University. The authors experimentally taught elementary school students (10-12 years old) and junior high school students (13-15 years old) how to use PICTOGRAMMING in a simple way and how much content they could learn in about one hour. Through trial and error, the students autonomously mastered "sequential processing" and "iterative processing", which are basic elements of programming, and understood what kind of design can convey what meaning to others. In this workshop, the authors will first give an overview of the experiment. Next, the participants will experience PICTOGRAMMING. Then, the authors will discuss with the participants the application of this tool and learning situations.

Note: Participants in this workshop must bring a PC or tablet (not a smartphone).

16:40-17:05

89780 | *Product Experience Design (PXD): A Pedagogical Framework for Experience-driven Product and Systems Design with Emerging Technologies in Industrial Design Education*

Min Kang, University of Houston, United States

This paper presents the pedagogical framework and outcomes of Product Experience Design (PXD), an innovative graduate-level studio course in Industrial Design education. PXD introduces a structured three-phase methodology: Experience Analysis, Systems Integration, and Technology Implementation. In the Experience Analysis phase, students conduct user research and journey mapping to identify experiential gaps in real-world scenarios. The Systems Integration phase employs systems thinking tools to map interconnections between users, products, and environments, helping students understand how their solutions fit within larger ecosystems. The Technology Implementation phase guides students in leveraging emerging technologies, such as AI and spatial computing (AR/MR), to bridge identified experiential gaps. Two case studies demonstrate the methodology's application and impact. The first involved designing an AI agent-driven medication management solution for senior citizens, addressing medication adherence through tailored reminders and tracking systems using context awareness powered by AI. The second case focused on empowering creative professionals with spatial computing solutions for inspiration, ideation, and collaboration tasks. These solutions showcase workflow efficiency through AR/MR tools that bridge the gap between the current state of limited physical space and flat displays and the ideal user experience of utilizing the entire 3D space to display, ideate, and collaborate. By combining experience-driven design and systems thinking with emerging technologies, PXD equips future designers to create holistic, sustainable solutions that address user needs while considering broader systemic impacts. This pedagogical framework highlights how structured methodologies and technology integration can advance design education and foster leadership in experience-driven innovation.

15:50-17:30 | Room 323A (3F)

Sunday Onsite Parallel Session 4

Higher Education (Workshops)

Session Chair: Natasha Kenny

15:50-16:40

88714 | *Stories from Inside the Circle: Embodied Indigeneity and Resurgent Practice in Post-Secondary Institutions*
Shawna M. Cunningham, University of Calgary, Canada

In Canada, the call for reconciliation with Indigenous peoples cited in the Final Report of the Truth and Reconciliation Commission of Canada (2015) has compelled post-secondary institutions to engage in meaningful, sustainable, and transformative acts of reconciliation through education. Indigenous student service centres hold a place of significance as cultural touchstones for Indigenous students and long-standing beacons of welcome for Indigenous community members. As a distinct community of practice, Indigenous professionals working within these centres have been actively engaged in the decolonization and indigenization of public post-secondary education in Canada for decades, laying much of the initial groundwork for transformative reconciliation in higher education. Based on an award-winning dissertation, titled "Stories from Inside the Circle", this 60-minute workshop shares findings based on the storied experience of nine Indigenous leaders of Indigenous student centres to locate and identify culturally grounded emergent and resurgent professional practices. This session offers insight into their roles, storied experiences, and perspectives on decolonization and indigenization unfolding in public post-secondary institutions across Canada, now responsive to the call for reconciliation through education (Truth and Reconciliation Commission of Canada, 2015). The session sheds light how Indigeneity as embodied presence (Meyer, 2008) gives rise to a cultural resurgent practice (Burrows & Tully, 2018; Simpson, 2017) within Indigenous student service centres and amongst Indigenous professionals who are part of a distinct community of practice engaged in in neocolonial systems of education poised for transformative reconciliation (Burrows & Tully, 2018) through meaningful and respectful inclusion of Indigenous peoples and knowledge systems.

16:40-17:30

88588 | *Implementing an Indigenous Curriculum Grants Program at a Research-Intensive University to Advance Indigenous Engagement and Perspectives Across Academic Disciplines*

Natasha Kenny, University of Calgary, Canada
Michael Hart, University of Calgary, Canada

Building on the foundations of the United Nations Declaration of the Rights of Indigenous Peoples (UN General Assembly, 2007) and Canada's Truth and Reconciliation Commission Calls to Action (Truth and Reconciliation Commission of Canada, 2015), the University of Calgary's Indigenous Strategy ii' taa'poh'to'p acknowledges that affirming Indigenous epistemologies, pedagogies, and methodologies across academic programs is critical to truth and reconciliation processes. It further emphasizes the importance of creating shared, ethical spaces (Ermine, 2007) for dialogue that includes Indigenous peoples and perspectives, and honouring both written and oral systems (University of Calgary, n.d.). Supporting postsecondary educators and academic programs in meaningfully affirming Indigenous knowledges and transforming Western-based curriculum is important and challenging work, that "requires moving beyond the superficial inclusion of Indigenous content (Louie et al., 2017, p. 21). In 2022, our offices collaborated to provide curriculum grants (\$10K CDN each) to support initiatives to advance Indigenous engagement and perspectives across academic disciplines and programs within the university. Proposed initiatives were to have a direct impact on student learning experiences, affirm and recognize Indigenous histories, current realities, cultures, languages, knowledge systems, and pedagogies, and include respectful engagement with Indigenous Elders, Knowledge Keepers, and communities. This workshop will provide an overview of the successes and challenges associated with implementing an Indigenous Curriculum Grants program at a large research-intensive university, and provide opportunities for participants to engage in dialogue about approaches to transforming academic programs to meaningfully affirm Indigenous engagement and perspectives across postsecondary education based on their own lived experience and context.

Monday, January 6

Parallel Sessions

All times are Hawaii Standard Time (UTC -10)

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

09:30-11:10 | Room 317B (3F)

Monday Onsite Parallel Session 1

Politics & Inclusivity of the Arts

Session Chair: Kira Omelchenko

09:30-09:55

88985 | *Recognizing the Legacy of Indigenous Matriarchs in Academia: Stories from Another Coyote*
Naomi Narcisse, University of British Columbia, Canada

This presentation opens with a song from our presenter's home territory, followed by the sharing of stories from her experiences and research. There will be time for questions and guided dialogue following the presentation. With quick claims to reconciliation and distribution of Indigenous strategies, it is imperative that universities are aware of the responsibility entailed in fostering relationships with significant Indigenous women leaders. In her research, she positions herself as a St'at'imc and Secwépemc woman in the academy while maintaining her deep-rooted education from her home territory. The epistemology is carried by St'at'imc Nxekmenlhkalha muta7 nt'aqmenlhkalha (Our laws and way of life). In her home territory, Matriarchs are recognized and respected. There are protocols and responsibilities community members exercise and apply, and these processes are not often carried out in the same way in higher education spaces. Her research investigates how these core traditional teachings can be aligned with university goals and values, and meaningfully implemented.

09:55-10:20

89833 | *Art as Activism: the Life and Work of Richard Hunt in the Context of the American Civil Rights Movement*
Susan Wilczak, Lake Michigan College, United States

Born on the South side of Chicago in 1935 Richard Hunt would become one of the most influential and prolific metal sculptors in American history. Exposed to the cultural riches of the city at an early age, educated at the Art Institute of Chicago, He was the first African American artists to have a retrospective exhibit at the Museum of Contemporary Art at the age of 35. Despite challenges for African American artists during his lifetime, Hunt held over 160 solo exhibitions and is represented in more than 100 public museums across the globe. Hunt made the largest contribution to public sculpture in the United States, with more than 160 public commissions gracing prominent locations in 24 states and Washington, D.C. Mr. Hunt passed away in December of 2023. At the age of 19, Hunt with his mother, attended the open-casket funeral of Emmett Till, who's brutal and racist murder in Mississippi shocked the nation. He identified that experience as a turning point in his artistic life and before long he devoted himself to civil rights and creating art that would express the critical need for human freedom and social justice. "Sculpture is not a self-declaration but a voice of and for my people." This presentation will focus on that 70-year legacy of significant work in every decade till his death that represented his vision and aspiration for freedom and justice.

10:20-10:45

89853 | *Promoting Inclusion Through the Performing Arts: Strategies Implemented by a Community College Performing Arts Department*
Lamaiya Lancaster, College of Lake County, United States
Craig Rich, College of Lake County, United States
Mitch Lewis, College of Lake County, United States

This presentation will introduce strategies for inclusion being implemented by the performing arts department at the College of Lake County. Faculty from each discipline (Dance, Music, and Theatre) will discuss how they are promoting inclusion through curriculum development, performance, and community engagement. The presenters will provide definitions of culturally relevant pedagogy, as supported by research conducted by Gloria Ladson-Billings, Dr Nyama McCarthy-Brown, and Lorenzo Garcia, as it pertains to performing arts curriculum and discuss how this is being used for student recruitment and retention. Presenters will discuss the importance of production selection and performance opportunities and provide examples of recent productions that reflects the diverse student population and surrounding communities served by the college. Presenters will also highlight the benefits of community engagement in the performing arts opportunities that are facilitated by the implementation of a performing arts community engagement and outreach initiative and supported by the Division of Communication Arts, Humanities, and Fine Arts at the college in collaboration with community partners. The presentation will conclude with a discussion with participants about how the proposed strategies can be implemented in their chosen fields as a means of promoting inclusion.

10:45-11:10

86987 | *Kiwi Treasures: Music by New Zealand Composers and Collaborative Performances*
Kira Omelchenko, James Madison University, United States

Join a 2024 US Fulbright Scholar, musician, and conductor as she shares her Fulbright research project which took her to New Zealand (Aotearoa) for to conduct orchestras, mentor music students, collaborate with local composers, and conduct research on symphonic New Zealand composers. The main goals and objectives of the project was to broaden the orchestral literature curriculum to include music by New Zealand composers and symphonic scores she researched and observed at the National Library of New Zealand and at Sounz Organization for New Zealand New Music. Creating a more global platform for symphonic orchestral repertoire is necessary. There is a great need for updating the Orchestral Literature course content and to include more diverse music in the Symphony Orchestra concert programming, which has historically and primarily featured works by European deceased male composers. This project helped her to diversify the materials in the course, introduce new works by living New Zealand composers, and include orchestral works by both classical and Indigenous New Zealand composers in the orchestral repertoire. The presenter will share orchestra pieces she discovered by New Zealanders (affectionally nicknamed "Kiwis") while diving into original manuscripts in the National Library. The session will highlight musical gems the presenter finds approachable, assessable, and valuable for University orchestras. The presenter will also highlight a collaborative music project she performed with Māori composer, Philip Brownlee, during her residency in New Zealand. Stay for the Q&A at the end of the session to learn more about the Fulbright program.

09:30-11:10 | Room 318A (3F)

Monday Onsite Parallel Session 1

Creative Approaches in Curriculum Development

Session Chair: Junghwa Suh

09:30-09:55

89434 | *The Role of Spiritualism in Collegiate Private Lessons*
Cassandra Hibbard, Liberty University, United States

The ways humans connect in society cannot be overlooked when developing a curriculum for collegiate level private lessons. Though education is often measured in terms of pedagogy, curriculum development, and educational fundamentalism through psychological development; one cannot deny the need for enhancement in teaching as modern students' value interaction and connection increase. Spiritualism in private lessons creates a greater atmosphere of learning and success, which will affect every avenue of teaching: student satisfaction, student success, recruitment, and retention. Spiritualism begins with an organic understanding of the connectivity of our universe. It often incorporates the explanation of phenomena in terms of purpose (teleology) and a rejection of dogma. Yet, while defining spiritualism in terms of education, we find spiritualism to be closer to leading students on a journey through understanding and empathy. For this approach, the music teacher should employ a goal-oriented style of teaching (as opposed to a strict adherence to a set curriculum). The music teacher should employ a variety of techniques to develop an individualized approach to the private lessons. This approach, in the scheme of goal-oriented teaching, will enhance self-development for the sake of professionalism in the student's chosen field. While many feel the development of spiritualism is confined to the student's private, personal experience; with the guidance of a teacher, the student can develop musically, professionally, and spiritually. Incorporating spiritualism in teaching heightens and redefines the learning experience, focuses on growth and self-development for the sake of professionalism, and redefines the measurement of successful educational processes.

09:55-10:20

87701 | *How to Apply Jean-Jacques Rousseau's "Dialogue with the Self" to Classroom Practice*
Yuko Miyazaki, Showa University of Music, Japan

In my German conversation class at a music university, I balance cooperative learning with individual learning and incorporate physical activities such as improvisation as appropriate. In questionnaire surveys conducted between last year and this year's two semesters, students were asked about what aspects of (1) learning to express oneself using the body (e.g., improvisation), (2) cooperative learning, and (3) learning to work individually, were the best for their ability enhancement. As a result, it was striking that the primary responses were knowledge aspects such as "it is easier to remember vocabulary" and "I can interact with other classmates", which showed the sufficiency of the learning environment and learning methods, with few responses touching on "improvement of expressive ability" and "joy of expressing oneself". The results showed that learners needed to incorporate more questioning, self-knowledge, and expression of themselves. We also need to include more theatrical elements. However, theater education to date has focused on cooperative learning through the performance of historical works and the reading of literary works, and even in improvisation education, the main emphasis has been on the development of improvisational expressiveness, and few learning methods focus on expressing oneself through dialogue with the self. In this presentation, we will seek a model from Jean-Jacques Rousseau's "Pygmalion", "Dialogue", and "Emile", in which he attempted to express himself to society through dialogue with himself. We will also explore the nature of classes incorporating expressive (puppet) theater using dialogue with the self.

10:20-10:45

89854 | *Autopoiesis and Mythopoesis: How Live(d) Experience Contributes to Curriculum*
Joanne Weber, University of Alberta, Canada
Jennifer Thom, University of Victoria, Canada

How might we infuse live(d) experience into the curriculum? Currently, two paradigms dominate curriculum in schools: the scientific-rational model and the socio-cultural model. The scientific-rational model dominates schooling especially in the areas of mathematics, sciences, technology, language and literacy education. As a corrective, asserting one's identity, cultural affiliations, and languages and addressing injustices comprises the socio-cultural model. A null curricular paradigm (Eisner, 2002), the mythopoetic curriculum begins with personal stories, metaphors and images from other narratives and myths. A mythopoetic curriculum (Doll, 2017, Pinar, 2014) allows us to consider what it is that we don't see or consider what is more than human existence. As we live with uncertainty, we engage in autopoiesis (Maturana & Varela, 1992), allowing us to "self-make" as we traverse across multiple systems within our bodies, our communities, cultures, organizations, institutions. While their research areas may suggest an affinity with the dominant curriculum paradigms, through autopoiesis, the authors use deaf aesthetics research data and spatial awareness in mathematics education to contextualize a mythopoetic curriculum.

10:45-11:10

89838 | *Fostering Interdisciplinary Collaborative Learning Through Āina-based Pedagogical Approach*
Junghwa Suh, Chaminade University of Honolulu, United States
Junko Funahashi, Chaminade University of Honolulu, United States
Koreen Nakahodo, Chaminade University of Honolulu, United States

In a world increasingly characterized by divisiveness and isolation, higher education must reconsider how it can help students view these challenges as opportunities rather than barriers. One way to foster such an approach is through interdisciplinary collaboration, which is often limited by the siloed nature of academic disciplines. The Mana Wai Aquaponic Pond project was developed to address this issue by providing students with hands-on learning that emphasizes the interconnectedness of different fields. Grounded in Hawaiian values of respect for the land (Āina) and people, the project engages students and faculty from Environmental + Interior Design, Art, English, Environmental Studies, and Biochemistry in the collaborative creation of an aquaponic pond. Through this project, students explore the integration of various disciplinary perspectives as they contribute to different phases of the pond's construction, from research and ideation to execution. They learn not only about the technical aspects of aquaponic systems but also about their conceptual connections to literature, humanities, science, and sustainability. The project underscores the importance of collaboration and critical thinking, illustrating how all components—environmental, social, and material—must work together for successful outcomes. Ultimately, this nature-based experiential project serves as a model for how higher education can promote holistic understanding, fostering a broader sense of interconnectedness and responsibility among students from different disciplines.

09:30-11:10 | Room 318B (3F)

Monday Onsite Parallel Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Amanda Muller

09:30-09:55

87456 | *Threat Assessment in Training vs Threat Assessment in Action: Moving Beyond Faux-Clusivity to Authentic Integration in Higher Education*

Michelle Ghoston, Wake Forest University, United States

Lauren Ghoston, North Carolina Agricultural and Technical State University, United States

The multidisciplinary make-up of threat assessment teams in places of higher education often includes faculty, residential staff, administrators, law enforcement and mental health professionals. While invited to provide differing perspectives to assess threats of violence, and other concerning behavior, to the student body, the university, and the community, roadblocks prevent this from being a holistic process. From team representation to how assessments are completed, and mitigation strategies are developed, cultural elements, as it relates to diversity of thought, is often ignored. Are our attempts at this holistic approach really continuing to perpetuate elements of exclusivity? The authors propose the term "Faux-Clusivity" to explain this unrecognized flaw in efforts of equity and inclusion within the threat assessment process. "Faux-Clusivity" is a concept defined as events, instances, situations and declarations that by all purposes appear to be diverse and inclusive. However, upon closer inspection the concept falls short of equity as advertised. An example of faux-clusivity might include how the opinion of a member who has no formal threat assessment training is received by experienced team members and considered when attempting to minimize a threat. Accepting how faux-clusivity impacts our abilities to assess threats (imminent or otherwise) is important to ensuring that authentic diversity of thought is embraced. As a trained threat assessor and a licensed mental health provider who both work at higher educational institutions we will share and explore ways to enhance this process to be more inclusive and holistic.

09:55-10:20

89761 | *Diversity Leadership in Education: Embedding Practices of Social Justice*

Shailoo Bedi, University of Victoria, Canada

Catherine McGregor, University of Victoria, Canada

This presentation draws from the publication *Diversity Leadership in Education: Embedding Practices of Social Justice* (editors McGregor & Bedi), which delves into the critical reflections and experiences from diverse leaders in higher education. We aim to explore how these leaders' foster equity and social justice while challenging traditional, Western-centric leadership paradigms. The book focuses in three thematic areas relationality, intersectionality, and reimagining realities—our presentation focuses on the theme of relationality. Relationality is central to our discussion because it challenges hierarchical leadership models by emphasizing collaboration, interdependence, and shared agency. It disrupts and interrupts the binary logic that shaped much of the existing leadership literature. Relationality problematizes a person-centric view that emphasizes personal values, traits or transformational agency (Huber & West, 2002). Collective empowerment and shared purpose are vital for building trust and collaboration, fostering cultures that drive transformational change and co-constructively pave the way for equity and inclusion. Rooted in Indigenous worldviews, relationality frames leadership as deeply connected to relationships with people, place, and all living things (Cajete, 2016). This approach emphasizes relational agency through "fluid and joint actions" (Edwards, 2010), fostering mutual respect for others and the planet. How relationality advances goals for social justice will be explored in exemplary studies described within the book. E.g. issues of reconciliation between White settlers and Indigenous peoples. We also highlight reflexive practices that dismantle power relations and advocates for participatory learning models. Diverse pathways are proposed for leadership in VUCA contexts, embracing multiple routes to change rather than one approach.

10:20-10:45

85316 | *School Based Continuous Improvement Framework: Presenting Results from a Grounded Theory Study*

Kylie Todhunter, Central Queensland University, Australia

This research focuses on continuous improvement in government funded schools and the strategies, practices and actions of school leaders that build and sustain continuous improvement. The focus on continuous improvement is a vital component of educational administration. Research has found that school leaders are being told they need to improve their schools to meet the needs and potential of their students but are not being told how to achieve this goal. This is particularly important in public education to reduce inequity of outcomes. Educational disadvantage continues and school leaders have the potential to address this and meet young people's needs for a changing future through continuous improvement. Across a school or education system, continuous improvement is the organised, deliberate, and methodical process of small incremental changes aimed at improvement. Practices and processes labelled as continuous improvement are being implemented more frequently internationally in an attempt to address issues of outcomes for students. This Grounded Theory study resulted in an evidenced based framework for application by school leaders and for inclusion in principal preparation and training. Semi-structured interviews with system experts and high performing school leaders, combined with a document analysis, resulted in major and minor categories included in the School Based Continuous Improvement Framework.

10:45-11:10

88167 | *Benchmarking University English Entry Requirements: Drivers and Discrepancies*

Amanda Müller, Flinders University, Australia

Andrew Brenner, Flinders University, Australia

This presentation gives the results of a benchmarking activity for English requirements across educational professional registration bodies and entry to education degrees in top-1000 ranked universities (Australia, United States of America, United Kingdom, Canada, New Zealand, and Ireland). English proficiency scores, as set by stakeholders, were gathered from university sites and professional organisation sites for six commonly accepted English language tests (IELTS, TOEFL, PTE, C1A, and DET). A key finding is how institutional stakeholders set different minimum test scores and how they consider scores to be equivalent across tests. This presentation will visually demonstrate the extreme lower scores being chosen among different tests, and the differences found between equivalence scores (and how these do not match test-maker equivalence recommendations). A lack of congruence between institutions about what minimum English skills are needed for study and professional success, in addition to the non-equivalence of between test scores found, will be discussed in terms of erosion of trust in institutions and processes, and possible increase in reputational loss.

09:30-11:10 | Room 321A (3F)

Monday Onsite Parallel Session 1

Higher Education

Session Chair: Alison Chandler

09:30-09:55

85420 | *Developing Intercultural Competence Among Undergraduate Students: Examining Strengths and Weaknesses Through a Mixed Methods Approach*

Marki Alexander, The University of Tulsa, United States

Developing greater intercultural competence allows individuals to transfer skills from one cross-cultural context to another to navigate novel intercultural situations with people of different cultural backgrounds more successfully (Honen-Delmar & Rega, 2023), which is why it is necessary for colleges and universities to help students develop the ability to engage effectively in intercultural situations after graduation. To determine the extent to which undergraduate students at a mid-sized, private institution in the U.S. have developed their intercultural competence, a mixed methods study assessed the learning of students who had just completed a human diversity focused course. These students responded to intercultural situational judgement tests (SJTs) that had been adapted from Schwarzenthal et al. (2019) as well as the Expanded Cultural Intelligence scale (E-CQS) (Van Dyne et al., 2012). Benchmarks for success were set at 70% of the scoring range for each assessment. Mean scores on the SJTs revealed that students achieved the benchmarks in the domains of knowledge of intercultural situation and suspension of judgement but fell short on considering multiple explanations and response to situation domains. Mean scores on the E-CQS revealed that students met the benchmarks for success in the metacognitive and motivational domains and missed the benchmark for the behavioral domain. Qualitative findings revealed that students had gaps in their intercultural competence, resulting in avoidance of intercultural interactions or even actively harmful outcomes in some situations. These results suggest a need for educational activities to build students' behavioral skills and self-efficacy in intercultural situations.

09:55-10:20

88890 | *Representation and Equity Gaps in Higher Education: Conceptualizing Minority Representation in Graduate Programs at an MSI*

Phylecia Love, National Louis University, United States

Racially minority students and faculty are disproportionately underrepresented nationally, particularly at Minority Serving Institutions (MSIs), which are meant to serve minority populations (Hurtado et al., 2008). As the number of minority students grows, the gap for representation grows wider, which has added to the high departure of minority students. Additionally, the lack of faculty representation has minority faculty experiencing racial fatigue and tokenism. This qualitative research used the counter-storytelling tenet of Critical Race Theory as a theoretical framework to explore how students and faculty conceptualize representation in their graduate program at an MSI. By employing co-constructed interviewing in the data collection, the researcher created an intimate, relational, and flexible method of in-depth conversations that focused on telling and listening; the respondents in this study gave their experiences with representation in their current graduate program and built ideal models of representation. Through intimate interaction, follow-up questioning, and shared experiences, faculty and students expressed how perceived behaviors, policies, and procedures were determinants that contribute to the minority population disparities within the institution. The conclusions suggested that institutional leaders embrace and encourage differences by implementing strategies to recruit and retain more minority faculty and intentionally support inclusive policies at MSIs to increase student and faculty belonging and the value of diversity through equitable populations.

10:20-10:45

87629 | *Emerging Hispanic Serving Institutions: Preparing to Serve Latiné Students Authentically*

Faye Jones, Florida State University, United States

Marcia Mardis, Florida State University, United States

In this paper, we report our Integrated Postsecondary Education Data System (IPEDS) analysis of emerging Hispanic Serving Institutions (eHSI) for their potential to increase graduate-level STEM degree attainment. Latinos, the largest U.S. minority group, comprise one-fifth of the U.S. population, with 10 states accounting for 74% of this minority group. Approximately 571 Hispanic Serving Institutions (HSI) enroll the majority (62%) of Latino undergraduate students, representing 19% of colleges and universities with a Latino enrollment of 25% or more. Another 401 institutions spanning 42 states (including Hawaii) are eHSI, with Latino enrollment between 15-24.9%. Despite strong enrollment, Latino degree attainment is concentrated on STEM associate and bachelor's; however, master's and doctoral degree attainment in computing, information science, and engineering is flat. A lack of advancement means that these students will never experience a Latino or Hispanic faculty member or pursue their education far enough to become faculty members themselves. Degree stagnation presents equity imperatives for higher education leaders to embrace servingness and strategies to build authentic STEM identities and meaningful experiences for Latinos that lead to advanced degrees. This burgeoning student population and lack of advancement signify that all U.S. institutions of higher education (IHE) must be prepared to investigate and understand the demographic breadth within the Latino community and how to provide authentic support and service (i.e., "servingness") to all Latino students. This knowledge and commitment are critical in transitioning from eHSI to HSI while furthering STEM institutional excellence. We conclude with implications for institutional policy, practice, and processes.

10:45-11:10

86208 | *Racialized Experiences and Black Students' Sense of Belonging at Hispanic-Serving Institutions: Why Validation is Critical*

Alison Chandler, Saint Xavier University, United States

As the number of Black college students who have enrolled in federally designated Hispanic-serving institutions (HSIs) has risen, it has become necessary to examine how their sense of belonging has been fostered, particularly given the focus on initiatives geared towards Latinx student success, which may contribute to feelings of inadequacy among Black students; a factor often compounded by racialized experiences that have occurred in educational settings both prior to and during college. This phenomenological study explored the experiences of nine Black undergraduate students at a private four-year HSI in the Midwest with the aim of understanding how they define a sense of belonging and the factors that influence it. The study also examined the institution's role in mitigating or perpetuating barriers to its development. Findings suggest that a one-size-fits-all approach to fostering a sense of belonging is insufficient among Black students, notably when the HSI lacks Black representation. Instead, Black students desire safety within the Black campus community, validation and encouragement from faculty and staff, and a belief that they are seen, heard, and valued by institutional leadership.

09:30-11:10 | Room 321B (3F)

Monday Onsite Parallel Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Alanna Peebles

09:30-09:55

87688 | *OER Textbooks and AI-generated Questions: Evaluating the Performance of Formative Practice in Higher Education*

Rachel Van Campenhout, VitalSource Technologies, United States

Michelle Clark, VitalSource Technologies, United States

Benny Johnson, VitalSource Technologies, United States

The ubiquitous use of digital learning resources like etextbooks have shifted the learning experience in higher education. Digital learning has led to both new learning tools as well as research in how learning works via the large, rich data sets those digital resources generate. Advances in artificial intelligence have made it possible to develop and scale learning methods—such as formative practice integrated in etextbook content in a learning by doing approach. A primary benefit of generating formative practice is to bring this highly effective learning approach to millions of students using digital textbooks. This paper focuses on an automatic question generation system that has proven to generate effective formative practice for higher education textbooks, as measured through large-scale analyses of question performance metrics and in-classroom implementations. Open education resources (OER), such as OpenStax, offer students and faculty a learning resource without the high cost. In this paper, we evaluate performance metrics such as difficulty and persistence for the automatically generated questions added to an OER textbook for the first time. Used in several large, online biology courses at a major public university, this paper showcases the viability of automatically generated questions combined with OER content for increasing the access and affordability of formative practice as a feature in digital textbooks. Key question performance metrics such as question difficulty and persistence and student interaction patterns and behavior are analyzed, and future applications of OER content with automatically generated questions are discussed.

09:55-10:20

87679 | *Virtual International Education Facilitated by Generative AI*

Tomohiro Inagaki, Hiroshima University, Japan

Yuko Murakami, Hiroshima University, Japan

Tohru Takahashi, Hiroshima University, Japan

Yuji Tsuchimoto, Eikai Intelligent Systems Co., Ltd., Japan

Dialogue between students from different cultural backgrounds is useful for learning about global issues and their solutions. The role of the facilitator is important in ensuring that group discussions run smoothly, encouraging all participants to actively participate in the discussion. It is also necessary to remove linguistic barriers to discussion between students with different mother tongues. To support and stimulate online communication among students, we have developed a web application called HiGPT, which allows students to enter multilingual text messages and image files, query generative AI (chatGPT) about their input, and share AI responses and suggestions. In HiGPT all text messages are displayed in the selected language. In 2024, a group discussion using HiGPT was conducted within an online data science class for first-year university students at Hiroshima University and a virtual international class of students from Hiroshima University and the University of Texas. We evaluated the effectiveness of HiGPT based on the results of a self-assessment questionnaire administered after the class. Although there were significant differences in the use of HiGPT among the groups, more than 70% of students were satisfied with HiGPT and many felt that HiGPT helped facilitate discussions, with the indirect intervention by the generative AI providing a sense of security and creating an online environment that facilitated lively discussions, even with first-time partners. In this practice, the generative AI played part of the role of facilitator and was found to be effective in stimulating communication among students.

10:20-10:45

86733 | *Building Future Skills: Exploring Generative AI and the Metaverse in Education and Cultivating Students' 3C Skills*

Yukie Saito, Chuo University, Japan

Sachika Shibukawa, Chuo University, Japan

This innovative research project aimed to explore optimal solutions for providing students with opportunities to responsibly use and explore cutting-edge technologies through Generative AI and the Metaverse. The project targeted enhancing students' 3C skills: Communication Skills, Collaborative Skills, and Critical Thinking Skills. Phase 1 (March 2024 to July 2024) involved collaboration among students from three faculties (Global Informatics, Global Management, and Arts and Literature) of a private university in Japan. Students worked in groups to explore these technologies for solving social issues, engaging in practical problem-solving activities, making group presentations as a final process of Phase 1, and receiving expert feedback. To evaluate the impact on students' 3C skills, data was collected through pre- and post-project surveys, post-project focus group interviews, group journals, and final presentation assessments. These evaluations provided insights into the development and enhancement of students' 3C skills throughout the project. In our presentation, we will provide an overview of the project and discuss the changes in students' 3C skills. This research project emphasizes the integration of advanced technologies in educational settings, focusing on innovative methods and their assessments. By sharing the results widely, the project aims to ensure that students can apply their knowledge and skills to address real-world challenges, promoting responsible and innovative use of emerging technologies. At the end of the presentation, we will also present the ongoing Phase 2, which involves an international project with students at a university in the U.S. exploring the same technologies for solving social issues.

10:45-11:10

87663 | *Generative AI and ChatGPT in the College Classroom and Beyond: Perspectives of Journalism, Media Literacy, and Advertising Students*

Alanna Peebles, San Diego State University, United States

Lourdes Cueva Chacón, San Diego State University, United States

Xiaohan Hu, San Diego State University, United States

Karen Han, San Diego State University, United States

The rapid increase in the accessibility and power of generative AI tools has caused a paradigm shift in higher education. The current project involves departmental collaboration to survey college students in courses for journalism, media literacy, and advertising about their perceptions of generative AI tools, such as ChatGPT. After collecting open-ended and closed-ended scale data from 81 students from a mid-size public university in the Southwest Pacific of the United States in Spring 2024, we assessed how students thought their generative AI literacy skills changed from participating in AI-related course activities. Guided by previous research on motivation, self-efficacy, and AI literacy, data includes students' credibility judgments, self-assessed knowledge, and perceived relevancy of generative AI tools to their future careers. This survey will be used as the initial step for pre-post surveys set for the 2024-2025 academic year. The results have implications for cultivating students' understanding of effective, ethical, and critical use of emerging technologies.

09:30-11:10 | Room 322A (3F)

Monday Onsite Parallel Session 1

Educational Research, Development & Publishing

Session Chair: Phasuk Boontham

09:30-09:55

89685 | *The Reception of Grave of the Fireflies in Vietnamese High School Students as a Case Study of Peace Education*

Thu Vân Phan, Ho Chi Minh City University of Education, Vietnam

Phúc Duyệt Nguyễn, Ho Chi Minh city University of Education, Vietnam

Trọng Đoàn Trần, Ho Chi Minh city University of Education, Vietnam

Thị Tuyết Ngân Huỳnh, Ho Chi Minh city University of Education, Vietnam

The work *Grave of the Fireflies* by director Takahata Isao (1988, adapted from the story by the same name written by Nosaka Akiyuki) clearly shows the lives, the situation and the difficult choices faced by the Japanese people when the Japanese empire surrendered after World War II. A thorough study of a work about war from many different perspectives can contribute a new perspectives to peace education. This article examines the reception of *Grave of the Fireflies* (both the novel and the film) by students in certain high schools in Ho Chi Minh City based on the Reader-Response theory, in an effort to clarify the similarities and differences in the way the works were received by students. It utilizes the students' feedback from both the survey and separate interviews to analyze and evaluate the factors which affected the reception process. In addition, it considers the influence of education on the reception of adapted works of Japanese literature and Japanese literary adaptations by Vietnamese high school students, thereby seeing the cultural connections between Vietnam and Japan, and the importance of intercultural connections in the global context.

10:20-10:45

87621 | *Creative Education Research: Appreciating Child Participants' Voices Through Art*

Jeffery Thornborrow, Nipissing University, Canada

The United Nations Convention of the Rights of Children (UNCRC) implores researchers to include children as active participants in research. Offering child participants in education research more developmentally aligned ways to express themselves provides opportunity for their meaningful contributions to the topics being studied. This oral presentation shares the unique methodological design from the author's doctoral dissertation research on the topic of educator and child attachment bonds. Devising and deploying a Creative Appreciative Inquiry was the result of a culmination of consolidating rarities exemplified in the literature. On the research topic, it is rare for (a) an Appreciative Inquiry to be utilized, (b) arts-based methods to be used, and (c) young children to be brought into the research as active participants. Combining an Appreciative Inquiry methodology with arts-based data collection methods gives new ways of understanding the topic of teacher/kindergarten student relationships for researchers and educators. Through this presentation, topics of assent, meaningful contributions to data, and analysis considerations will be explored using examples of art created by the researcher and the child participants.

10:45-11:10

87672 | *Empowering Digital Education: Thai University Students' Views on Online Learning*

Phasuk Boontham, Mae Fah Luang University, Thailand

Online learning has become an integral part of education worldwide, including at universities in Thailand. While it enhances learning experiences for the new generation of students, it also presents several challenges. This study explores the perspectives of 83 third-year Chinese education students who have engaged in three years of online learning at Mae Fah Luang University in Thailand. Employing a mixed methods approach, the research gathered data from student reflections. Quantitative data are presented in tabular format to highlight both positive and negative opinions, while content analysis was employed to explore student views on the obstacles and benefits associated with online learning. The findings indicate that the majority of students believe online learning as having more disadvantages than advantages. Key recommendations emphasize the importance of acquiring digital technology skills and learning strategies for new online platforms, essential for both teachers and students. To promote student development, continuous engagement in learning activities be encouraged, with a particular emphasis on utilizing technology in educational contexts. Emphasizing online learning platforms can enhance familiarity and proficiency with digital tools, crucial for success in the digital society. Additionally, online learning contributes to the cultivation of life skills, critical for future achievement. For educators, the study supports the sustained use of online learning methodologies. Teachers should be encouraged to continue with online teaching approaches rather than returning to traditional methods. Contrarily, by developing together with students and adapting to advancements in online education, teachers can better navigate challenges successfully and create a more effective learning environment.

09:30-11:10 | Room 322B (3F)

Monday Onsite Parallel Session 1

Technology & Media in Education

Session Chair: Jennifer Jenson

09:30-09:55

88336 | *Perceptions of Primary School Teachers Toward the Use of Educational Tablets in Djibouti*
Yassin Hassan Ali, Naruto University of Education, Japan

This study explores the Djiboutian elementary school teachers' perspectives regarding the use of tablets in educational settings. To evaluate teachers' tablet self-efficacy as well as their view on tablets' usefulness, ease of use and their attitude toward tablets utilization in the classroom, a questionnaire survey was conducted among 65 primary school teachers across six schools located in three different regions in the republic of Djibouti. The results revealed that the majority of teachers have a positive outlook on tablets integration into the curricula. They have also recognized the potential of these devices to enhance teaching efficiency and students' engagement. However, several challenges were identified; such as technical challenges related to the devices and the need for a more effective and more frequent teacher training on tablets utilization in the classroom setting.

09:55-10:20

89797 | *Technology and the Modern Student: How Social Media Impacts Students in America and Beyond*
Syed Ali, Southern Methodist University, United States

The rise of digital technology has created unprecedented connectivity, especially with mobile device use. While these advancements enhance productivity, lifestyle, and global reach, they also present challenges to relationships and mental wellness. Research highlights complex effects of technology on emotional, mental, and physical health, raising concerns about its long-term impact on connection and communication. As digital technology becomes central to daily life, its influence on relationships continues to evolve, particularly among young people in educational settings. This presentation introduces CALM, a framework designed to teach students balanced, mindful digital engagement. CALM, which stands for Culturally Sensitive, Awareness Driven, Learning Paths, and Managing Use, was developed by a licensed professional counselor and senior technology program manager with experience working in Silicon Valley. Integrating insights from both mental health and technology, CALM employs a mixed-methods approach, including literature reviews and data analysis on device use, mental health, and relationship dynamics. Findings indicate that while technology increases accessibility and social connection, it is also linked to heightened anxiety, distraction, and social isolation—issues that can be mitigated through culturally sensitive education and awareness. CALM offers educators practical, research-based strategies to move beyond a simple “pros versus cons” approach, addressing the nuanced ways technology affects student wellness and relationships. Through the CALM model, educators can empower students to cultivate healthier digital habits, promoting a balance between connectivity and mental health. This presentation will share actionable insights for integrating CALM into educational practices, fostering digital literacy alongside emotional well-being.

10:20-10:45

89194 | *Bridging the AI Gap: Micro-Videos for Transforming Faculty Teaching*
Laura McNeill, University of Alabama, United States
Claire Major, University of Alabama, United States
Tyler Roberts, University of Alabama, United States
Lee Laska, University of Alabama, United States

This work-in-progress presentation shares an innovative initiative empowering faculty to integrate AI into their teaching practices through concise, high-impact micro-learning videos. Our approach addresses the evolving educational landscape and the growing importance of AI in modern pedagogy. Central to this initiative is a series of more than 100 micro-learning videos that provide faculty with practical guidance on leveraging AI to enhance student engagement and learning outcomes, written by members of the university's teaching academy. These resources are strategically crafted to accommodate educators' demanding schedules, offering flexibility for self-paced learning and application of AI techniques. Forty videos will be released in October 2024 with the remaining videos slated for release in early 2025. Key components: Foundational AI concepts for education; Practical AI applications across disciplines; Prompt Engineering; AI Image Generation; Ethical considerations and best practices; AI-enhanced student engagement strategies; Assessment techniques for AI-enhanced learning. We will share insights into development, guiding principles, and effectiveness. Sample videos and will be provided. Attendees will gain: Understanding of the project development process; Insights into creating effective micro-learning resources; and Access to sample resources. Our mixed-methods study will evaluate effectiveness through: Pre/post surveys on faculty knowledge, attitudes, and self-efficacy; Usage analytics of the micro-learning platform; A participant focus group; A 6-month follow-up survey. This comprehensive approach will provide valuable insights into empowering faculty with AI integration skills, informing future iterations and broader implementation.

10:45-11:10

89807 | *Few Barriers, Lots of Fun: Playing and Making Digital Games in Schools*
Jennifer Jenson, The University of British Columbia, Canada
Nora Perry, University of British Columbia, Canada
Suzanne de Castell, Simon Fraser University, Canada

This paper reports on a game-based learning study conducted in two suburban western Canadian schools. Contextualizing that study, questionnaires and interviews explored students' prior videogame play habits and prior experience with coding (e.g. using Scratch Jr.). Additional data sources included teacher interviews, and both participant observation and audiovisual recordings of students' classroom play sessions, to help us understand how at-home play impacted classroom game-based learning activities and outcomes, and to see what students could create using game design software on the Nintendo Switch. We found that nearly all students reported having played with Nintendo Switches prior to the study, meaning students experienced few to no skill barriers to engagement in game-based learning activities, however few participants reported having done any coding in or outside of school. Of interest and importance was an increase in both student videogame experience in general, and girls' game experience, knowledge and skills in particular. Boys still reported more unregulated video game play than girls, however all girls reported playing video games—an unexpected divergence from previous studies of gender and gameplay. Further, the study found that despite few experiences with coding, most participants were able to use a drag and drop coding interface using the software Mario Maker 2, to create their own games. This study shows how video game play and making in classrooms can contribute to students' design thinking, including understandings how games are designed, what makes them playable, and how to troubleshoot when their designs do not work.

09:30-11:10 | Room 323A (3F)

Monday Onsite Parallel Session 1

Learner Diversity & Inclusion

Session Chair: Lindsey Jaber

09:30-09:55

88267 | *Experiences of Neurodivergent Students in Graduate Level Speech and Hearing Sciences Programs*

Jessica Nico, University of New Mexico, United States

Cindy Gevarter, University of New Mexico, United States

Rick Arenas, University of New Mexico, United States

Research currently exists on the experiences of students with disabilities in higher education, specifically the perceptions and experiences of students and faculty in fields including, but not limited to, healthcare, nursing, counseling, and STEM (Majoko, 2018; Yssel et al., 2016). Additionally, recent studies have documented the experiences of neurodivergent students in higher education (Accardo et al., 2024; Dwyer et al., 2022). However, no study has yet explored the specific lived experiences of neurodivergent graduate students within the field of CSD, specifically speech-language pathology. Given the role of SLPs in providing speech-language therapy services to neurodiverse clients, neurodivergent SLPs bring with them an authentic understanding of neurodivergent experiences. The purpose of this mixed-methods longitudinal study is to explore the experiences of neurodivergent students enrolled in the master's level graduate program in speech and hearing sciences (SHS) at the University of New Mexico (UNM). This ongoing study aims to highlight these students' unique perceptions of successes, challenges and supports within academic, clinical and social environments over the course of their first year of study, as well as identify areas for improvement to better support their learning needs. By exploring the experiences of neurodivergent graduate students, findings may not only empower neurodivergent graduate students as they embark on their professional journey into SLP, but enhance provision of high-quality, empathetic, and effective care for neurodivergent clients.

09:55-10:20

89859 | *Developing Online Educational Games for Visually Impaired Elementary Students: Insights from Braille Teachers*

Maryam Etezad, Chapman University, United States

Franceli Cibrian, Chapman University, United States

Rajeev Joshi, Chapman University, United States

This paper presents the findings from a study designed to develop online educational games tailored for elementary students with visual impairments. By focusing on mathematics and Braille literacy, the research involved qualitative interviews with eight Braille teachers, coupled with a quantitative analysis of the data collected. These methodologies were utilized to ensure that the educational experiences of visually impaired children are comparable to those of their sighted peers. The qualitative data provided deep insights into the specific needs and instructional challenges faced by visually impaired students, while the quantitative analysis helped quantify the impact of these challenges on learning outcomes. The integration of these findings has guided the development of an inclusive educational platform. This project, supported by a National Science Foundation grant, aims to equip visually impaired students with essential academic skills through innovative educational technology.

10:20-10:45

89739 | *Reframing Delivery of Autism Inclusion Curriculum for Equity in K12 General Education Settings Centering Autistic Voice*

Jessica Nerren, California State University, San Bernardino, United States

DisCrit, and Critical Race Theory in Education and Disability Studies necessitate Autism inclusion in general education settings. In this chapter, an inclusion framework based upon multidisciplinary scholarship is offered for use across not only teacher preparation, but also industry sectors, higher education, K12 districts and school sites. The above historical contexts of special education, inclusion, disability studies and teacher education detail where some of the unmet needs lie within a problem of practice. In order to specifically address an unmet need within the curriculum, the details of where gaps may exist and where they came from must be understood. Once the context is known, curriculum can be designed to address these issues within that historical context. When thinking about addressing a need within curriculum, Tanner and Tanner (as cited in Glatthorn, 2006) highlight that curriculum "...reconstructs knowledge and experience that enables the learner to grow in...knowledge and experience" (p. 5). Inclusion at the phase of teacher preparation curriculum can then manifest itself in future teachers in classrooms who are more comfortable with diverse populations and a feeling of greater preparation for inclusion. Self-representation within the curriculum then reconstructs actionable knowledge directly from the source, which can be a powerful tool for knowledge and experience.

10:45-11:10

87390 | *The Complex Interplay Between ADHD Symptoms and Intersectional Identities: An Exploration of Female Undergraduate Students' Experiences in University Classrooms*

Lindsey Jaber, University of Windsor, Canada

Jingqiao Yang, University of Windsor, Canada

This study examined the influence of intersectional identities on ADHD symptoms and perceptions of the university classroom environment. Seven female undergraduates with self-reported ADHD symptoms completed in-depth interviews. Of the seven participants, two identified as Black, five as East Asian, four were domestic students, three were international students, and two identified English as their first language. Using reflexive thematic analysis, three themes were developed: intersectional impact on ADHD symptoms; intersectional impact on classroom perceptions; and psychological needs in the classroom. The first theme was the most common and contained two sub-themes: exacerbation and adaptation. The former revealed how the complex interplay of ADHD symptoms and intersectional factors aggravated academic struggles, while the latter demonstrated the resilience the participants exhibited in adapting to the classroom environment and overcoming academic challenges. All participants agreed that the classroom environment significantly impacted their educational experience. Participants' perceptions of the physical classroom environment were associated with ADHD symptoms and other social identities. Their intersectional identities also significantly impacted their perceptions of the social environment in the classroom. The participants believed that classroom atmosphere and the instructor's classroom strategies and sensitivity could mitigate the intersectional effects of ADHD symptoms and other factors. Overall, the participants' challenges stemmed not only from experiencing ADHD symptoms but also from societal biases against their identities and the negative impact of multiple contexts, especially educational settings, that have shaped those identities. Despite these challenges, participants' multiple identities, including ADHD symptoms, also provided them with unique resources and resilience.

09:30-11:10 | Room 323B (3F)

Monday Onsite Parallel Session 1

Education, Sustainability & Society

Session Chair: LaConda Fanning

09:30-10:20

87515 | *DEI: A Framework to Enhance Psychological Safety While Mitigating Trauma Responses when Utilizing Small Group and Simulation as a Learning Platform*

LaConda Fanning, Eastern Virginia Medical School at Old Dominion University, United States

Diane Holland, Eastern Virginia Medical School at Old Dominion University, United States

Amelia Wallace, Eastern Virginia Medical School at Old Dominion University, United States

This workshop will highlight the utility and power of providing a SAFE Model to mitigating trauma responses in the healthcare setting while building the capacity for emotional self-regulation. Conversations regarding Diversity Equity and inclusion are an essential component to embracing unique differences. It is imperative to address perceived or real threats to Psychological safety within the clinical learning environment. Creating a space with intentional safeguards for the learner demonstrate the value and necessity of communication strategies for difficult conversations related to implicit bias, racism and systematic inequity. The academic learning environment implement wealth of learning strategies; however, often struggle with the concrete steps necessary to safeguard their physical and emotional capacity. Research regarding psychological safety highlights the common risks related to lived experience with bias. The inability to identify threats and leverage communication strategies like behavioral empathy within the clinical learning environment, can perpetuate of harm and require psychological safeguards. The SAFE MODEL is a safeguard to promote learner safety. The components of the SAFE Framework include Emotional SPACING, AWARENESS and ACCEPTANCE, FREEDOM and EMOTE and EVALUATE. This interactive workshop will demonstrate the successful implementation of difficult conversations regarding DEI within a simulated and immersive learning platform. Key indicators of psychological safety, identifying the unique challenges of inclusive conversations in the healthcare setting and strategies to mitigate trauma responses within the clinical learning environment, will be discussed and simulated in small group breakouts.

10:20-10:45

87546 | *Nation Building and Belonging Through Two-Spirit Resurgence: Nihithaw/Nêhiyawak (Cree) Voices*

Jasmine McDermott, University of Calgary, Canada

Gerald Ratt, University of Calgary, Canada

Two-Spirit is a placeholder term used by Indigenous peoples to describe countless gender and sexual identities, reflective of their belonging within the peoplehood of an Indigenous community (Wilson, 2008). It is rooted in relationality with culture, language, spirit, and the land itself (Ellasante, 2021). The kinship ties embodied by Two-Spirit peoples are integral to Indigenous nationhood, and fundamental to our resurgence. Speaking from personal experiences in academia, ceremony, and community, Jasmine and Gerald will lead a talking circle exploring how Two-Spirit resurgence is fundamental to decolonizing teaching and learning in a Cree worldview. As embodied political orders (Simpson, 2017), Indigenous and Two-Spirit peoples have been violently policed by colonizers seeking to replace Indigenous kinship models with Euro-Christian systems of gender, sexuality, and power. As an inescapably colonial institution, we must address these silencing and disempowering frameworks within academia. It is vital that we name and interrupt homophobia and transphobia as colonial violence, supporting those who do not fit within dominant identities and worldviews. The existence of our Two-Spirit relatives multiplies spaces of radical Indigenous sovereignty (Ellasante, 2021), and this leadership is fundamental to creating a foundation of safety and belonging within academia for future generations of Indigenous scholars. By reclaiming traditional protocols and values, we can deconstruct colonial narratives within ourselves and our communities, shifting worldviews to create safer spaces for learning and community.

10:45-11:10

84442 | *Circle Learning: Faculty and Academic Leaders Embark on a Learning Journey About Decolonizing and Indigenizing Practices in Higher Education*

Julie A. Mooney, Southern Alberta Institute of Technology, Canada

Blake Kanewischer, Southern Alberta Institute of Technology, Canada

We are a citizen of the Métis Nation of Alberta and a settler Canadian, faculty members at a large Polytechnic Institute. This conference session is based on a professional development program: "Decolonization is Not a Metaphor," inspired by Tuck & Yang's (2012) article by the same name. Two cohorts met separately in winter 2024. All participants self-identified as non-Indigenous to Turtle Island. Designed as a discussion series centered around a selection of scholarly articles and Indigenous teachings, sessions were facilitated using circle pedagogy (Baldwin & Linnea, 2010; Camilleri & Bezzina, 2021; Hanson & Danyluk, 2022; Laurila, 2019; Author B, 2024). This process of "learning in public," (Keene, 2018), in a collegial environment, followed Lussier and Denford's relational model (2023). The conceptual framework for this study draws from decolonial theories (Deloria & Wildcat, 2001; Mendoza, 2020; Tuhiwai Smith, 2021) and asks the research question: "How do instructors and educational leaders make meaning of their experiences in a professional development program about decolonizing and Indigenizing educational practices?" In phase 1, which (at time of submission) is in progress, participants received an anonymous, online survey that prompts reflective, narrative-style writing about their learning experiences in the program. Phase 2 will involve semi-structured interviews with a smaller sample size from the same pool of participants. Once survey data collection is complete, we will analyze narrative responses using Xu & Zammit's (2020) hybrid approach to thematic analysis. In this conference session, we will share the findings and implications of this first phase in the study.

11:25-12:40 | Room 317B (3F)

Monday Onsite Parallel Session 2

Japanese Media & Literature

Session Chair: Ann-Marie Dunbar

11:25-11:50

87703 | *Domestic Respectability as Assimilation in Queer Japanese Media*
Nemo Martin, Kanazawa University, Japan

The recent, immense popularity of queer Japanese media with a focus on domesticity is a form of respectability politics, where queer characters are seen to adhere to domestic (Japanese) domestic (household) ideals to counter the predominantly negative, anti-family prejudice pervasive in previous media about queer people in Japan. Unlike in the related 'Boy's Love' genre in which male/male couples are intentionally separated from real-world 'gay' identities, these queer characters experience discrimination including rejection from housing, legal repercussions to child-rearing, inability to marry and thus lack access spousal rights in emergency situations. After experiencing this plot-related legal inequality, the characters return to their homes and are buoyed with domesticity, thus re-claiming their status as Japanese citizens where they can: the personal sphere. Through the cooking of washoku as a representation of domestic bliss, the making of homemade bento as a form of unconditional love, the passing down of family recipes and the upkeep of a clean, economic household, queer characters do not only assimilate into heteronormative Japanese structures but become ideal, aspirational Japanese citizens of a heteropatriarchal nation-state. To maintain this respectability, these queer stories remove any sense of filth, both in terms of eroticism and in uncleanliness. While an expansion in the representation of queer people outside of previous stereotypes is a step in a hopeful direction for the public understanding of queer identities, I conclude that a burden will continue to fall on queer people who cannot or do not wish to assimilate into these domestic structures.

11:50-12:15

89822 | *From "Villon's Wife" to "Villon's Woman": The Portrayal of Japanese Women in English Translations from the Works of Osamu Dazai*
Jingyao Jiang, University of Tsukuba, Japan

"Viyon no Tsuma", a novel written by Osamu Dazai (1909-1948) in 1947, is considered a key text for studying the portrayal of female characters in the work of Dazai and is also one of his earliest novels to be translated into English. In this paper, we explored the differences between the two English translations of "Viyon no Tsuma": Donald Keene's 1956 translation, "Villon's Wife", and Ralph McCarthy's 2017 retranslation, "Villon's Woman". We compared Keene's translation with McCarthy's to see not only the relationship of influence, but also what chronological or ideological issues we can find. While the original title 'Tsuma' is generally understood as 'wife,' the decision by McCarthy to change it to 'woman' may reflect evolving perceptions of gender roles and societal expectations of the time. In addition, in terms of content, there are notable differences in how Mrs. Otani (also referred to as Sat-chan) is portrayed in the translations by Keene and McCarthy, particularly in dialogue scenes. These changes directly impact the representation of the female character in each translation. Overall, this study indicates that analyzing the depictions of female characters across various translations reveals how they have been interpreted through different historical contexts and translation approaches. Furthermore, this research reveals how newer translations, including those by McCarthy, challenge traditional stereotypes of Japanese women and provide nuanced portrayals, reflecting the evolving concepts of gender roles. Thus, this study is essential for understanding the intersection between translation and gender representation.

12:15-12:40

89852 | *Reimagining Isabella Bird's Unbeaten Tracks in Japan*
Ann-Marie Dunbar, Winona State University, United States

Isabella Bird was unusual among Victorian travel writers, travelling alone to destinations such as the Sandwich Islands (as Hawaii was then known in England) and Japan in the 1870s. Her letters from Japan to her sister Henrietta in England, collected in the book *Unbeaten Tracks in Japan* (1880), demonstrate her keen ear for language, her bold determination to travel to remote parts of northern Japan, and her interest in quotidian life in Japan. This presentation will examine the recent publication of a bilingual manga version of Bird's *Unbeaten Tracks* entitled *Fushigi no kuni no Ba-do* (or *Isabella Bird in Wonderland*), by Taiga Sassa and Alan Smith. I will focus on the ways in which this bilingual manga reimagines Bird's letters for a modern multilingual readership. More specifically, I will explore the way the manga foregrounds questions of perspective and framing. The manga invites us to see Bird's own perspective, but also the perspectives of other characters, including that of her Japanese translator Ito. In this way, the manga depicts Bird as protagonist, but not exclusively from her first-person point of view, as in *Unbeaten Tracks*. Furthermore, the manga's blend of English and three Japanese scripts (kanji, hiragana, and katakana) allows it to register linguistic nuance as it represents problems of understanding between Bird and Japanese speakers. Finally, the manga's combination of verbal and visual elements playfully conveys Bird's curiosity, sense of humor, and fearlessness as she journeys to places that few non-Japanese people had seen in the late nineteenth century.

11:25-12:40 | Room 318A (3F)

Monday Onsite Parallel Session 2

Metaphors in Literature

Session Chair: Yuemin He

11:25-11:50

89861 | *Behemoth: Abandoning the Metaphor for Something More Human*
Laurie "Lue" Kraltchev, Southern Methodist University, United States

In western vernacular, "the behemoth is dying", becomes an almost automatic response when one observes the perplexing visible signals of a giant organization falling into decline and dilapidation. Perhaps the slow extinction is not purely due to economics. Maybe it has been caused by something more elusive and pervasive: a metaphor. The purpose of this study is to explore how a seemingly innocent metaphor can influence connection and behavior. While there is robust linguistic research on metaphors, there is an opportunity to explore how metaphors create distortion. The behemoth as metaphor for big businesses provides a unique subject to explore distortion and the impact it may have on leadership. Using an interdisciplinary meta-analysis approach, I examine the behemoth as a cultural artifact and how the metaphor has come to mean large, seemingly immovable companies. Then I explore how metaphors work in the mind and extend into connection and behavior. One clear finding is humans become more attached to a metaphor than reality. Becoming more attached to the idea of the behemoth business creates a distinctive opportunity for a separation between leading a business and connecting with the humans that make the business come to life. Finally, I propose abandoning the metaphors like behemoth and machine to reclaim a human centered perspective and approach to offer greater objectivity for leaders and healthier engagement and performance within their organizations.

11:50-12:15

90090 | *The Integration of Tang Poetry and Emotional Expression in Gustav Mahler's Das Lied von der Erde*
Shou Yichen, Singapore Raffles Music College, Singapore

This paper examines the integration of Tang Dynasty poetry and emotional expression in Gustav Mahler's *Das Lied von der Erde* through an interdisciplinary lens, combining perspectives from musicology and comparative literature. The research explores the emotional resonance between Mahler's music and the Tang poetry embedded within the symphony. Through analysis of the musical structure, melody, and harmonic development, this paper highlights how Mahler conveys the philosophical reflections on life, death, and nature found in the selected Tang poems. The study also investigates the issue of cultural translation in music, revealing the dynamic interplay between Eastern and Western cultural elements in artistic expression. The findings demonstrate Mahler's successful synthesis of the profound philosophical ideas in Tang poetry with the emotional power of Western music, creating a complex web of emotional dialogue. This research offers new insights into understanding *Das Lied von der Erde* and contributes to the broader discourse on cross-cultural music studies and East-West cultural exchanges.

12:15-12:40

89519 | *What You See May Not Be What It Is: On Metaphoric Expressions in Zhang Zhihao's Poetry*
Yuemin He, Northern Virginia Community College, United States

Operating at the intersection of poetry study and translation practice, this presentation argues contemporary Chinese poet Zhang Zhihao's poetry of the everyday, which he articulates as "whatever the eye sees is poetry/目击成诗," is marked by melodious language, vibrant images, and thought-provoking critical thinking. He achieves this poetic expression via technical virtuosity in the use of words, detail, structure, and form -- all of which his poems demonstrate. This poetry ultimately distinguishes itself by inheriting the neatness and musicality of the classical Chinese poetry and echoes modernist American poetry on multiple fronts. Focusing on examining a group of Zhang's poems about the art of poetry writing to support my point, I also show how my translations adapt to Zhang's execution of metaphoric clout to reveal truth, authenticity, and innocence.

11:25-12:40 | Room 318B (3F)

Monday Onsite Parallel Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Jean-Malik Dumas

11:25-11:50

86732 | *A Development of Training Curriculum to Create Instructional Innovation According to an Active Learning Approach for Teachers in Phayao Schools*

Palita Sooksamran, Phayao Provincial Education Office, Thailand

Katcharin Mahawong, Phayao Provincial Education Office, Thailand

The Thai education system is currently emphasizing the development of “competencies” in order to provide students with the necessary skills to adapt to the ever-changing demands of modern society. Therefore, teachers must modify their instructional approaches to incorporate active learning. Therefore, the purpose of this study is to develop a training curriculum for teachers in Phayao schools that incorporates an active learning approach. Additionally, it aims to investigate the cognitive outcomes of teachers using educational innovations based on an active learning approach, to examine teaching process skills, and to assess the satisfaction of teachers who have implemented the previously developed training curriculum. The research sample consisted of teachers from Phayao schools in the 2023 academic year, selected through cluster random sampling from a random group (N = 176), which included a total of 35 teachers. The training curriculum, teachers’ cognitive outcomes pre- and post-tests, a teaching observation form, and a satisfaction evaluation form collected the data. The data were statistically analyzed using the relative gain GS (%), average, and standard deviation. The results revealed that teachers who received the development through training curriculum had an average relative gain of 75, developed strong learning management abilities, and were predominantly satisfied with this method. The results show that the introduction of this training curriculum facilitates the application of “active learning” for teachers.

11:50-12:15

87478 | *Enhancing Secondary-Level Science Education Through Ahupua`a Stewardship and Classroom Curriculum Development*

Katrina Roseler, Chaminade University of Honolulu, United States

Lupita Ruiz-Jones, Chaminade University of Honolulu, United States

Shawna Nishmoto, `Ilima Intermediate School, United States

Christina Chan, Highlands Intermediate School, United States

This NOAA-BWET grant-funded project aimed at enhancing the capacity of secondary-level science teachers to engage students in ahupua`a education and cultivate stewardship. This initiative involved 16 science teachers from schools across Hawai`i, participating in a two-week summer field experience in urban watersheds, ranging from mauka (mountain) to makai (sea). Facilitated by Chaminade University of Honolulu faculty and community partners, this program focused on developing teachers’ content knowledge and scientific skills related to watersheds through hands-on activities and Hawaiian cultural practices. Participants gained expertise in field data collection and analysis while immersing in Hawaiian perspectives on watersheds. Teachers then developed watershed-based lessons for classroom implementation, showcasing their content knowledge, critical thinking, and practical application. A curriculum project created by one participant utilized a virtual watershed tour and hands-on water quality testing. Students analyzed water from local sources and engaged with a community partner. Student projects culminated in a public exhibit, where they showcased their understanding of watersheds through interactive displays. A place-based project from another participant involved a unit on natural selection and adaptations of Tilapia across different environments. Students performed water analysis and engaged in a NOAA tabletop model activity, fostering deep thinking and collaboration. These hands-on experiences enhanced student engagement, and understanding. Project activities expanded professional networks for participants and positively impacted student outcomes by fostering active learning, stewardship, and a sense of responsibility to the `āina (land). This work highlights the value of integrating cultural perspectives into science education to cultivate environmental stewardship and community engagement.

12:15-12:40

89766 | *Teaching Methods Efficiency and Educational Outcomes in Higher Education*

Jean-Malik Dumas, Tilburg University, Netherlands

Aswin van Oijen, Tilburg University, Netherlands

Arabela Ichim, Tilburg University, Netherlands

There are many unsubstantiated beliefs about the relative efficiency of teaching methods toward reaching learning goals. To deal with pressure on resources, many have recently advocated for a data-driven decision-making approach. This study examines the comparative effectiveness and efficiency of teaching methodologies across multiple courses over several years. Our analysis integrates both financial considerations and educational outcomes to assess pedagogical value. Through quantitative and qualitative analysis, we explore key variables including learning objectives, students’ time management approaches, socioeconomic factors, and learner perceptions of instructional methods. The project utilizes data collected from bachelor’s and master’s courses in business. The research has societal relevance as well as practical relevance for the school, university and their students, for example in dealing with resource scarcity and work pressure.

11:25-12:40 | Room 321A (3F)

Monday Onsite Parallel Session 2

Higher Education

Session Chair: Tatsuya Taguchi

11:25-11:50

87428 | *Content Learning Outcomes in English-Medium Instruction in Japanese Universities*
Yoko Kusumoto, Tokyo University of Technology, Japan
Akihito Nakanishi, Kobe University, Japan

The rapid globalization of the 21st century has led to English being used as a medium of instruction (EMI) in non-English-speaking countries' universities. In Japan, students see English-medium instruction (EMI) as a way to improve their English language skills, and universities seek to improve their global ranking scores through the marketing of EMI and use EMI as a recruiting tool to attract both international and domestic students (Brown 2018). This led to EMI a growing trend in higher education in Japan. However, there are few studies that examined the effects of EMI on content knowledge acquisition in the increasing number of EMI research. This exploratory study, therefore, examines the impact of EMI by comparing content learning outcomes for students studying science (biology, chemistry, and physics) through English (EMI) and Japanese. Six Japanese students from a private university in Tokyo voluntarily participated in this study. Ten EMI lectures and ten Japanese medium instruction (JMI) lectures of high school level content and university level content and the comprehension tests after each lecture were given to the participants. Their learning outcomes measured by 20 comprehension tests indicate that language, not content difficulty, impairs comprehension. This study highlights the need for language support in EMI lectures. Although small in scale, it contributes to EMI research, suggesting further studies with larger samples are needed. This presentation benefits both EAP teachers hoping to better prepare their students for life on EMI courses and EMI lecturers wishing to make their lectures more accessible for EFL learners.

11:50-12:15

89793 | *A Comparison of English as a Medium of Instruction in Higher Education Institutions Between Taiwan and Japan*
Rujer Wang, National Taichung University of Education, Taiwan

The global expansion of English as a Medium of Instruction (EMI) has become a prominent feature in higher education institutions in non-English-speaking countries. This study examines and compares the implementation and impact of EMI in Japanese and Taiwanese higher education. The purpose is to analyze policies, practices, and stakeholder perceptions to provide insights for future policy development. A mixed-methods approach combines document analysis and a comparative study based on Bereday's four-step model. Findings reveal that while both countries have adopted EMI to enhance global competitiveness, challenges persist in ensuring consistency, language proficiency, and quality standards. Taiwan's policies are more inclusive, reflecting its multilingual heritage, but implementation varies across institutions. In contrast, Japan's EMI efforts are more centralized but need help in sustaining language support and academic quality. The study suggests that policymakers develop a coherent national language policy, provide professional development for educators, and promote equitable access to EMI programs. These recommendations aim to improve the effectiveness and inclusivity of EMI in both contexts.

12:15-12:40

89589 | *Sampling the Need to Use and Study English Felt Daily by University Students in Japan*
Tatsuya Taguchi, Aichi University of Education, Japan

In English as a foreign language (EFL) settings, the classroom has been believed to be the main venue affecting second language (L2) learners' motivation to study English. Accordingly, many studies have examined the influence of the classroom by, for instance, identifying influential factors (e.g., Dörnyei, 1994, Mercer & Dörnyei, 2020). As a result of this intensive focus, however, the role L2 motivation plays in learners' everyday lives inside and outside the classroom is often overlooked. Nevertheless, some researchers have noted the importance of investigating situations outside the classroom as well (e.g., Fukuda, Sakata, & Pope, 2019). One research method meant to investigate this little-explored area is an experience sampling approach, in which people's thoughts, emotions, and behavior are sampled randomly over a certain period. This study uses experience sampling to investigate factors influential on the perceived need to use and study English in L2 learners' everyday lives (e.g., university majors, gender, and L2 proficiency) and explore the results in depth. The study recruited more than 100 university students studying English in Japan. Participants received a questionnaire at three randomly chosen times a day for one week. Preliminary analyses showed that learners' university majors tended to contribute to the perception of the need to use and study English in their daily lives, while gender did not. Based on the results, I discuss how we should combine learning inside and outside the classroom.

11:25-12:40 | Room 321B (3F)

Monday Onsite Parallel Session 2

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Min Suk Chung

11:25-11:50

89587 | *Enhancing Dental Interns' Local Anesthesia Skills Using Augmented Reality and Surgical Navigation: A Pilot Study*
Chinshan Kuo, Tri-Service General Hospital, Taiwan

This study addresses dental interns' challenges in transferring local anesthesia skills to real patients. This skill transfer is crucial for ensuring pain control and for keystone demonstrating dental competence. Despite using oral anesthesia models for preclinical training, recent assessments have revealed that students still struggle in OSCE exams. This struggle, particularly in translating skills from models to actual patients, significantly affects their clinical confidence in nerve-block techniques. We introduce innovative teaching methods using augmented reality and surgical navigation systems to enhance students' proficiency. These tools create scenario-based learning environments, allowing students to learn injection techniques through observation, cognitive learning, and hands-on practice—real-time surgical navigation records expert needle pathways and injection depths, establishing a standard model to guide students. The research we are undertaking is comprehensive. It thoroughly compares surgical navigation's effectiveness and augmented reality teaching methods with traditional techniques. Dental interns from affiliated medical school hospitals participate in a pre-post-test experimental design to evaluate the impact on learning outcomes. To ensure a comprehensive understanding of the impact of these methods, we have gathered student feedback on the training through questionnaires. Our data analysis includes reliability, validity, descriptive statistics, and one-way covariance analysis, further reinforcing our research's thoroughness. The outcome is to identify an effective teaching model that improves dental care quality and patient safety, equipping students with essential skills and confidence for clinical practice. The findings of this study could revolutionize dental education and training, paving the way for more effective teaching methods.

11:50-12:15

87462 | *The Role of Social Media in Financial Literacy and Decision-Making: Insights from Behavioral Finance*
Alexander Zureck, FOM University of Applied Sciences, Germany
Susann Epping, FOM University of Applied Sciences, Germany
Maximilian Rongstock, FOM University of Applied Sciences, Germany

In an era where social media plays a crucial role in disseminating information, its impact on financial literacy and decision-making has become a significant area of study. This presentation explores the intersection of social media and financial education, drawing on empirical research. Key findings from the research includes: Influence of Social Media: Research indicates that over 70% of respondents use social media platforms for financial information, significantly impacting their financial literacy and decision-making processes. Notably, users who follow financial influencers demonstrate a 15% higher self-assessed financial knowledge but also a higher propensity for overconfidence. Behavioral Biases: The studies highlight the prevalence of behavioral biases such as herding and overconfidence among social media users. For instance, 60% of respondents reported making financial decisions influenced by social media trends, often without critically evaluating the information's reliability. Generational Differences: There are notable generational differences in the use of social media for financial purposes. Younger generations (Millennials and Gen Z) are more likely to rely on social media for financial advice compared to older generations, correlating with differing levels of financial literacy and risk tolerance. Understanding these dynamics allows for better comprehension of the changing landscape of financial decision-making. The findings suggest the need for targeted educational interventions and stricter regulatory measures to mitigate the risks associated with social media use in finance. This research aims to provide actionable insights for educators, policymakers, and financial service providers to enhance financial literacy in the digital age.

12:15-12:40

86794 | *Humanities in the Humorous Comic Strips Which Promote Public Health*
Min Suk Chung, Ajou University School of Medicine, South Korea

The author as a medical doctor has elaborated decades of episodes of humorous comic strips which contain beneficial medical information. Through the comic strips, people are expected to enhance their health. Moreover, the comic strips could be humanities bridge between the medical doctors and people. In this report, the author disclose the experiences in order to help other experts distribute their knowledge to the public. For the comic strips, writing was done as follows: First, the useful and followable medical information was introduced to make the comic strips beneficial. Second, the information was logically explained to make the comic strips easy. Third, the information was mixed with humors to make the comic strips funny. Based on the writing, simple figures were drawn on Adobe Illustrator by the author without artistic talent. The comic strips were converted into the primitive animations by means of PowerPoint (animation function) and additional software. The comic strips in Korean were translated into English excluding the language jokes. As far as the author have experienced, it is advantageous for the experts to draw comic strips by themselves. If ones have expertise in the fields such as law, architecture, they can be confident of drawing comic strips. Naturally, the comic strips become to contain the humanities related to the experts' fields and cause good influence on people.

11:25-12:40 | Room 322A (3F)

Monday Onsite Parallel Session 2

Education & Well-being

Session Chair: Lindsey Jaber

11:25-11:50

89571 | *Exploring the Relationship Between Self-Esteem and Well-Being Among University Students at a Japanese University Using RSES and WEMWBS*

Jonathan Cherry, Musashino Gakuin University, Japan

This study investigates the relationship between self-esteem and well-being among university students at a Japanese university, using two established scales: the Rosenberg Self-Esteem Scale (RSES) and the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). The primary objectives are to explore the correlation between self-esteem and well-being and to examine how demographic factors such as gender and academic year influence these variables. Hypotheses: H1: There is a positive correlation between self-esteem and well-being in university students; H2: Male students will report higher self-esteem and well-being than female students; H3: Students in later academic stages will report higher self-esteem and well-being compared to students in earlier stages. A sample of university students (N=27) completed the RSES and WEMWBS surveys. To analyze the data, descriptive statistics were used to summarize the basic features of the data, while correlation and regression analyses explored relationships between the variables. Principal component analysis (PCA) was used to identify underlying patterns. These methods helped us understand how factors such as gender and academic year influence students' self-esteem and well-being. The findings from this study indicate that higher self-esteem is associated with better perceived well-being. Additionally, demographic factors like gender and academic year play a crucial role, with males and students in later academic stages generally reporting higher scores. The author hopes these results can serve as a guide to help support students' overall mental well-being during and after tertiary education.

11:50-12:15

87336 | *"A 'Fixation' on Likes": Adolescents' Perspective of Social Media and Mental Health During the Transition to University*

Lindsey Jaber, University of Windsor, Canada

Kaylee Fishback, University of Calgary, Canada

Adolescence is a crucial stage for developing good social connections and emotional habits within a supportive environment that promotes well-being. Although online digital connection provides opportunities for adolescents to socialize, it can also negatively impact their mental health. However, it is relatively unknown how social media use and mental health simultaneously affect adolescents' transition from high school to university. By gathering and analyzing the storied experiences of adolescents transitioning directly from high school to university regarding their social media use and mental health and well-being, the present study sought to address the following question: how has social media use impacted adolescents' mental health and well-being during their transition to university? Guided by Social Influence Theory and Affordance Theory, semi-structured interviews were conducted with first- and second-year university students. The data were analyzed using reflexive thematic analysis and the following themes were developed: Knowledge and Understanding; Changes in Social Media Use; Coping During Difficult Times; Mental Health and Well-Being During the Transition to University; Problematic Social Media Use; and Unique, Individual Findings. While some participants noted that social media was a distraction and hindered their well-being during the transition from high school to university, other participants indicated that social media use was instrumental in their transition to university and allowed them to foster connections; thus, increasing their mental health and well-being. Strategies to enhance evidence-based recommendations for students, educators, parents, and mental health practitioners seeking guidance on managing social media use and mental health among students transitioning to university are discussed.

11:25-12:40 | Room 322B (3F)

Monday Onsite Parallel Session 2

Adult, Lifelong & Distance Learning

Session Chair: Jacqueline Żammit

11:25-11:50

89756 | *Designing Creative Curriculums: Cultivating Lifelong Learners Across All Distances*
Abby Tree, Texas Woman's University, United States

The relationship between curriculum, distance, and lifelong learning can be seen through the lenses of self-determination theory, self-regulated learning theory, and the theory of planned behavior. An extensive literature review of published research ranging from 2022-2024 reveals four actionable strategies for designing and adjusting curriculum content that will engage and empower students, facilitate distance learning, and cultivate lifelong learning adults. The strategies of connection, enthusiasm, creativity, and applicability are seen successfully employed within all human development stages, grade levels, public and private institutions, and subject matter. These strategies can help cross the divide between curriculum content, educators, and students. Curriculum design employing these strategies will rise to a new level of ingenuity that accommodates today's world of ever advancing technology. Educators that do not have the freedom to design their own curriculum can utilize these strategies to take an existing curriculum and mold it to fit their individual students' needs. Whether learning in-person or online, students of any age can be inspired and awakened to their infinite potential as lifelong learners. Students that experience these strategies have been shown to exit formal education equipped with confidence and ambition, utilizing the skills they've acquired as they continue to seek learning with enthusiasm. While the strategies covered in this presentation are supported by current quantitative and qualitative research, they have also been personally experienced and applied through my journey as a life-long distance learner and a full-time educator. When working in tandem, curriculum design and educators can truly cross any distance.

11:50-12:15

90449 | *Findings from an Interpretive Study of Community College Instrumental Ensemble Faculty Engaging Remote Learners Through Technology During the Pandemic*

Faith Vietti, University of Hawai'i at Mānoa, United States

Michael P. Menchaca, University of Hawai'i at Mānoa, United States

A paradigm shift in online learning impacted the United States and the world due to COVID-19 (Li & Lalani, 2020). This shift rapidly thrust community college instrumental ensemble faculty, ensemble directors, and performance ensemble directors into an online learning environment. This unprecedented transition from Face-to-Face (F2F) to online classrooms necessitated a heavy reliance on technology to engage remote learners. This basic interpretive study aimed to better understand their experiences pivoting to remote instruction during the pandemic years of 2020 to 2021. Hence, this study explored community college performance faculty's challenges and opportunities during COVID-19. The data were collected through semi-structured interviews with seven participants from five Southern California community colleges based on the following criteria: (a) instrumental ensemble faculty, (b) taught online during the pandemic, and (c) director of bands, conductors of wind ensemble/concert band/jazz band, or music directors of the orchestra. The findings from this study reflected ensemble performance faculty experiences and attitudes toward the emergency transition as challenging and filled with angst-ridden uncertainty. This study examined how instrumental ensemble faculty overcame their concerns about using various tools and technology to engage remote learners during the pandemic. The conceptual framework used to analyze the data was the Unified Theory of Acceptance and Use of Technology (UTAUT) and Kolb's (1984) Experiential Learning Model (ELM). Within the framework, UTAUT helped identify four core constructs to explain how participants adopted various technologies and online teaching methods into their practice, while ELM helped identify how participants addressed concerns about using technology.

12:15-12:40

75457 | *Perceptions of Adult Learners Concerning Remote Education*

Jacqueline Żammit, University of Malta, Malta

In response to the COVID-19 pandemic, remote learning has emerged as an alternative approach to traditional in-person classroom instruction. This study aimed to investigate the positive aspects and obstacles associated with remote learning, as observed from the perspective of adult learners studying Maltese as their second language. The research gathered data from 35 adult participants through semi-structured interviews that featured open-ended inquiries. Utilizing thematic analysis and aided by NVivo software, the interview findings were scrutinized to uncover recurring patterns in responses, allowing for the categorization of the data into distinct themes. Among the reported benefits of remote learning by participants were the ability to effectively manage learning alongside domestic responsibilities, the convenience of accessing course materials in the absence of live sessions, and a reduction in challenges like fatigue, time-consuming commutes, school preparation, and limited parking availability. Conversely, issues such as unreliable Internet connectivity, a lack of proficiency in information technology, the absence of personal computing devices, and household distractions were identified as negative influences on remote learning. Disparities in access to online learning sessions arose from inequalities in Internet access, IT skills, and ownership of personal computers or Internet-capable mobile phones. Despite these limitations, respondents perceived remote learning as a viable solution in the face of disrupted academic activities. The study concludes by presenting several recommendations to address the challenges posed by remote learning.

11:25-12:40 | Room 323A (3F)

Monday Onsite Parallel Session 2

Language, Linguistics

Session Chair: Cheng Luo

11:25-11:50

84803 | *Discourse Analysis on English Article Translation in Mongolian Language*

Nomindari Byambasaikhan, Mongolian University of Science and Technology, Mongolia
Enkhbaazar Tsedebazar, Mongolian University of Science and Technology, Mongolia

This paper addresses the intricate task of translating English articles into Mongolian, focusing on the seminal work King Solomon's Treasure by Haggard. The absence of articles in Mongolian presents a significant challenge for translators, educators, and learners, requiring nuanced linguistic strategies to convey intended meanings accurately. Through the analysis of 200 translated sentences from the novel, this study examines the translation of indefinite, definite, and zero articles. The theoretical framework draws from Robertson's (2000) discourse rule transfer theory and semantic models by Huebner (1983), Thomas (1989), and Goto Butler (2002). The choice of articles is closely tied to the specificity of the Noun Phrase (NP) and the assumed familiarity of the referent to the listener. While English encompasses five types of article usage, Mongolian adjusts three types, revealing diverse translation strategies. Findings indicate that definite articles are rendered in Mongolian using determiners, pronouns, cases, possessives, and quantifiers. Moreover, specific and definite morphemes convey superlative clauses. This study provides insights into contextual meaning conveyance and interprets how English definite articles are translated into Mongolian. Additionally, it elucidates the strategies employed by translators, shedding light on the challenges and opportunities in article translation.

11:50-12:15

88744 | *Jopara: Conversational Code Switching Between Spanish and Guarani a Sociolinguistic Study*

Maria Alejandra Mareco, Wilburn Elementary School, United States

The purpose of this paper is to explore a communicative strategy used by Guarani-Spanish bilingual speakers. It will be presented online. This strategy is conversational code switching, which is used by people from rural as well as urban areas in Formosa Argentina and Paraguay. Guarani is an Aboriginal language that is the official language in Paraguay. Code switching is a language-processing phenomenon that creates communicative and social meaning in a given community. Gumperz defines code switching as 'the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems' (Gumperz, 1982: 59). This paper poses a broad question at the onset of this study: Spanish-Guarani speakers tend to use four different conversational code-switching patterns in their oral alternations, these four categories being: quotation, addressee specification, reiteration, and interjections. Different groups of people were observed in real-world settings. They consisted of fourteen proficient Spanish-Guarani bilingual speakers from different social groups and ages. Afterwards, a group of informants was chosen to obtain a wide range of natural encounters. Informants were observed with special attention to their natural communication, particularly oral interactions. Furthermore, the relationship between interlocutors during code switching as based on a negotiation between them was considered of most relevance. The interpretative method evaluated the results by testing the co-occurrence of the four conversational categories described above. The testing instruments revealed the application of the four aspects of Spanish Guaran code switching previously introduced.

12:15-12:40

79470 | *Linguistic Preferism: Relativity or Universalism*

Cheng Luo, Brock University, Canada

As a popular yet rarely studied ethnolinguistic phenomenon, linguistic preferism (LP) is defined as a linguistic expression which is sociolinguistically favored by being (near) homophonous with another expression whose meaning is socio-culturally propitious. As linguistic and cultural memes, not only does LP carry on heritage of traditional cultural values and wisdom, but knowledge of its connotations and usage also helps understanding and appreciation of the relationship between a culture and its language. In this study, ethnographical data are collected from Chinese and English via observation, interviews and documentary research, and analyzed in terms of the forms, ways and domains of LP usage in traditional ritual celebrations, person naming, translation of product names, advertising, and abbreviations, along with the linguistic, semantic and pragmatic properties of LP. It is found that while LP seems to be a universal ethnolinguistic phenomenon, crosslinguistic variation constrains the extent and domain of its use in a language. Such variation depends largely on the typological features of a language's phonological structure resulting in proliferation of homophones as a "seedbed" for creation and use of LP. This relationship between linguistic structure and sociolinguistic behaviour apparently demonstrates a case of linguistic relativity. However, crosslinguistic evidence in using LP suggests that cultural universalism may actually be at play, i.e. it is the cultural beliefs that take precedence and motivates the use of LP, with linguistic structure playing a facilitating role.

11:25-12:40 | Room 323B (3F)

Monday Onsite Parallel Session 2

The Contemporary Challenges and Opportunities in Education: A Worldwide Overview (Panel)

Session Chair: Patricia Grillet Rodriguez

11:25-11:40

87008 | *The Impact of Fulbright Scholarships on Alumni: An Analysis of Social Capital upon Their Return Home*
Lorraine Kouao, University of Hawaii at Manoa, United States

Educational exchange programs can play a key role in public diplomacy and economic development. During these programs, students acquire skills and networks that are considered valuable in their home country. Eventually, these programs tend to amplify students' socioeconomic status upon their return and strengthen nations' relationships through academic networks. This study aims to better understand the impact of educational exchange programs on international students after their experiences abroad. By using the social capital theory, this study explores the socio-economic experiences of Fulbright alumni from developing countries upon their return home. A literature review was conducted to analyze Fulbright alumni's experiences in their home countries. How are Fulbright scholarships impacting the careers of alumni upon their return home? In what ways have Fulbright experiences abroad impacted alumni's professional development back home? The findings show that Fulbright exchange programs allow alumni to grow their networks with fellow Fulbright alumni in other countries. These international networks not only enable these alumni to maintain relationships abroad but also create links with organizations abroad for more opportunities academically and professionally. The findings imply that individuals who are granted the opportunities of Fulbright exchange programs may benefit in several areas such as advancing their academic, professional, and international networks. While most of these alumni may indeed reach leadership positions, social inequality is deepening in most of these countries with more privileges to Fulbright alumni. The significance of this study is that it helps understand the role of educational exchange programs in development and diplomatic relations.

11:40-11:55

87425 | *Fully Online Experiences of Undergraduate Students in the College of Social Sciences at the University of Hawai'i at Mānoa*
Vanessa Gherzi Cordano, University of Hawai'i at Mānoa, United States

This qualitative pilot study conducted at the University of Hawai'i at Mānoa explored online undergraduate students' individual strategies and challenges as they navigate distance education's administrative, academic, and technical aspects of a fully online completion degree while fostering a sense of belonging with their academic community. The study used the multi-dimensional TIPEC framework of Ali, Uppal, and Gulliver (2018) and the theory of Sense of Belonging for a holistic interpretation of the situation of online students. These preliminary results showed that of the 68 possible barriers presented in the TIPEC framework, 44 affected the studied online program. In addition, the paper shows that for students to acquire the certifications needed to advance their careers, they require programs to offer administrative clarity, flexibility, and broad learning possibilities. In addition, the participants revealed that their sense of belonging originated from their connection to a program that gave prominence to their Hawaiian and Pacific culture. Participants used their empowered female identities, age wisdom, deep sense of pride, inner motivation, and volition to effect change and achieve belonging.

11:55-12:10

87664 | *The Production of Pathologized/Excluded "Others" Through the Chi (Knowledge), Toku (Morality), Tai (Body) Triad in Contemporary Schooling of Japan*
Yuko Ida, University of Hawai'i at Mānoa, United States

This paper examines how the philosophy of Herbert Spencer has affected the ways in which the ideal image of teachers has been constructed in contemporary Japan. Keita Takayama (2021) has illuminated the influences of the philosophy of Herbart Spencer on the Chi (Knowledge), Toku (Morality), Tai (Body) triad, which is embodied in the policy discourse of Zest for Living (Ikiru Chikara) since 2008. The triad has shaped how the goal of public school education should be, how classrooms should be managed, on what criteria student performance should be evaluated, and so forth. With the author's lived experiences as a public-school teacher in Nagoya and Okinawa as a driving force, this study utilizes policy documents and school curriculum as "data" to analyze through Foucault's genealogical approach. The author argues that the object/subject of schooling has been governed by the triad of Chi, Toku, and Tai to produce the "ideal citizen" of the nation-state of Japan while simultaneously producing pathologized and excluded "others" who do not "fit" such idea image.

12:10-12:25

87266 | *Exploring Study Away to Hawai'i*
Allison Yap, University of Hawai'i at Mānoa, United States

Student mobility programming is an integral part of internationalization efforts that colleges and universities engage in. While there is a large and growing body of research on the impact of study abroad, less research has been conducted on what Sobania & Braskamp (2009) refer to as "study away," which is a more expansive term to describe all student mobility programming, both domestic and international. Domestic study away programs, which are often more accessible and affordable than study abroad, can provide students with transformative educational opportunities, exposing them to diverse cultures, religions, languages, and practices and contributing to their intercultural competence and development (Klinegores, 2012; Weinberg, 2015). This presentation highlights research conducted with students from the continental U.S. who participated in a semester-long study away program to Hawai'i. Student experiences are contextualized within a place-based framework which consciously centers Hawai'i. Employing Critical Qualitative Inquiry, dominant narratives about student mobility programming and about Hawai'i are explored. Ultimately, this session asks us to consider how we can make student mobility programming a more equitable, reciprocal, responsible, and just educational practice.

11:25-12:40 | Room 323B (3F)

Monday Onsite Parallel Session 2

The Contemporary Challenges and Opportunities in Education: (Panel)

Session Chair: Patricia Grillet Rodriguez

12:25-12:40

87126 | *Female Agents Facing the Constraints of Emergencies in Education and Development in South America*
Patricia Grillet, University of Hawaii, United States

Colombia became the 37th member of the OECD in April of 2020, concluding an accession process that had started in 2013. As an unfortunate coincidence, the OECD welcomed Colombia right at the start of the Covid-19 pandemic. The purpose of this paper is to explore what it meant for Colombian vulnerable families and women to navigate the Covid-19 crisis in education and the OECD welcoming pressure. From a decolonial feminist approach, this paper proposes three categories of analysis to make sense of the ways in which vulnerable families faced the difficulties: situated knowledge, collaboration, and reflection towards mind freedom. This research drew from two sources of information: document review and interviews. Findings expose that, even if mothers were expected to cope with social and educational demands during the Covid-19 crisis in education, not only were there no state gendered policies or programs to assist them, but also the school food and other supportive subsidies for students were reduced, which left families even more vulnerable during the emergency of the Covid-19 pandemic. In this context, the challenges they faced in relation to the education of their children included distress, frustration, economic limitations, lack of technological resources, among others. At the same time, vulnerable families became decolonial agents when they grouped and collaborated with each other and with other members of the society through different means, developing coping strategies through collective survival projects and situated knowledge embodied in solidarity relationships that helped them face the demands from the education system.

12:55-14:35 | Room 317B (3F)

Monday Onsite Parallel Session 3

Science, Environment & the Humanities

Session Chair: Rheagan Humphrey

12:55-13:20

88377 | *Competing Factors in the Global South to Understand Improved Rice Variety Adoption Decisions Among Smallholder Farmers in Ghana*

Isaac Diaka, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Past studies about improved rice variety adoption factors in the Global South tend to highlight farm size, farm location, information access and education. However, for some reasons, these factors do not best explain why smallholder farmers adopt rice varieties in Ghana. This study examines factors that affect the adoption of high-yielding rice varieties with a particular focus on the Bono Region of Ghana. A multi-stage sampling technique was used to select 160 smallholder rice farmers for the questionnaire survey from November to December 2023. The collected data were analyzed using descriptive statistics and a probit regression model. The results show that Bono smallholder rice farmers tended to adopt improved varieties that were developed in Ghana, such as AGRA (71.8%), Amankwatia (63.8%), and Enapa (51.3%), partly due to government's promotion policies for these varieties. This means that governments played important roles in adoption decisions of farmers. In addition, we found that gender, off-farm work, farm size, experience, distance to input market, and extension contact were correlated with the adoption of high-yielding rice varieties. Seed market service practices (e.g., timely seed availability) strongly influenced the way these Bono rice farmers perceived improved varieties (82.6%), and limited financial support (74.4%). Our findings suggest that political and institutional services affected rice farmers' decision-making in adopting new technologies.

13:20-13:45

83512 | *Environmental Sustainability Evaluation in Sub-Saharan Africa: Ecological Footprint, Energy Consumption and Environmental Degradation*

Josephine Andrea Niangue, Sophia University, Japan

Economic development requires intensive energy consumption which has caused severe environmental degradation. Achieving sustainable development is still challenging in developing countries where the environment is experiencing a significant degradation trend. This research evaluates environmental sustainability with the spatially varying relationship between energy consumption, social well-being, and environmental degradation and examines the spatiotemporal dynamics and the evolution of environmental degradation. This research also stands apart from prior ones by incorporating a new interdisciplinary theoretical approach combining the Environmental Kuznets Curve (EKC), and the Green Solow Model jointly with the ecological footprint and the satellite night time light datasets to supplement economic and demographic variables to shed light on the environmental challenge. We applied Environmental Convergence (EC) and the Exploratory Spatial Data Analysis (ESDA). The Moran's I test was used for energy consumption spatial autocorrelation, and the Local Indicators of Spatial Association (LISA) to identify the spatial cluster and investigate the environmental sustainability to contribute to the existing body of knowledge. The research aims to develop a new approach for a green economy transition for developing nations to improve this current challenge of environmental issues, explore the impact of industrialization on environmental degradation, and develop an innovative theoretical framework to transition towards a green economy. The findings illustrate how Africa's progress in achieving environmental sustainability. Additionally, its policy-oriented research and findings can contribute to appropriate policies recommendations for carbon emissions reductions, energy consumption, and innovative projects to develop clean and affordable energy to reach sustainable development goals.

13:45-14:10

88719 | *Examining Smallholder Farmers' Perceptions of Irrigation Access in the Volta Region, Ghana*

Michael Kossivi Tamekloe, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Past studies that emphasized the importance of irrigation access for smallholder farmers focused on different sets of factors for irrigation adoption. Some emphasized cultural norms, local practices, and personal experiences. Some others examined geographical locations, farm size, access to water sources, and socio-economic status. This study attempted to find what factors above or others actually influence smallholder farmers' perceptions of irrigation access and needs. A structured questionnaire survey was randomly administered among 282 smallholder farmers in South and North Tongu districts of Ghana from January to February 2024. The data were analyzed using SPSS and Excel. We also correlated respondents' socio-demographic characteristics with their irrigation access. We found that among 94% of the respondents who needed to irrigate their farms, 68% could not because of water scarcity. About 93% found that the cost of connecting irrigation ditches to their farms was inhibiting. Another cost-related factor was energy/electricity for pumping water (89%) and maintenance (89%). About 55% blamed neighboring farmlands for blocking canal routes to their farms. Some neighbors diverted more water than their fair share, causing shortages for those downstream. Others blamed a lack of irrigation water access on start-up capital (95%), technical support (44%), and infrastructure (74%). Our statistical analysis found that household income, education, and gender had significant correlations with farmers' perceptions of irrigation access.

14:10-14:35

89824 | *Evolution of the Human Diet: Nutrition and Lifestyle Diseases*

Rheagan Humphrey, Southern Methodist University, United States

This presentation explores the critical link between nutrition and lifestyle diseases, focusing on obesity, breast cancer, prostate cancer, and cardiovascular disease, which disproportionately impact low-income communities and people of color. Rooted in personal experiences and broader societal trends, this research investigates how dietary choices, particularly protein consumption, contribute to these prevalent health issues. The analysis begins with a paleoanthropological perspective, challenging the notion that animal protein is solely responsible for increases in brain size and highlighting the dietary practices of early hominins. It transitions to examining the correlation between animal protein intake and the incidence of lifestyle diseases, drawing on compelling data from regions with low animal protein consumption, such as rural China, where these diseases are rare. The final section critiques the Standard American Diet, emphasizing the demographics most affected by fast and processed foods, ultimately linking this dietary pattern to obesity and type-2 diabetes. Utilizing a comprehensive range of scholarly sources, including "The China Study" and "Fast Food Nation", the paper concludes that while a universally ideal diet remains debated, a plant-centric diet with limited animal protein can significantly reduce the risk of lifestyle diseases. This research underscores the importance of nutrition in public health discourse, advocating for dietary changes as a preventive measure to alleviate the burden of chronic diseases within vulnerable populations.

12:55-14:35 | Room 318A (3F)

Monday Onsite Parallel Session 3

Politics in Education

Session Chair: Michael Owen

12:55-13:20

88584 | *Barriers to Equity: The Impact of Standardized Testing in Teacher Preparation Pathways*
Katie Archer Olson, Alaska Pacific University, United States

This literature review presentation lifts the veil on barriers to inequitable teacher preparation program requirements, focusing on the systemic challenges that disproportionately affect Indigenous and Alaska Native candidates. It examines the disparities inherent in standardized testing, where the high costs and culturally biased nature of these exams create significant obstacles for candidates from marginalized communities. In Alaska, where the required testing cost exceeds \$400, these financial burdens are particularly pronounced, limiting access to the teaching profession for those already underrepresented. Furthermore, the presentation explores whether standardized test scores correlate with effective teaching practices, questioning the validity of these assessments as reliable indicators of teaching potential, especially in culturally diverse settings. By highlighting these barriers, the presentation advocates for reforming state mandates for pre-service educators to be more inclusive, culturally responsive, and accessible, ensuring that all candidates, regardless of background, have a fair opportunity to succeed and contribute to Alaska's educational landscape.

13:20-13:45

87208 | *Schooling and the Politics of Revitalization: A Tale of Two Governments in a Quest for Better Urban Education*
William Frick, University of Sharjah, United Arab Emirates
Sara Doolittle, University of Central Oklahoma, United States
Mehmet Bellibaş, University of Sharjah, United Arab Emirates

This study examines political and inter-agency activity between two governments, a general purpose urban municipality and a single purpose Great City School System in the United States. The conceptual and analytical backdrop that frames the investigation focuses on the connections between schooling and community revitalization employing several political science constructs and observations about the increasing role that general purpose government plays in public schooling. A strategic, instrumental mixed methods case study is applied to a Metropolitan Area Projects (MAPS) for Kids initiative in Oklahoma City, Oklahoma (Warner, 2009). Qualitative and quantitative data render intersectional and contrasting versions of the influence of general purpose government in urban school system affairs. Findings indicate that authority and decision making may be too diffuse for general purpose government to realize comprehensive urban school renewal and that public perception of municipal government influence on its school district is more about positive impression than substantive change.

13:45-14:10

89310 | *"An Overall Lack of Able Gifted People": The Debate over Teachers' College Instructors Suitability for University Academic Appointments (Ontario: 1965-1975)*
Michael Owen, Brock University, Canada

The evolution of teacher training from specialized institutions – normal schools and teachers' colleges (TCs) – to universities was a highly contested transition in Canada in the 1950s, 1960s and 1970s. These changeovers stoked considerable angst within the university sector which viewed teachers' colleges, their students, their programs and their instructional staffs as inferior in status and in quality. While there was considerable ambivalence on both sides of this equation (Labree, 2008; Lockart, 1991; Fleming, 1971), historians have tended to look at individual institutions' experiences. By drawing on Claussen & Lemisko's (2024) micro-level case study model, we propose to report on our analysis of three Ontario TC transitions to Faculty of Education status within local universities in the 1960s. These three TCs (St. Catharines, Windsor, Lakehead) merged with newly formed universities that were also seeking to establish their own academic credibility in a rapidly expanding sector. We draw on archival records (particularly president's and provosts' records), Senate meetings and reports, university calendars, case studies (Smyth, Gelman, Thompson (1986), Owen (2024)) to compare these three universities' experiences in accommodating TC instructional staff into the faculty, what were the flashpoints of opposition (salaries, academic qualifications), and the actual academic qualifications of staffs (Owen, 2024). In this way we hope to assess the 1967 contention of Brock's president, James A. Gibson, that there was "an overall lack of able gifted people to serve as principal instructors in a [teacher training] program" (BUA, JAG, 1967).

14:10-14:35

88088 | *Unearthing the Relics of Bigotry: A Historical Examination of Racial Prejudice and Intolerance Towards South Asian Communities in Australia*
Yasir Ali, University of Karachi, Pakistan

"Bigotry is an endemic feature of Australian life. From the arrival of Europeans in 1788 through to today, intolerance based on an array of grounds including race, ethnicity, gender, religion, sexual orientation, and disability have ruptured community relations and harmed those people subject to prejudice and discrimination." Professor Malcolm Campbell. Australia is regarded as one of the world's trans-diasporic societies where people from different cultures, religions, genders, sexual orientations, physically challenged persons, and races dwell. Yet, the rise and persistence of bigotry has alarmed policymakers. This study investigates the rise and persistence of prejudice and intolerance within the Australian context towards South Asian communities, with a special focus on the Pakistani diaspora. The study aims to offer a comprehensive understanding of the intricacies of racism in Australian history. This dissertation holds substantial importance as it enhances the wider discourse pertaining to race relations in Australia by shedding light on the experiences of historically marginalized South Asian communities. It will also address questions such as why Australians are still carrying out acts of bigotry towards non-white migrants and why bigotry is deeply rooted in their mainstream politics. In addressing this question, "Unearthing the Relics of Bigotry" utilizes a critical historical analysis approach incorporating a diverse range of primary and secondary sources, including historical records, personal accounts, oral histories, and archival materials.

12:55-14:35 | Room 318B (3F)

Monday Onsite Parallel Session 3

Entrepreneurship Education

Session Chair: Anisa Vahed

12:55-13:20

84815 | *Entrepreneurship Education in Higher Institutes of Learning in South Africa: Challenges and Opportunities*

Lawrence Vorvornator, University of Zululand, South Africa

Joyce Mdiniso, University of Zululand, South Africa

South Africa's historical legacy of inequality, poverty and current high unemployment rate forced authorities to introduce an entrepreneurship curriculum in the Universities as measures to instil entrepreneurial skills to reduce the social ills. Entrepreneurial skills and knowledge acquired from higher education regardless of the racial and cultural background can be implemented to solve social problems. However, numerous challenges engulf the success of entrepreneurship education in higher institutions. The paper adopts literature reviews which engage in selecting and sifting of the peer review journals related to the topic. Challenges identified ranges from: curricula design being shallow and contradicts the market mechanism, leadership incompetency to deliver the content, corruption, mismanagement and embezzlement lead to lack of finances to provide practical entrepreneurial skills and university environments not conducive for entrepreneurial learning. The paper recommends revisiting the curricula to reflect the skills shortage in the industry, higher institution management should provide leadership skills to lecturers, financial management and auditing should be strengthened, and industry-universities should partner and collaborate to churn out quality entrepreneurs. The paper believes that with such measures put in place the current 34.9 percent teeming youth and graduate unemployment rate can be curbed in the country.

13:20-13:45

89755 | *"Learning by Doing" in Creative Education: How High-Impact Innovation and Entrepreneurship Education Practice Activities Affect College Students' Innovation Abilities*

Yi Zheng, Nanjing University, China

The innovation ability of college students needs to be developed within a practical environment. A lack of innovation-related activities can impede students' ability to apply their acquired knowledge in real-world contexts, thereby hindering their innovation development. As an important component of innovation education, high-impact innovation and entrepreneurship education practice activities provide essential practical environments for college students. Unfortunately, despite their importance, the impact of these activities on college students' innovation abilities is often overlooked. This study conducted a quantitative research using survey data from a nationwide innovation and entrepreneurship training program for college students and found that participation in this program significantly enhances college students' innovation abilities. Further research indicates that students who have received guidance or serve as the program leaders achieve better outcomes, specifically, involvement in the program has a greater impact on enhancing their innovation abilities. However, the program level (there are three levels) and whether students receive awards do not affect the effectiveness of their participation, benefits are realized as long as they engage. These findings suggest that "learning by doing" plays a significant role in cultivating college students' innovation abilities and the importance of high-impact innovation and entrepreneurship education practice activities should be emphasized. The study also constructs a framework of "learning by doing" in creative education to explain the research findings.

13:45-14:10

89390 | *Exploring TPACK Active Learning in Entrepreneurship Education at a British-Asian Transdisciplinary University*

Mustafa Ozguven, Xi'an Jiaotong-Liverpool University, China

Anisa Vahed, Xi'an Jiaotong-Liverpool University, China

Deepak Singh, Durban University of Technology, South Africa

Entrepreneurial education at a British-Asian transdisciplinary university in China incorporates a hybrid flexible teaching methodology. This methodology integrates pedagogical, technological, and content knowledge (TPACK). It involves students working on real-life industry-based projects taught within 6-week immersive teaching blocks (ITBs) to provide focused learning experiences with minimal distractions from multiple assessments for undergraduate students at the Entrepreneurship and Enterprise Hub (EEH). Despite the intention to foster an environment supporting collaboration and cooperation with industry partners, limited empirical data reflects EEH undergraduate students' experiences with TPACK active learning within a six-week ITB. This study examines the TPACK framework, evaluating its application in educational contexts through an analysis of survey data. A cross-sectional and descriptive case study research design within a quantitative framework, guided by a positivist paradigm, was employed. Data collected from 131 students in the 2023/2024 academic year were analyzed using SPSS Version 29®. Descriptive statistics (means and standard deviations) and inferential statistics (Kruskal-Wallis tests) were applied to assess differences across groups. Correlational analysis was also used to explore relationships between various TPACK dimensions. Average Variance Extracted and Composite Reliability were calculated to evaluate the constructs' convergent validity and internal consistency. The results confirmed strong reliability and validity across the TPACK dimensions, with significant relationships observed between technology integration, instructional strategies, and student understanding. The results highlight the efficacy of the TPACK framework in enhancing instructional practices. The study concludes with recommendations for improving teacher training and professional development, particularly in effectively integrating technology into pedagogical and content knowledge.

12:55-14:35 | Room 321A (3F)

Monday Onsite Parallel Session 3

AI in Higher Education

Session Chair: Jamie Pang

12:55-13:20

87626 | *Embracing AI in Nursing Education: A Transformative Integration*
Stacey Yates, College of New Caledonia, Canada

This paper/presentation offers insights for educators seeking to leverage AI to enhance student engagement, build academic and critical thinking skills via experiential learning. This paper aims to capture the instructor's experience creating and implementing a novel APA writing assignment utilizing Artificial Intelligence (AI) for second-year Bachelor of Science in Nursing (BScN) students at the College of New Caledonia in Prince George, British Columbia, Canada. A thematic analysis of student assignments and reflections submitted during the Fall 2023 semester revealed valuable student insights.

With the increasing accessibility and use of AI tools, AI-generated content was intentionally incorporated into assignment. Following comprehensive scaffolded assignment guide, students independently created AI-generated papers, engaged in review and analysis of the AI generated product, engaged in semi-structured peer reviews, and self-reflection. Traditional overt learning objectives of academic writing were maintained, while covert objectives focused on AI awareness, critical evaluation, and providing high quality peer-to-peer feedback. Assignment outcomes surpassed expectations and provided unexpected, exciting insights. Highlighted are positive impacts on peer collaboration, student self-learning demonstrated in the candor of reflective assignment components. Students articulated nuanced perspectives on AI and shared their perceptions of the impacts of measures implemented to facilitate a safe learning environment. Instructor observations include significantly reduced marking time, heightened student learning and engagement, and exciting potentials such as improving marking equity of developing writers and English Language learners in nursing education. The assignment's success demonstrates the feasibility of integrating AI into nursing education while maintaining the historical academic rigor, professional and ethical practice considerations.

13:20-13:45

87678 | *Exploring the Impact of AI Anxiety on First-Year University Students' Data Science Education*
Yuko Murakami, Hiroshima University, Japan
Tomohiro Inagaki, Hiroshima University, Japan

As university students have begun to use generative AI daily, their anxiety and attitudes toward AI have changed. Anxiety and attitude toward the learning object may be factors that prevent students from being motivated to learn. This study explores the impact of AI anxiety on first-year university students' willingness and satisfaction with their data science education. We developed questions on impressions of AI from a questionnaire based on the Artificial Intelligence Anxiety Scale and the General Attitudes Towards Artificial Intelligence Scale. The survey was administered to students entering Hiroshima University in 2024. We conducted a factor analysis and identified six factors measuring impressions of AI. We hypothesized two processes as the influence of impressions of AI on university students' education: 1) a three-stage influence of negative attitudes towards AI on their willingness to learn and, consequently, on their teaching on data science; 2) a direct influence of negative attitudes towards AI on their teaching on data science. We tested these assumptions through a covariance structure analysis. We found that negative attitudes towards AI affect the willingness to learn negatively, and the willingness to learn AI positively affects the sufficient for class. This means that the hypothesis 2) is confirmed. We also found that the negative attitude did not affect the student's ability to be sufficient in class. We can show the possibility of an effective class design for whoever has the attitude toward AI.

13:45-14:10

84559 | *Exploring the Nexus of Community College Faculty and the Actual Application of Generative Artificial Intelligence Technologies in Courses and Syllabi*
Jamie Pang, Elgin Community College, United States

This study aimed to promote community college faculty and formal research on Generative Artificial Intelligence (AI) technologies in higher education. It was also an organic study that explored how Generative AI technologies were shaped in one community college and examined their application in courses and syllabi. Throughout the study, the research site has never had or established a Generative AI policy or mandate for how students can or cannot use them in the classroom. This was beneficial because it meant faculty decided how they adopted the technology on their own. Theoretically based on Davis's (1989; 1993) Technology Acceptance Model, a 21-question survey was administered to faculty members. The instrument covered awareness and understanding of Generative AI technologies, motivations for adopting them, future interests in including them in syllabi, and faculty characteristics. The sample size was 47 faculty member responses. The main focus of this study looked at various faculty members' characteristics for significant relationships to report. In total, eight characteristics were analyzed: gender, age, race/ethnicity, highest education, years of teaching, status, teaching elsewhere, and academic division for the primary discipline of instruction. Four significant results provided perceived motivations to incorporate Generative AI technologies and perceived interest to incorporate Generative AI technologies are bidirectionally linked. Perceived motivation and perceived interest drove actual use in two ways: one, in the integration of Generative AI technologies in a course, and second, in the guided use of them in a syllabus. Therefore, the implications for practice are centered on faculty, students, and administrators.

12:55-14:35 | Room 321B (3F)

Monday Onsite Parallel Session 3

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Yushan Zhao

12:55-13:20

88762 | *Challenges to the Adoption of Open Educational Resources in English Language Teaching*
Phuong Nguyen, Ho Chi Minh City University of Education, Vietnam

This presentation offers a comprehensive overview of Open Educational Resources (OER), covering their definition, historical evolution, and the benefits and challenges associated with their use over time. The Wiley 5Rs framework—Retain, Reuse, Revise, Remix, and Redistribute—will be introduced to illustrate the various levels of OER adoption and customization to enhance teaching and learning. The discussion will address specific challenges encountered in English Language Teaching (ELT) when using OER, underscoring the need for increased awareness and structured support systems. Insights from the author's dissertation on transitioning to OER with institutional support will be presented, highlighting key aspects such as institutional backing, backward mapping design, student feedback, Universal Design for Learning (UDL), and collaborative efforts. The session will provide guidance on effectively searching for and locating relevant OER, including tips on utilizing OER repositories and search engines. Evaluation criteria and tools for assessing the quality and relevance of OER will be outlined, accompanied by a rubric for assessment. The session will conclude with links to valuable OER for ELT and an open forum for participants to share their thoughts, ask questions, and discuss the adoption and implementation of OER in their own contexts.

13:20-13:45

89742 | *Enhancing Oral Presentation Skills for Japanese EFL Students: A Research-Based Approach Using AI-Driven Learning Tools*
Makoto Shishido, Tokyo Denki University, Japan
Mariko Takahashi, Kwansei Gakuin University, Japan

This study explores the effectiveness of Deliver Your Message, a textbook developed to enhance oral presentation skills for Japanese EFL students at the university level. The research was conducted at Japanese universities, focusing on how a blended approach—combining traditional instruction with AI technology—impacts students' oral proficiency. The textbook offers step-by-step guidance in organizing presentations, delivering content, and improving fluency, while the EnglishCentral e-learning platform's AI system provides real-time practice and feedback outside of class. This unique integration of AI allows students to engage in simulated presentation scenarios, reinforcing their skills beyond the structured classroom environment. The study employs a mixed-methods research design. Quantitative data is gathered through surveys on student satisfaction and confidence in public speaking, while qualitative data is collected from interviews with participants to assess their engagement with both the traditional textbook methods and the AI-enabled learning platform. Initial findings indicate that the combination of structured learning and AI-driven practice helps students gain confidence and improve their ability to organize and deliver presentations in English. Furthermore, the study sheds light on how AI-based systems can be used to support language learning in higher education. This presentation will discuss the research methodology, classroom implementation insights, and the overall positive impact on student engagement, offering valuable perspectives on integrating AI into English language education to enhance communication skills.

13:45-14:10

87630 | *Gamifying the Greek Revolution: A Multicultural Approach in Modern Greek Classrooms*
Evan Liaras, IE University, Spain

Gamification has entered the educational field at all levels as an approach and device for enhancing students' learning experience. However, it often introduces simplifications or competitive elements that may not be apt for all settings. Special care must be taken in intercultural education not to amplify existing divisions and reinforce stereotypes through competition. This paper presents the design of a historical board game about the Greek Revolution (1821-1830) and proposes its use as part of the history curriculum in Modern Greek classrooms. Greece has increasingly become a multiethnic society with significant Muslim minorities. Teaching about a foundational period of conflict poses challenges for any educational system, and particularly the Greek one. The Greek Revolution had an ethnic and religious component (Christian vs. Muslim). Its teaching traditionally accentuated an 'us vs them' narrative, negatively shaping attitudes towards Islam. The paper summarizes the game design, including international components and representations of gender, religion and ethnicity (Greek, Turkish, Arab, Albanian, Russian, etc.). Following previous work done in Finland (JAMK, New Horizons) and India (Garg, 2024) the design features elements of identity exploration and identity swap whereby players are invited to assume the role of the cultural 'other' in an 'epic' setting. This is entirely unlike existing games on this period which focus only on the role of Greek 'heroes'. The paper concludes by proposing ways to measure the effect of playing the game on participants, including students' intercultural attitudes and sense of 'belonging' in the national narrative, as well as recognizing its limitations.

14:10-14:35

88685 | *Strategies for Using Large Language Models to Improve Business Student Learning in Classroom*
Yushan Zhao, University of Wisconsin, United States

Large Language Models (LLMs) are transformer-based neural networks with billions of parameters trained on very large text corpora from various sources. LLMs have the potential to improve student educational experience due to their capability to parse complex concepts and generate context-based responses. LLMs are increasingly adopted in educational contexts to provide personalized support to students and teachers. The unprecedented capacity of LLM-based applications to understand and generate natural language can potentially improve instructional effectiveness and learning outcomes. Previous research shows that large language models can assist in research and writing tasks, as well as in the development of critical thinking and problem-solving skills. These models can be used to generate summaries and outlines of texts, which can help students quickly understand the main points of a text and organize their thoughts for writing. Additionally, large language models can also assist in the development of research skills by providing students with information and resources on a particular topic and hinting at unexplored aspects and current research topics, which can help them to better understand and analyze the material. This paper explores the academic integrity considerations of students' use of Artificial Intelligence (AI) tools using Large Language Models (LLMs) such as ChatGPT in the classroom to improve student learning. The research aims to serve as an introduction for the business education community to the functioning of large language models (LLMs) and to present a series of illustrative examples demonstrating how LLMs can improve student performance in different class activities.

12:55-14:35 | Room 322A (3F)

Monday Onsite Parallel Session 3

Mind, Brain & Psychology

Session Chair: Natalia Gajdamaschko

12:55-13:20

89749 | *Mental Health Conditions of Youth: Understanding Their Challenges and Coping Mechanisms After the Geopolitical Crisis in Bangladesh*

Md Reza A Rabby, BRAC University, Bangladesh

Tabassum Amina, BRAC Institute of Educational Development, BRAC University, Bangladesh

Maruf Hossain Mishuk, BRAC Institute of Educational Development, BRAC University, Bangladesh

Bangladeshi youth protested the return of quotas, resulting in a geopolitical crisis. They face internet outages and callous aggression (Amnesty International, 2024), which seems to have affected their mental health negatively. The purpose of this study was to understand the predominant mental health issues experienced by youth and young adults that became visible after the 2024 geopolitical crisis. It also explores coping techniques utilized by this population to manage their issues. This study employed a qualitative approach, with data collected through eight focus group discussions (FGDs) including 80 youth from Bangladeshi public and private universities. Purposive sampling was used to choose participants. Inductive reflective thematic analysis were carried out for data analysis using text mining and manual coding. The geopolitical crisis had a range of psychological consequences on the study population, including major psychological symptoms such as depression, anxiety, stress, and post-traumatic stress. Additionally, they dealt with minor symptoms such as sleep difficulties, exam phobia, feelings of hopelessness, helplessness, and grief. Male participants at the private university were viewed as more vulnerable because of their frequent exposure to violence. It was found that peer support, creative outlets, social media involvement, and denial of the circumstance were found as coping techniques for the youth. Mental health awareness initiatives, one to one or group psychological counseling sessions, and peer group support sessions can be beneficial for students in addressing their mental health issues. These measures can assist students in building resilience and accessing an effective supportive system.

13:20-13:45

82093 | *Captive Minds in Schools: The Development of Carceral Subjectivity Through School Exclusion and Expulsion Programs*

Camisha Sibblis, University of Windsor, Canada

This paper presents new theory about student identity development through the findings of a study that explored the experiences and outlooks of excluded Black male youth and how they are constructed in the Ontario education system. It delves into the ways in which the identities of Black male youth shift as a result of their time in spaces of exclusion, such as expulsion programs. A qualitative Critical Race Methodology was used to formulate an understanding of subjectivity as it pertains to school excluded Black males. The sample consisted of 13 self-identified Black males (n=13) between the ages of 18-28 years old, who had either graduated from an Ontario Safe Schools expulsion program, completed their term, had been otherwise demitted or decided not to attend. The findings showed that participants experienced expulsion programs as carceral spaces, and that their involvement in such spaces shifted the way that they viewed themselves and their possibilities. The spaces significantly influence young Black men's self-concepts and impose upon them what I call carceral identities. Furthermore, in reflecting on their interpretations of hegemonic masculinity, participants revealed a fundamental ontological rupture: the ubiquity of the carceral in the lives of Black boys for whom prison techniques and concentrated disciplinary power have permeated exclusive school spaces, causing a type of dissonance that I refer to as carceral dislocation. The conclusion is that expulsion programs, which are imagined as rehabilitative spaces, do lasting psychological harm to the students within them, which in turn manifests into poor outlooks and outcomes.

13:45-14:10

89748 | *Perception on Mental Health Care and Barriers to Seeking Mental Health Services in College Students of Bangladesh: A Qualitative Exploration*

Md Reza A Rabby, BRAC University, Bangladesh

Tabassum Amina, BRAC Institute of Educational Development, BRAC University, Bangladesh

Maruf Hossain Mishuk, BRAC Institute of Educational Development, BRAC University, Bangladesh

Olima Akter Mim, BRAC Institute of Educational Development, BRAC University, Bangladesh

Md Taifur Islam, BRAC Institute of Educational Development, BRAC University, Bangladesh

Student mental health in the academic context has been a growing concern. They experience a variety of challenges while seeking mental health services. However, there is a severe scarcity of studies on mental health concerns among middle income semi-urban college students of Bangladesh. This study sought to assess Bangladeshi students' perceptions of mental health and the barriers they encounter when seeking mental health care as well as to offer intervention strategies to overcome these barriers. This study used a qualitative technique, with data collected through 6 focus group discussions (FGDs) including 94 participants from three geographical locations of Bangladesh (Sylhet, Kishoreganj, and Khulna). Purposive sampling methods were employed in the selection of participants. The verbatim transcription and thematic analysis were carried out using manual coding. The findings of the study revealed that participants' perceptions of mental health were mostly influenced by their physical and social perspectives. The shortage of mental health professionals, socioeconomic disparities, financial issues, and unsupportive family settings were found as the most prevalent barriers to getting mental health care. The study highlights the barriers in accessing mental health services and limitations in availability of preventive and early mental health care. Mental health awareness campaigns, psychosocial support-related training, and psychological counselling can be offered to the students to address the barriers they face. This may help them become resilient and build an efficient support system.

14:10-14:35

89747 | *Bridging Neuroscience and Education: A.R. Luria's Legacy and Its Relevance for Modern Teaching*

Nataliya Gajdamaschko, Simon Fraser University, Canada

Alexandr Romanovich Luria, a close collaborator of Lev Vygotsky, is widely regarded as a founding figure in modern neuropsychology (Mecacci, 2005). However, his contributions to the cultural-historical theory of human development are often overlooked. Luria's work extended beyond brain organization, focusing on the relationship between brain functions and the social development of the child within Vygotsky's theoretical framework. This presentation seeks to explore which of Luria's ideas are relevant to contemporary teaching and learning practices. Despite the increasing interest in neuroscience and education, misconceptions and "neuromyths" about how the brain functions persist among educators (Torrijos-Muelas et al., 2021). To address this gap, we present a theoretical analysis of Luria's contributions, specifically his concept of functional systems in the brain, the development of executive functions, and the role of inner speech in child development. Our analysis will offer practical recommendations for how Luria's theories can be applied to current educational settings. We aim to demonstrate that a deeper understanding of Luria's work can help educators move beyond common neuromyths and develop more informed teaching practices.

12:55-14:35 | Room 322B (3F)

Monday Onsite Parallel Session 3

AI & Education

Session Chair: Julie LaDell-Thomas

12:55-13:20

87482 | *Application of Artificial Intelligence in Automotive Design Education*

Hsin-Yin Hsieh, National Cheng Kung University, Taiwan

Meng-Dar Shieh, National Cheng Kung University, Taiwan

This study proposes an AI-assisted method for identifying automotive design styles, aiding students in their creative processes. Common vehicle styles in the market can be classified into two types: "family" and "sporty." Students must first understand how to classify these two design styles. This study utilizes the Faster R-CNN model to train an AI system to recognize these automotive design styles. The study employs three sample sets. The first set consists of images of gasoline cars, achieving an identification accuracy of 74.51%, with 84% accuracy for the family style and 72% for the sporty style. The second set includes images of electric cars, with an identification accuracy of 60.61%, where the family style achieved 50% accuracy and the sporty style 75%. The third set mixes images of both gasoline and electric cars for training, resulting in an identification accuracy of 68.68%, with 46.34% accuracy for the family style and 92.68% for the sporty style. The experiment yielded more promising results with gasoline car data. However, in the case of electric vehicles, since customers tend to favor the sporty design style, designers often incorporate sporty elements into family designs. This convergence of design elements makes it increasingly difficult for the recognition model to differentiate between the two.

This study demonstrates how AI can quickly identify different vehicle design styles, helping students grasp the characteristics of automotive design styles early on, and providing valuable references and support.

13:20-13:45

88823 | *Exploring the Impact of Artificial Intelligence (AI) in the Context of English as a Foreign Language (EFL): A Comprehensive Bibliometric Study*

Kate Benedicta Amenador, Lanzhou Jiaotong University, China

Dianjian Wang, Lanzhou Jiaotong University, China

Bright Nkrumah, Baylor University, United States

This extensive bibliometric study explores the dynamic influence of artificial intelligence in the field of English as a Foreign Language (EFL) between 2012 and 2024. The study, which examined 4,500 articles from Google Scholar, Modern Language Association Linguistics Abstracts, Web of Science, Scopus, Researchgate, and library genesis databases, indicates that AI integration in EFL is on the rise. This notable increase is ascribed to a variety of transformative events including increased academic funding for higher education and the COVID-19 epidemic. The results of the study identify leading contributors, prominent authors, publishers and sources with the United States, China and the United Kingdom emerging as key contributors. The co-occurrence analysis of key terms reveals five clusters highlighting patterns in AI-enhanced language instruction and learning, including evaluation strategies, educational technology, learning motivation, EFL teaching aspects, and learner feedbacks. The study also discusses the impact of various AIs in enhancing EFL writing skills with software such as Grammarly, Quillbot, and Chatgpt. The current study recognizes limitations in database selection and linguistic constraints. Nevertheless, the results provide useful insights for educators, researchers and policymakers, inspiring and guiding a cross-disciplinary collaboration and creative pedagogical techniques and approaches to teaching and learning in the future.

13:45-14:10

89787 | *Balancing Act: Ethical Exploration of AI Tools to Support Student Learning in a Library and Information Science Program*

Julie LaDell-Thomas, University of Rhode Island, United States

As artificial intelligence (AI) technologies like ChatGPT become more prevalent, library professionals face the challenge of promoting ethical use of AI as an emerging dimension of information literacy. Students in Library and Information Science programs recognize that AI tools will shape their future roles, making it essential for LIS programs to integrate learning experiences that develop students' ability to use and critically evaluate these tools and the content they produce. This descriptive case study examines the pedagogical challenges of introducing AI-based technologies in an online Information Science and Technology course. It explores the instructor's efforts to balance students' engagement with AI tools while addressing ethical concerns like privacy, accuracy, bias, and intellectual property -- all issues explored throughout the course. The paper describes multiple iterations of a ChatGPT-based learning experience and details adjustments made based on student feedback. This paper will interest instructors looking to integrate AI tools to support student learning, especially in fields focused on the ethical use of information.

12:55-14:35 | Room 323A (3F)

Monday Onsite Parallel Session 3

Education & Difference: Inclusive Education

Session Chair: Mohammed Alhammad

12:55-13:20

86795 | *After Plyler: Strategies for Preserving the Cosmopolitan Classroom*
Michael Kebede, American Civil Liberties Union of Maine, United States

Plyler v. Doe, decided by the U.S. Supreme Court in 1982, has made public schools in the United States much more culturally and linguistically diverse than they would otherwise be. In *Plyler*, the Court ruled that the denial of public education to students not legally admitted into the United States violates the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution. As a result, hundreds of thousands of undocumented students share classrooms with children who are in the United States legally. This has turned many American public schools into arenas for sustained and fruitful cultural exchange, to the humanistic enrichment of those schools and the polities that house them. The conservative legal movement poses a threat to this status quo. This legal movement has already managed to persuade the Supreme Court's conservative super-majority to unwind decades of progressive jurisprudence. *Plyler* is on the same list as cases such as *Roe v. Wade*, *Chevron v. Natural Resources Defense Council*, and *Regents of University of California v. Bakke*, to mention just three. It behooves humanistic educators and policy experts to formulate a strategy for maintaining undocumented students' right to access public education. I will present and analyze three strategies to do just that: state, city, and county constitutional amendment; state legislative enactment; and state impact litigation. Given the extraordinary diversity and independence of political units in the United States, I will conclude that progressive educators, policy leaders, and lawyers should explore all three options.

13:20-13:45

89794 | *Parent Perspectives on Inclusive Education in the Caribbean: A Research Synthesis*
Chelseia Charran, Independent Scholar, Trinidad and Tobago

Every child has a right to an education. This is no exception for children with disabilities. The principle of education for all has been emphasized in several international agreements (the Salamanca Statement, the Universal Declaration of Human Rights, the United Nations Convention on the Rights of Persons with Disabilities). Parents' perceptions on inclusive education play a significant role in accessing education for students with disabilities. Inclusive education, defined as "the integration and education of most students with disabilities in general education classrooms" (Eleweke & Rodda, 2002, p. 113; Friend et al., 1998), is critical to long-term academic outcomes. However, inclusive education for children with disabilities has yet to be realized effectively in the Caribbean. Literature exists on parent perceptions on inclusive education around the world but much less is highlighted in the research on this topic in the Caribbean region. Parents ultimately decide the setting in which they want their children to learn. By gaining a deeper understanding of how parents view inclusive education, implications for educational policy and practice can be made. This study synthesizes the literature on parent perceptions on inclusive education in the Caribbean to identify trends across various Caribbean countries regarding parents' insights on inclusive classrooms and whether they feel confident about having their children in these settings. This synthesis will contribute to the regional and global literature in inclusive education by revealing the underlying insights into parents' perceptions that can be applied to similar countries with developing economies not solely limited to the Caribbean region.

13:45-14:10

88053 | *A Study on the Models of Itinerant Special Education Services in Taiwan's Preschool Inclusive Education*
Ya-Lin Ko, University of Taipei, Taiwan

In line with the Convention on the Rights of Persons with Disabilities (CRPD), which emphasizes inclusive education, Taiwan revised the first article of the Special Education Act in 2023 to affirm the right of individuals with disabilities to appropriate and inclusive education. By 2023, 94% of preschoolers with special needs were enrolled in regular kindergarten classes, making inclusive education the mainstream approach in Taiwan. This study examines itinerant special education teachers, who are crucial for supporting kindergarten teachers and fostering inclusive education. It evaluates whether their services align with inclusive principles. The qualitative research collected regulations related to special education and the implementation guidelines for itinerant support across ten municipalities, along with semi-structured interviews with ten itinerant teachers. The research indicates that the primary service targets are preschoolers needing special education, long-term hospitalized children. New Taipei City extends services to all children, aligning more closely with the CRPD's inclusive philosophy. While service content is similar across municipalities, emphasis and methods differ, focusing more on administrative and educational support than on assessment. Although Taiwanese regulations prioritize consultative cooperation as the main service model, most itinerant teachers use various models, including consultations, observations, and direct teaching, with the latter being predominant. Although Taiwanese regulations are increasingly aligning with the CRPD's inclusive principles, a gap between policy and practice remains. Strengthening training to improve itinerant teachers' understanding of consultative cooperation and fostering collaboration with kindergarten teachers to integrate Individualized Education Plans (IEPs) into daily routines can provide more effective support for children.

14:10-14:35

88991 | *Knowledge and Understanding of Inclusive Education in Saudi Context*
Mohammed Alhammad, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

Saudi Arabia is one of earliest Arab countries to implement integration for students with SEN. Recently, the Ministry of Education through the King Abdullah Public Education Development Program began preparing to introduce inclusion for all students with SEN in practice. As the understanding of inclusion differs between one country and another, this paper will explore the knowledge and understanding of the term inclusion from the perspective of general education teachers and special education teachers in the Saudi context. In addition, it will investigate how teachers express their understanding of inclusion and integration, as well as highlighting how teachers' views of integration and inclusion differ. The qualitative research approach was used to explore the understanding of inclusion through using semi-structured interview as the method of data collection with 24 teachers. The result of the study indicated that the majority of teachers expressed their understanding of inclusion. Also, these teachers indicated their understanding of the difference between inclusion and integration. However, a few teachers indicated that they do not have any knowledge and understanding of the term inclusion. Furthermore, teachers' understanding of inclusion is categorised into five themes which are: placement, curriculum, placement and curriculum, removing obstacles, and inclusion in society.

12:55-14:35 | Room 323B (3F)

Monday Onsite Parallel Session 3

Education, Sustainability & Society (Workshops)

Session Chair: Loren Goodman

12:55-13:45

88270 | *Underrepresented Adult Learners and Organizational Transformation: Fostering Inclusive Academic Excellence and Equitable Career Success by Design*

Patrick Guilbaud, Winthrop University, United States

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

Adult learners and most specifically those from underrepresented and underserved backgrounds are currently facing an uncertain and unsettled employment landscape. It is also well-documented that a post-secondary education or advanced training credential can serve as a pathway to ensuring enhanced career and professional advancement for all. However, issues such as access, cost factors, engagement, support, and inclusion continue to serve as barriers for many adult learners, most particularly those underserved and underserved backgrounds, to obtaining advanced skills, competencies, or credentials. This workshop presents and delineates Promoting Learning and Upskilling for Success (PLUS), an inclusive excellence, holistic engagement, and transformative education framework, which is focused on fostering economic justice and social change through education and training. Developed iteratively over a three-year period, the PLUS framework aims to facilitate full participation underrepresented adult learners and professionals (UALPs) in post-secondary education and workforce development training. This is so they may achieve greater job security as well as enhanced social mobility. The researchers used focus-group sessions, expert reviews, and online surveys involving over 130 randomly selected participants to capture salient factors impacting the involvement and engagement of UALPs in post-secondary education and training. These included faculty, staff, and UALPs. Following the review and analysis of all data gathered, the researchers utilized the principles of organizational maturity and tailored intervention to create the PLUS framework. Learning organizations of all types and sizes can use the PLUS framework to support and stimulate social and economic justice efforts for the benefit of underrepresented and underserved populations.

13:45-14:35

87518 | *Let's Do It with AI: Writing Poems in Authentic Collaboration with Artificial Intelligence*

Loren Goodman, Yonsei University, South Korea

Mark Yakich, Loyola University New Orleans, United States

In an era where artificial intelligence (AI) irrigates various creative fields, the realm of poetry stands poised for a deep exploration. Led by two humans (poet-professors Loren Goodman and Mark Yakich) and one robot, this workshop delves into the dynamic interplay of human creativity and machine learning, challenging traditional notions of authorship and artistic authenticity. The workshop will begin with an introduction to contemporary AI technologies, focusing on their applications in generating poetic forms, before shifting to hands-on activities exploring the potentials and irritations of AI as a poetic collaborator. Participants will work with and alongside AI to co-create poems in real- (and unreal) time. These exercises aim to highlight the emergent properties of AI as a creative partner, emphasizing how it can inspire new directions in poetic expression while still requiring human oversight and intuition. This session will challenge participants' notions of what is and isn't possible with human-cum-machine creativity, generating discussion on the ethical implications of AI in creative writing. The workshop will conclude with a collaborative reading, where participants share their AI-assisted poems, fostering a collective reflection on the experience. "Let's Do it with AI" invites poets, writers, and creative hermits of all kinds to explore the frontier of AI-assisted creativity, encouraging a reimagining of what it means to compose poetry in the digital age. Through this workshop, Goodman and Yakich aim to inspire and challenge participants to embrace AI (and each other) as a tool for innovation and collaboration in their spiritual, sensual, and creative practices.

14:50-15:15

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14:50-16:30 | Room 317B (3F)

Monday Onsite Parallel Session 4

Government, Governance & Human Development

Session Chair: Smart Edward Amanfo

89849 | *Mutual Influence of Government's Role and Government Fairness: Vicious Cycle or Virtuous Cycle?*
Changeun Yun, Ajou University, South Korea

The debate over the role of government is an enduring one, with ongoing discussions about the merits of an active (big) government versus a more passive (small) government. Historical and contemporary events, such as the increased demand for public services in education, security, and welfare, as well as national crises like economic recessions and wars, often necessitate a more active governmental role. However, an expanded government can lead to inefficiencies, constraints on private autonomy, and an overall increase in government size, prompting some to favor smaller government models. Concurrently, there has been a growing social interest in government fairness, which is closely tied to public perceptions of equity, distribution, and trust in government policies. This study examines the reciprocal relationship between perceptions of government roles and the concept of government fairness. The findings indicate that support for an active government role and the perception of government fairness positively reinforce one another. However, the study also reveals that the influence of government fairness on perceptions of government roles is weaker than the reverse. Notably, a positive perception of the government's active role is more strongly associated with the perception of fairness than merely supporting the government's active role through the enhancement of fairness.

15:15-15:40

88710 | *An Anthropological Analysis of the Causes of Non-Marriage and Low Birth Rates in South Korea: Insights from Interviews*
Hyun Hee Lee, Vilnius University, Lithuania

In 2022, South Korea had the lowest fertility rate among OECD countries, reaching a record low of 0.78 children per woman, according to Statistics Korea. This decline signals a significant shift in attitudes toward marriage and childbirth, raising questions about the evolving nature of family and social values. On June 19, 2024, the South Korean government declared a "National Population Emergency" and introduced measures such as enhanced parental leave, improved childcare services, expanded tax credits, and housing support. Despite these measures, the trend has not been reversed. This study, conducted from September 2023 to March 2024, investigates the underlying causes of increasing non-marriage and low birth rates in South Korea. By conducting in-depth interviews with 24 individuals aged 20 to 70, it seeks to identify the various factors contributing to these trends. The findings highlight that economic considerations are crucial in decisions regarding marriage and childbirth. Many young people view marriage and childbearing as luxuries that only those with financial stability can afford, a perception reinforced by social media's emphasis on comparison and competition. While marriage and childbirth were once obligations, they are now seen as personal choices. Additionally, social inequality, especially toward women, acts as a significant deterrent, and shifting gender roles and conflicts further complicate marriage decisions. This research provides valuable insights into the complex factors driving the rise in non-marriage and low birth rates in South Korea. Incorporating perspectives from various generations illuminates how evolving values, social inequalities, and changing environments influence decisions about marriage and childbirth.

15:40-16:05

86010 | *Contribution of Financial Cooperatives on Women Empowerment and Development in East Africa Case Study of Rwanda*
Tushabe Emmy, University of Tourism Technology and Business Studies, Rwanda
Mutuyimana Rehema, University of Kigali, Rwanda
Shyaka Placide, Republic of Rwanda Judiciary, Rwanda
Mukiza Patrick, Choice International Forwarding Rwanda, Rwanda

This paper explores the contributions of financial cooperatives on women empowerment and development in East Africa. Case study of Rwanda. Objectives were i) to examine the role of financial cooperatives on women empowerment and development in Rwanda ii) to find out the challenges faced by both financial cooperatives and women on empowerment and development in Rwanda and iii) to find out strategies to promote women empowerment and development in Rwanda. Literature review was guided by research objectives, the study variables and theories. Descriptive research design was used. The total population was 2000 (Women entrepreneurs) and 322 taken as sample size based on Krejci and Morgan (1970). Cluster sampling technique was used. Interviews, documentation and questionnaires were used to collect data. Findings on roles of financial cooperatives on women empowerment and development are access to capital, creation of business and investment, financial independence and solving of basic needs. Findings on challenges were inadequate capital, misuse of finances, inadequate training and education for women and cultural beliefs and hindrances. The study found out that financial cooperatives to high extent contribute to women empowerment and development through access to finances though certain strategies can be placed to uplift women empowerment and development. The study recommends that governments and financial cooperatives should advocate for women empowerment and development through rendering capital to women, empowering them to make key financial decisions among many others.

16:05-16:30

88624 | *Infrastructure Quality, Governance, and Globalization: A Panel Comparative Study of Human Development in Sub-Saharan Africa*
Smart Edward Amanfo, Independent Researcher, Japan
Barry Oumar, Independent Researcher, Japan

We study the interconnections between the quality of infrastructure, good quality governance, and globalization, and their impact on human development across 45 sub-Saharan African countries from 2005 to 2022. We employed a fixed effects model and instrumental variables to address unobserved heterogeneity and endogeneity biases, and in our first stage of results, we found evidence of a strong positive relationship between high-quality infrastructure and good-quality governance leading to improvements in indicators of human development. However, the nature and extent of the effects of globalization were conditioned on quality governance and infrastructure. It was found that nations characterized by strong quality infrastructure and governance reported that globalization facilitated improvements to human outcomes. The effects of globalization were conditioned on those nations experiencing low-quality governance and public infrastructure. This might have been explained by the uncertainty of globalization and, even some cases negative effects on human development. Thus, we feel that our findings provide empirical support to the theoretical frame of institutional complementarity, which argues that the potential positive effects of globalization on human development may only be reached if countries' institutions reflect quality governance and high-quality infrastructure. Our initial findings implicate policymakers across sub-Saharan Africa. Consideration should be given to developing policies that enhance governance and strengthen infrastructure, aiming to achieve similar human development outcomes across all countries in the region.

14:50-16:30 | Room 318B (3F)

Monday Onsite Parallel Session 4

Design Architecture

Session Chair: Tin-Man Lau

14:50-15:15

89818 | *Architecture(al) Education in the Screen Era*
Rasha Al-Tameemi, Clover Park Technical College, United States

Will our educational system and classes ever look how they did before COVID? Would our students be more engaged in-person, and less dependent on screens and technology? Would architectural practice be the same as it was before 2020? The answer to these questions is probably no, especially with the recent use of AI. So, the truly important questions and factors that need to be discussed, analyzed, and researched are: What are the results after 4 years of using virtual and hybrid systems of education, specifically in architectural schools? What are the advantages and disadvantages of this modality, in addition to the consequences that will emerge in the following years? I plan on answering these questions through established data alongside my personal teaching history. I can adopt a survey of students' enrollment, engagement, and interaction which can be measured through passing and graduation rates along with GPA. By plotting the data of student success in architectural colleges in the years before 2020 and using my teaching experience from Fall 2020 to Fall 2021, which was completely virtual, and from then until now, which has been a hybrid form of classes, I can discover how students have been impacted through extended use of screens in teaching. Balancing virtual, in-person, and hybrid classrooms is the first step in controlling the educational process in the coming years. One solution could be categorizing class types (in-person, online etc.) according to the curriculum type, pedagogy, course length, assessment methods, and level of engagement each class needs.

15:15-15:40

87440 | *The Evolution of the Architectural Awards Guiding Excellence in Profession*
Marge Tooming, University of Oklahoma, United States

40% of the global greenhouse gas is emitted by buildings. The concurrently growing global population of 8 billion who inhabits the warming planet today, need a place to live and work, and inevitably, more and more buildings. Architects' work is to design structures that often represent a compromise between the architectural vision, the requirements of the developer and the municipality, the possibilities of civil engineering, and the Code. Great buildings today are durable and demonstrate visual artistry combined with user comfort and low maintenance costs, to put it simply. Has the definition of great buildings remained the same over the past 30 years or has it changed? How to evaluate the greatness of a building? The study aims to create an understanding of how the architects' community values of design excellence and sustainability have changed over time and make predictions for the future with two notable awards under the magnifying glass. The Pritzker Prize, founded in 1988, awards architects for their lifetime work and is considered the most prestigious architectural award in the world. The AIA Cote 10 Design Excellence Award, founded in 1997, celebrates buildings and projects for "integrating exemplary performance with compelling design".

15:40-16:05

89847 | *The Influence of Smart Home Design on the Interior Space Layout of Urban Residential Buildings in China (2000-2024)*
Jingwen Yang, Tsinghua University, China

Smart home design can not only improve the quality of life and living happiness, but also realize the intelligent extension of residential indoor space. Since 2000, China's smart home design has gradually moved from the founding period to the mature period, which is closely related to the rapid development of the economy, the introduction of new decorative materials, and the progress of intelligent technology. The functions of intelligent perception, automatic control, and scenario-based mode of smart home design have changed people's behavior habits at home, and the layout of residential indoor space has also changed. Through the comprehensive application of historical data analysis, case analysis and comparative research, the characteristics of smart home design affecting the layout of residential interior space are summarized: multi-functional indoor space, efficient circulation design, and simple interior style. According to the above characteristics, the different impacts of smart home design on the space layout are analyzed from the six types of spaces of hallway, living room, bedroom, dining room, kitchen and bathroom. This study provides a new perspective for the study of the history of urban residential interior design in China.

16:05-16:30

89394 | *Cultural Aesthetics in Inclusive Playground Equipment Design*
Tin-Man Lau, Auburn University, United States
Chyun-Chau Lin, Shu-Te University, Taiwan

Most designs of inclusive playgrounds and playground equipment focus on expanding the user group to include users with various disabilities. There is also a trend to diversify the age group from children and young people to adults and senior users with the hope that the playground is not only for children and young people but also for all people of different abilities and ages so that everyone may attain an equity play experience. As we attempt to design for inclusion, culture is often overlooked. There is a recursion that design produces culture, which, in return, impacts design. Implementing cultural aesthetics to playground equipment design opens opportunities for unique design and brings users familiarity. Designing inclusive playground equipment with cultural aesthetics can also bring awareness of cultural diversity and sustainability. Through a study abroad program visiting Taiwan for two months, an experimental design project was assigned to industrial design students from two schools of different cultural backgrounds to develop inclusive playground equipment that applies cultural aesthetics in the design. Through research, students study diverse user groups and identify objects representing a specific culture, namely, Taiwanese. Through the collaboration of the two groups of students in five teams, five pieces of playground equipment with cultural aesthetics were systematically developed. The project not only facilitates students in exploring different possibilities of applying cultural aesthetics to design appropriately but also helps students learn about the importance of culture in design.

14:50-16:30 | Room 318B (3F)

Monday Onsite Parallel Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Cameron Hauseman

14:50-15:15

86143 | *Understanding the Current State of Succession Planning for Principals in Queensland State Schools*

Trevor Buchanan, Central Queensland University, Australia

Trevor Davison, Central Queensland University, Australia

David Turner, Southern Cross University, Australia

Leadership succession planning in schools is a key strategy to intentionally plan for leadership development and future proofing the leadership pool within schools and more broadly in educational systems (Aravena, 2022; Fusarelli et al., 2018). In Queensland, there is limited research into the identification, attraction and development of school leaders in the State School context (Clarke, 2002; Wildy et al., 2010). In addition, Queensland Government leadership frameworks such as and flagship programs through the Education Futures Institute (EFI) are relatively new with limited information available on their impact. This paper provides contextualisation of the current and emerging practices, challenges and opportunities evident for principal recruitment and development within the Queensland Department of Education (DoE). This is followed by an examination of one model of succession planning, 'talent management', and how talent management can be used to provide a working model for educator progression to principalship in Queensland State Schools. This insight has been developed through a review of the literature regarding talent management (Buchanan, 2020), and the use of Administrative Conversations with three DoE Leaders. Furthermore, this paper will present findings from a Cross-Sectional Web-Based Survey of aspirant and existing leaders. This research is an attempt to understand the lived experiences of Queensland educators, the impact of the leadership crisis in the Queensland State Schooling context, responses used in Queensland State Schools to address the crisis and how practices in the private sector could be applied to the public sector to inform future strategies of succession planning.

15:15-15:40

86438 | *Management and Technopedagogical Leadership Self-training Program Offered by the Ministry of Education in Québec to All School Principals*

France Gravelle, Université du Québec à Montréal, Canada

Julie Monette, Université du Québec à Montréal, Canada

Caroline Gagnon, Université du Québec à Montréal, Canada

Marie-Hélène Masse Lamarche, Université du Québec à Montréal, Canada

The digital transformation of educational establishments relies heavily on the crucial role of school principals and administrators. They need to work together to create the right conditions for digital implementation in educational establishments. However, not all school managers are necessarily digital. However, not all school leaders are necessarily digital or trained to fulfill this role. To address this need, the Ministry of Education in Québec has commissioned a research team to develop a self-supporting training course entitled "Gestion et leadership pédagogique numérique" (Management and technopedagogical Leadership), which is available free of charge. This training is based on the 33 measures of the Quebec government's Plan d'action numérique en éducation et en enseignement supérieur (PAN) (2018) and aims to meet the various training needs of educational institution managers. More specifically, it enables them to develop or consolidate management skills, familiarize themselves with digital tools, and create a digital action plan for educational establishments. In addition, it offers an opportunity for school leaders to develop their expertise in pedagogical digital leadership. The presentation proposes to describe in detail this training with the aim of preparing tomorrow's leaders!

15:40-16:05

89777 | *Bridging Theory and Authentic Practice: Insights from Internship Experiences in Principal Preparation*

Joan Birringer-Haig, St. John's University, United States

Effective principal internship programs are essential for cultivating confident school leaders adept in impactful leadership practices. Research indicates that the most successful internship initiatives integrate both theoretical frameworks and authentic leadership experiences. In response to this need, St. John's University in Queens, NY, restructured its semester-long internship program for aspiring school leaders to align with the National Education Leadership Program (NELP) standards. The redesigned program emphasized the development of new knowledge and mindsets through self-assessments, reflective practices, and the integration of theory with leadership dispositions. It also facilitated collaboration and networking among school administrators and peers, alongside ongoing self-evaluations. Throughout the internship, the progress of 14 participants was systematically monitored through logs, reflections, and supervisory discussions. Quantitative data were collected via final evaluations and surveys. Descriptive analyses revealed that students perceived the coursework as effective in preparing them to meet each of the seven NELP standards, with mean scores ranging from 3.5 to 3.78 (N = 14) on a 4.0 scale. The strongest areas of perceived knowledge included Community and External Leadership (M = 3.78, SD = .425) and Ethics and Professional Norms (M = 3.71, SD = .468), while Learning and Instruction (M = 3.50, SD = .518) and Operations and Management (M = 3.55, SD = .484) were rated lower. Notably, no significant differences were observed in students' perceptions based on their years of educational experience or intentions to pursue administrative roles post-certification. Future qualitative research will investigate the underlying reasons behind students' perceptions of the internship experience.

16:05-16:30

85960 | *Navigating Political Pressures in the Principalship*

Cameron Hauseman, University of Manitoba, Canada

This research aims to document how the political climate influences the nature of principals' work in contemporary times. While the work of K-12 school principals has likely always been political in nature, the types of tasks and activities they engage in is increasingly being impacted by the shifting political climate surrounding public education. The data reported in this presentation is derived from interviews with 30 elementary school principals in Manitoba, Canada. The findings indicate that political tensions evident in broader society are spilling over into school communities, increasingly making schools the next battle ground in the contemporary culture wars. Principals report having to devote time and energy to manage conflicts in the school that occur due to political divisions among students, staff, and parents in their school community. Managing these tensions and navigating politically motivated conflicts at the school diverts time and attention away from instructional leadership and prevents principals from maximizing their impact on students' academic and nonacademic outcomes. Most principals in this study are not prepared to manage the deep-seated political tensions evident in their school communities. These tensions arise due to different notions about the purposes of public education, such as parent groups expressing concern over the creation and use of gender-neutral washrooms in schools and attempting to limit instruction about race, reconciliation, evolution and 2LGBTQ+ communities.

14:50-16:30 | Room 321A (3F)

Monday Onsite Parallel Session 4

Higher Education

Session Chair: Andrea Phillipson

14:50-15:15

84417 | *Exploring Teaching Culture at a Polytechnic in Canada*

Julie A. Mooney, Southern Alberta Institute of Technology, Canada

Brianne Collins, Southern Alberta Institute of Technology, Canada

Jess Nicol, Southern Alberta Institute of Technology, Canada

Syeda Aliza Fatima, Southern Alberta Institute of Technology, Canada

Kayla R. Arthur, Southern Alberta Institute of Technology, Canada

James Beres, Southern Alberta Institute of Technology, Canada

Matt Karns, Southern Alberta Institute of Technology, Canada

Rekiyat Siyaka, Southern Alberta Institute of Technology, Canada

Postsecondary educational institutions in Canada are often classified as teaching-focused or research-intensive. In the polytechnic institute context, industry- and job-readiness are centred over teaching and research mandates. Polytechnic institutes are seldom included in discussions about teaching culture, even though they harness diverse teaching approaches for apprenticeships, certificates, diplomas, and undergraduate degrees. Asking, "What indicators of quality teaching at SAIT do instructors identify?" this study draws from literature on university teaching culture (Kustra et al., 2015; Kustra et al., 2014; Meadows et al., 2018; Shaw et al., 2019; Shaw et al., 2021). Using an adapted version of the validated Institutional Teaching Culture Perception Survey (ITCPS) (Dawson et al., 2019) as our research instrument, we administered an online survey to all instructors, across all disciplines and programs, at the Southern Alberta Institute of Technology (SAIT). Survey data was analyzed thematically using the six teaching culture indicators developed in the ITCPS (Dawson et al., 2019). Demographic data was collected with a lens towards equity, diversity, and inclusion (EDI), to highlight and describe differences in responses between equity-deserving groups, schools (disciplines), teaching experiences, and faculty roles. This conference paper will share analysis of the survey results (Phase 1), which will inform the development of focus group questions for the next stage of data collection in this study (Phase 2). This study will inform senior leadership, faculty, staff, and students, alongside funders, policy makers, and community and industry partners about the valuable and unique learning experiences that are possible within a polytechnic learning environment and about opportunities for strengthening teaching culture in this educational context.

15:15-15:40

89497 | *Burnout and Work Fatigue in Contingent Faculty During the COVID-19 Pandemic*

Gina DiMartino, National Louis University, United States

The COVID-19 pandemic profoundly impacted higher education, particularly affecting contingent/adjunct faculty who comprise the majority of instructors in U.S. colleges and universities. This study investigates the experiences of contingent faculty during the pandemic and identifies areas for improvement in their working conditions. Through qualitative analysis of interviews with ten adjunct faculty members, six key themes emerged: 1) challenges of remote learning and compassion fatigue, 2) impacts of COVID-19 politicization and social injustice, 3) resilience, 4) work-life balance struggles, 5) changes in working conditions and culture, and 6) areas for improving contingent faculty roles. The findings reveal that adjunct faculty faced increased workloads and intensified pre-existing challenges such as low pay, job instability, and lack of benefits. The pandemic exacerbated these issues while requiring additional support for students. The research confirmed the burnout and compassion fatigue experienced by contingent/adjunct faculty to support students during the COVID-19 pandemic. Despite efforts to unionize across the country, the study confirms the challenges still experienced by contingent/adjunct faculty and the need for HEI senior leaders and policymakers to adopt policies that define the unique role of contingent/adjunct faculty within the academic institution. Colleges and universities are also encouraged to create safe spaces for all stakeholders to process their grief and share experiences related to the COVID-19 pandemic to promote healing.

15:40-16:05

89468 | *Leadership Learning Communities in Higher Education: Facilitating Formative, Professional Development Opportunities for Academic Leaders*

Christopher Garrett, Brigham Young University, United States

For nearly three decades in higher education, communities of practice—frequently labeled as Faculty Learning Communities (FLCs)—have become increasingly popular as a tool for faculty development. At Brigham Young University (Provo, Utah, USA), we have recently adapted this model as a way to engage academic leaders in meaningful dialogue and facilitate opportunities for informal mentoring. Similar to FLCs, these Leadership Learning Communities (LLCs) utilize a discussion-based approach in small groups (typically 8 to 12 participants per LLC). Unlike typical leadership training sessions which are primarily presentational in delivery, LLCs can provide engaging opportunities for participants to share current challenges and seek practical assistance in addressing those issues. Just as faculty need safe spaces such as those created via FLCs to reflect on their teaching practices, so academic leaders likewise need formative opportunities to consider how they can improve their skills in solving problems and handling difficult situations.

16:05-16:30

87661 | *Decentering the Product: Academic Writing Programs that Challenge the Neoliberal University*

Andrea Phillipson, Mount Royal University, Canada

Faculty often have complicated relationships with academic writing, with emotions ranging across joy and frustration, from gratification to dread. Scholars trace academics' negative affect and attendant writing challenges to the pressures of marketized higher education characterized by performance-based metrics and increased workloads that erode autonomy, time, and confidence (Saunders 2023). Seeking to mitigate such conditions, faculty writing interventions such as consultations, groups, and retreats increasingly report on wellbeing outcomes, but nonetheless fall into what Ahern-Dodson & Dufour (2023) call "the productivity trap": by still aspiring to increase participants' publication rates, they end up supporting exclusionary ideas of quantifiable success and aggravating the writing obstacles faculty are trying to address. Stevenson (2020) proposes foregrounding wellbeing as a foundational purpose rather than "soft outcome" (Morss & Murray 2001) of writing retreats, but expresses doubts that beneficial effects can persist when faculty return to campus. This present study explores the potential of writing programming to effect lasting change amongst faculty participants at a small, teaching-focused Canadian university. While the bulk of the study is an ongoing collaborative autoethnographic project in which participants are exploring their development through writing interventions, this presentation highlights the five foundational principles that animate the programs: focus on other-than-productivity; make visible structural issues and power relations; remain explicitly feminist and invested in identity; take a developmental approach; and ground relations in an ethic of care. I argue that such an explicitly political engagement with writing can subvert the status quo and challenge academic power relations in the neoliberal university.

14:50-16:30 | Room 321B (3F)

Monday Onsite Parallel Session 4

Professional Training, Development & Concerns in Education

Session Chair: Sheryl MacMath

14:50-15:15

87296 | *Factors Impacting Teacher Implementation Following a Reading Comprehension Professional Development Event*

Kacee Lambright, Texas A&M University, United States

Kay Wijekumar, Texas A&M University, United States

Ashley Olinger, Texas A&M University, United States

This research study presents information regarding an understanding of factors at play when teachers attend a reading comprehension professional development (PD) event. To what extent does years of experience, education level, self-perception of teaching reading comprehension, beliefs and attitudes toward implementation, and a teacher's openness or reluctance to pedagogical change predict a teacher's mindset following a reading comprehension PD? A non-experimental, correlational design was used to answer four research questions. This study aimed to identify relationships between a teacher's mindset and other factors to discover how future PD should be developed to ensure the highest degree of fidelity in implementation. A survey was developed and distributed to teachers (n=195) who had participated in a reading comprehension PD event. The items that comprised the survey were fit into a linear regression model. Results indicated that years of experience, gender, and education level did not statistically significantly predict teacher mindset scores. Additionally, teacher self-perception of teaching reading comprehension did not statistically significantly predict teacher mindset scores. However, results showed that teacher beliefs and attitudes and openness or reluctance to change statistically significantly predicted teacher mindset scores. Prior to conducting the present study, limited research was available related to factors affecting a teacher's mindset about PD for reading comprehension and how those factors interact to produce positive or negative outcomes for teachers and students. Researchers and PD leaders have a unique opportunity to support educators when utilizing the results from the present study.

15:15-15:40

86530 | *Contribution of Teachers' Self-Efficacy to Inclusive Education Practices in Schools in Nepal*

Kiran Chalise, Mid-West University, Nepal

Self-efficacy is essential in ensuring successful inclusion implementation in the classroom. Teachers are the key actors in executing their actions and imparting their knowledge to the students. In terms of inclusive education, they are the key facilitators in realizing, approaching, and ensuring the goals of inclusive education in schools. It is a general belief that self-efficacy always boosts teachers' confidence and supports students' learning achievements through their confidence. So, if there are no confident teachers in the schools, the quality of delivery will be challenging. Eventually, it negatively affects students' overall school performance and personal lives. This paper reveals the contribution of teachers' self-efficacy to inclusive education practices on its thematic areas as roles and responsibilities of educational authority, learning environment, important knowledge, participation, availability of rights, inclusiveness and equality as defined in the theoretical aspect of 'inclusive education and educational theory'. A binary logistic regression was applied to find out the contribution of the self-efficacy of teachers to different themes (roles and responsibilities of educational authority, important knowledge, availability of rights, participation, learning environment, equality and inclusiveness) of the inclusive education practices in the schools. To find out the results, a sample (182 teachers) was taken from the schools (special, resource classes and integrated) of Nepal where children with hearing impairments are studying in special, integrated and resource classes. The study reveals that teachers' self-efficacy is the main predictor of ensuring the availability of rights, roles and responsibilities and a learning environment in the schools.

15:40-16:05

84139 | *Professional Quality of Life of Educators During COVID-19*

Sabina de Vries, Texas A & M University-San Antonio, United States

This presentation focuses on the Professional Quality of Life of K-16 educators during the COVID-19 pandemic as they endeavored to shift to online teaching. This shift often occurred with limited or no training. Educators attempted to provide care to students who experienced pandemic-related stressors, while at the same time experiencing these stressors themselves. Previous research indicates that due to multiple COVID-19-related challenges, K-16 educators reported an increase in stress, anxiety, depression, as well as burnout (Kotowski et al., 2021; Silva et al., 2021; Ozamiz-Extbarria et al., 2021; Steiner & Woo, 2021). Data for the present study was collected using the Professional Quality of Life (ProQOL 5; Stamm, 2010) survey instrument that assessed participating educators' quality of life. The ProQOL 5 contains three subscales: Compassion fatigue, burnout, and secondary trauma. Participants included 41 K-16 educators between the ages of 26-73. Findings show that 83% of participants experienced moderate compassion satisfaction, 93% of participants experienced moderate levels of burnout, and 66% experienced moderate levels of secondary trauma. These findings indicate that despite enjoying teaching, participating educators were struggling with burnout and secondary trauma.

16:05-16:30

89719 | *Evaluating Pedagogy when Teaching Online: What Evidence Is Useful and What Does It Mean?*

Sheryl MacMath, University of the Fraser Valley, Canada

Deirdre DeGagné, University of the Fraser Valley, Canada

Jonathan Ferris, University of the Fraser Valley, Canada

This presentation extends a Fall 2020 research inquiry that examined the experiences of eight university supervisors (or faculty associates) having to decide whether teacher candidates (or student teachers) were ready to be certified, even though a major part of their certifying practicum had moved online due to COVID-19. This phenomenological study (Creswell & Poth, 2018) involved in-depth interviews asking university supervisors to share the surprises, benefits, concerns, and recommendations for online practicum support. Results revealed deep concerns, and an unprecedented workload, when trying to decide what evidence should be looked at to determine certification readiness. Using Puente's (2006) SAMR model (i.e., substitution, augmentation, modification, redefinition), we contrasted this experience with those faculty with significantly more technological expertise who were supervising teacher candidates at the same time. Their comfort with technology resulted in no workload increases; they knew what they were looking for and how to evaluate it. Consequently, this small teacher education program created two resources to support the assessment of teacher candidates who are teaching online: examples of evidence that could be used (e.g., stations, asynchronous learning modules, formative assessments, etc.) and descriptions of various levels of performance (i.e., the difference between emerging, developing, and proficient). As we look at meeting the needs of rural students and teachers, and the increase in distance education programs, we need to make sure we take the time to look at effective pedagogy in an online teaching environment. We see this as a place to start the conversation around online teaching (and learning).

14:50-16:30 | Room 322A (3F)

Monday Onsite Parallel Session 4

Education for Equality & Social Justice

Session Chair: Olufunke (Funke) Oba

14:50-15:15

85423 | *The Deskillling of Skills: Women Teachers' Lived Experiences of Identity*
Laura Brass, University of British Columbia, Canada

This study investigates the lived experiences of skilled immigrant women language teachers in Canada through an intersectional feminist framework. It seeks to illuminate the intricate dynamics of identity and power relations. The literature review indicates a gap in research specifically focusing on immigrant women language teachers—a crucial demographic in Canada. Data collection involved individual in-person and virtual interviews that explored six participants' past and present experiences, focusing on identity categories such as gender, physical appearance, skin colour, dress, and accent. The findings underscore significant challenges and persistent barriers, including discrimination, overqualification, financial constraints, re-credentialing and professional reintegration, and insufficient government support. Instances of discrimination were reported based on race, ethnicity, gender, immigration status, and language proficiency. Overqualification was a common issue, with many participants initially taking on survival jobs unrelated to their qualifications. Financial difficulties were prevalent, with some relying on food banks and other free services. The re-credentialing process was lengthy and costly, with inconsistent recognition of foreign qualifications across provinces. Insufficient government support was noted, particularly for skilled immigrants who often had to navigate the relocation process with little assistance. The discussion centers on the complex interplay of identity categories and power relations, highlighting the profound impact that heteronormative frameworks have on the personal and professional lives of highly skilled immigrant women language teachers. This research contributes to a broader understanding of the systemic inequities within the Canadian workforce and emphasizes the need for systemic changes to address the unique barriers faced by these women.

15:15-15:40

84717 | *Strategies for Incorporating Anti-racist and Decolonizing Pedagogies in the University Classroom*
Manjeet Birk, Carleton University, Canada

This paper looks at hands on and interactive classroom pedagogies, their efficacies, their limitations and their impact on student mental health. It addresses student wellness by engaging action-oriented pedagogies in the classroom allowing students to operationalize theory into practice, particularly in our current and challenging global landscape. This paper discusses practical tools such as Problem Based Learning as a proven tool to support student mental health in classrooms, incorporate social justice principles, develop experiential job readiness skills, and promote critical thinking skills. It also looks to consider answers to the following questions: What needs to be done to create an inviting, engaging and overcoming classroom for racialized and Indigenous students in postsecondary institutions? Can/do critical unschooling pedagogies informed by anti-racist, anti-oppressive and decolonizing theories have a long-term impact on the wellbeing of racialized and Indigenous students? Finally, I will provide examples from my classroom to consider larger questions about new, innovative and radical education.

15:40-16:05

86884 | *The Critical Collective: A Third Space to Be Seen, A Space We Know*
Rayna Fujii, University of Hawai'i Manoa, United States
Lisel Murdock-Perriera, Sonoma State University, United States
Rosela Balinbin Santos, University of Hawai'i Mānoa, United States

We are three women scholars who guide and lead teachers in engaging in critical conversations related to social justice with young children. In this presentation, we consider how our professional collaboration has created an intentional space for growth as social justice advocates, teachers who teach teachers, and human beings. We paint a personal narrative of our collective critical work as scholars in the creation of a Third Space (Gutiérrez, 2009) in which intellectual scholarship and strong womanhood can co-exist. We explore our roles and advocate for ourselves as we navigate shifts in our personal and professional lives. Previous work has examined social justice journeys and approaches, including specifically for women, yet this work is a deep dive into the collective imagination—both professional and personal—of three diverse women across intersections. We consider how we can create and maintain a third space of development, safety and bravery for our students, teachers we work with, and ourselves for and within our own families. A critical examination of our own third space from our intersectional identities provides an invitation for diverse women scholars and educators who are seeking opportunities to be known and seen as both people and professionals. We seek to provide an entry point for those who are eager to interact with justice and the human condition. We hope that women feel humanized and seen in this work, and can co-create their own third spaces. To be courageous, to be vulnerable, to engage in dialogue and conversation, in a third space.

16:05-16:30

90006 | *Going Far Together, Calling in or Calling Out: Afrocentric Epistemology, Pedagogy and Practice in Teaching Racial and Gender Justice to Students in Helping Professions*
Olufunke (Funke) Oba, Toronto Metropolitan University, Canada

This paper shares insights gained from my practice experience as a female facilitator of groups for men who have perpetuated intimate partner violence and teaching anti-Black racism to Canadian students. The similarities include starting from the known to the unknown, meeting learners where they are out, knowing how to call in, and when to call if we must. The outcomes include learning and growth for learners and teacher/facilitator alike and inspiring learners to become change agents who do not merely perform activism but collaborate to be the change we want to see. The African proverb, if you want to go fast, go alone, if you want to go far, go together sums up this interactive presentation and underscores the wisdom, relevance and value of Afrocentric epistemology and pedagogy for practice, teaching and service in helping professional disciplines. Calling in, versus calling out is critically discussed and participants take away enhanced and broadened knowledge, skills and attitudes for transformative teaching

14:50-16:30 | Room 322B (3F)

Monday Onsite Parallel Session 4

Language Development, Communication & Culture

Session Chair: Emily Zoeller

14:50-15:15

87461 | *Motivational Strategies in a Global Business Communication Class: A Japanese Case*
Yoshiko Matsumoto, Soka University, Japan

This study provides an overview of the successful implementation of a specialized course within the Faculty of Business Administration. The course was developed to enhance global business communication skills in English for Japanese students and those from diverse cultural backgrounds. It was specifically tailored for second and third-year students with initial TOEIC scores of 500 or higher. The course incorporated three primary teaching methods: active learning, peer review/feedback, and interactive lectures featuring both the instructor and a guest lecturer. As a result, there was a notable improvement in student motivation, independence, confidence, and overall satisfaction. The course's success is underscored by the high levels of satisfaction reported in end-of-course questionnaires. Furthermore, a comparison of TOEIC scores before and after the course revealed a significant average increase from 603 to 723, demonstrating a remarkable enhancement in students' business communication skills in English, attributed to increased motivation.

15:15-15:40

89754 | *The Influence of English Picture Books on Reading Habits and International Culture Interest in Japanese Junior High Schools*
Tota Endo, Naruto University of Education, Japan

The research question is to determine the effect of storytelling with English picture books on students' reading interests and interest in international culture. This study's background is the importance of cultivating interest in international culture and knowledge among junior high school students in an increasingly globalized world. Based on this, previous studies indicate that English picture books enhance these aspects; however, few have directly implemented this approach within the Japanese educational context. The study involved 10 storytelling sessions with 31 junior high school students. Questionnaires were administered after each session, as well as before and after the program, to assess students' attitudes toward reading and international cultures. Results showed some positive trends in students' enjoyment of reading and an increase in those who reported reading at least one book per week. However, no significant change was observed in their interest in international culture, likely due to the limited selection of picture books that specifically address foreign cultures, such as those reflecting traditional customs and lifestyles. These findings indicate a need for content refinement in future programs. Further research should clarify the necessity of incorporating a broader range of culturally diverse picture books and engaging activities to enhance students' connections with international themes, ultimately fostering a deeper appreciation of global cultures.

15:40-16:05

85390 | *Writing Difficulties Encountered by Hiligaynon Students: Proposed Writing Enhancement Program*
Jessevel Montes, Bukidnon State University, Philippines

The study aimed to identify the writing difficulties encountered by incoming 7th Grade Hiligaynon students of Pigcawayan National High School, Pigcawayan, North Cotabato, Philippines. It used descriptive method of research. The respondents were the 16 incoming grade 7 students, 8 of them belonged to the Below Average Level and the remaining 8 belonged to the Above Average Level. They were the official participants of the Summer Reading Camp of Pigcawayan National High School for School Year 2022-2023. The essay rubric was used to identify the writing difficulties of the respondents. The data gathered were based from the five (5) adopted writing prompts of the different themes given to the respondents. The scores were tabulated using its mean and equivalent interpretation from the adopted- modified essay rubric. The findings of the study revealed that the Above Average and Below Average Level students are comparably having the same problems in lexicon, syntax and grammar but the Above Average Level students had somewhat excelled in semantics unlike the Below Average Level students who really need help in developing the content and idea of their essay compositions. Based on the findings of the study, it is therefore recommended that the enhancement program for writing be proposed.

16:05-16:30

85041 | *Transnational Teachers Using Knowledge of Language for Developing Writing Strengths with U.S. Multilingual Learners*
Emily Zoeller, Edgewood College, United States

Transnational educators can be a tremendous resource for U.S. multilingual students, but teacher preparation has not adequately supported their pedagogical writing development in U.S. contexts. This research explored Transliteracy practice, an innovative approach that applies a holistic lens to teacher observation, instruction, and reflection (Author, 2022). The conceptual framework includes language as a system (Fillmore & Snow, 2018), language as practice (García & Li, 2014), and language as identity (Yosso, 2005). A cross-case analysis (Stake, 2006) was conducted to understand how Transliteracy practice shaped understanding of bilingual writing pedagogy among three transnational teachers in the United States. Participants were selected based on their transnational status, speaking Spanish as a home language and participation in a bilingual teacher credentialing program. As part of their Biliteracy Development course, teachers carried out a Transliteracy cycle with focal students from their secondary settings. Data sources included participants' student observations, lesson plans, reflections, and semi-structured interviews; analysis used inductive and deductive coding to examine knowledge about language and aspects of cultural/linguistic identity. Findings show how Transliteracy practice supported the development of strength-based, language-focused pedagogy; teachers developed knowledge of how language works and how students utilized their full linguistic repertoire in their writing. This study illustrates how transnational teachers can be supported in navigating their new teaching and learning environment while harnessing their own experiences, knowledge, and perspectives. Research calls for pedagogical approaches like Transliteracy that integrate views of language, offering robust pedagogy that recognizes unique strengths of multilingual students and their teachers.

14:50-16:30 | Room 323A (3F)

Monday Onsite Parallel Session 4

Comparative Inclusive Education

Session Chair: Jessica Nerren

14:50-15:15

88699 | *Philosophize Compassion Education*
Nanae Fukui, Kyoto University, Japan

In recent years, science-based programs for compassion education have been introduced in primary schools in the United States. Compassion education is also in the early stages of development in Japan, indicating a growing need for further research in this field. This presentation focuses on the practical dimensions of compassion and its relationship with education. To that end, this presentation will first introduce the current movement of compassion science in the United States. Second, a case study of an integrated brain approach to compassion education: the LIBRE program, developed by UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development will be examined from a Mahayana Buddhist perspective of the mind. Third, the culturally embedded notion of "brain = mind" in the West will be analyzed by tracing the history of materialism. This presentation also highlights some of the potential dangers of understanding human-beings from a purely scientific point of view. Therefore, the presentation will propose a general outline for the development of new forms of compassion education based on Ohashi's phenomenology (the Kyoto School philosophy) and Mahayana Buddhism, as alternatives to science-based compassion education in the West.

15:15-15:40

89596 | *Ableism in Higher Education: Pláticas Framing Faculty Perception of Student Accommodations and a Call to Action*
Stephanie Rivas, California State University San Bernardino, United States
Jess Nerren, California State University, San Bernardino, United States

As a student with disabilities, I have witnessed gradual improvements in the perception of disabilities in education. However, academic ableism still persists in today's higher education institutions, which can be disheartening for students like myself, an unapologetically disabled person. This research presentation aims to co-create new knowledge about how accommodations are framed within education and the effects of these frames on accommodations and institutional barriers. This study uses Framing theory (Goffman, 1947) to define attributions and linkage between behaviors and potential causes (Tewksbury & Scheufele, 2019). Through the use of autoethnography and pláticas (conversations) with faculty, this presentation aims to shed light on the complexities and variations of faculty perspectives in higher education. By doing so, this research presentation not only contributed to academic discourse on the concepts of equality and equity but also has the potential to bring about meaningful change in higher education practices for the well-being of the student population. These implications for future research are significant, providing a solid foundation for continuous exploration and discussions on enhancing student accommodations in higher education.

15:40-16:05

87519 | *The Basics of Neuro-Informed Education with Children and Adolescence*
Michelle Ghoston, Wake Forest University, United States
Tanya Brown, Northern State University, United States
Patrice Parkinson, Arkansas State University, United States
Lauren Ghoston, North Carolina Agricultural and Technical State University, United States

Exploring neural development and change during the child and adolescent period, hypercortisolism, and the metaplasticity hypothesis, and delivering neuroeducation to children and adolescents will enhance the work that is done in counseling settings globally. Understanding neurological factors that affect child and adolescent development and align with counseling interventions to address them allows for neuro-informed educational practices. Further, combining well-known and developed theories such as cognitive behavioral therapy, narrative therapy, and creative arts with neuro-informed educational information can make a major difference for a child, adolescent, parents, and families. The basics of Neuro-informed Education includes three main points. First the elements of how the brain works and develops is key to how we work with children and adolescents. Second, neurofeedback has been instrumental in getting the proper care and when necessary, proper medications for a child or adolescent. Third, we are no longer treating children like 'little adults', their development is unique. As we consider the elements of neuro-informed education it is also important to consider three primary principles in implementation: seeking to know the person, developing working relationships and addressing ones own areas of growth. The presenters will explore these factors during the presentation and engage participation in ways we better meet the needs of children and adolescents (and ultimately their parents and families) with neuro-informed education.

16:05-16:30

89823 | *Towards an AutCrit Disability Acknowledgement: Critical PR and DisCrit in the Context of Communication and Autism Inclusion*
Jessica Nerren, California State University, San Bernardino, United States

DisCrit, Critical Race Theory, Disability Rights, Deficit Thinking, and Critical PR all lend themselves to a strong argument specifically for a new frame of Autism inclusion, also making way for a disability and neurodivergent acknowledgement. The disability acknowledgement, first unveiled in California State University in 2024, can serve as a valuable resource in elevating nondisabled populations to come closer to the understanding of disabled and neurodivergent community members. In this paper, the acknowledgement and the emerging theory behind it, will be explored and discussed. An interdisciplinary approach leads us to the point where we can ask about new proposed AutCrit scholarship examined and considered, and how we can open any meeting with an acknowledgement that includes 100% of the population, not only 70-75% of the nondisabled and nonneurodivergent populations. The tools of a more inclusive future include a possible AutCrit scholarship with a disability acknowledgement would use new ways of thinking built on the critical scholarship and rejecting tools of historic oppression.

14:50-16:30 | Room 323B (3F)

Monday Onsite Parallel Session 4

Professional Training, Development & Concerns in Education (Workshops)

Session Chair: Mary Ghongkedze

14:50-15:40

86885 | *Let Me Get at You: Effectively Supporting Young Men of Color*
Ara Arzumianian, University of Southern California, United States

This training addresses the largest equity gap that exists today, namely, male students in every racial category, every socio-economic status and every age group falling significantly behind in education and other important success indicators. Every school administrator knows implicitly that the majority of their top honors students are female while the vast majority of their dropouts, students with GPA below 2.0, or students on probation are male. In this training, the speaker presents findings from his research as well as over 20 years of experience in the field. Building from the "Essentials of Strengths-Based Practice" training, participants will leave with the ability to apply six simple yet effective practical strategies to increase male student engagement contributing to increased college access and success. Adapted from his paper, *The Crisis of Male College Graduation and What Institutions of Higher Education Are Doing About It*, this workshop will present findings as well as give attendees strategies to employ in every interactions with students.

15:40-16:30

88884 | *Digesting Accreditation: Strategies for Organizing, Collecting and Analyzing Data (and People) to Meet Standards*
Tiffany Jackson, Grambling State University, United States
Kathryn Newman, Grambling State University, United States
Mary Ghongkedze, Grambling State University, United States

Teacher education programs are expected to meet and maintain accreditation standards to document competence. These standards require review of the program, and its component parts, including faculty and staff, reviews of candidates' knowledge, and skills, data analysis and verification. The data must be designed to not only analyze results upon completion, but program must review the reliability and validity of data collected on candidates in their classrooms or clinical settings. As a result, accreditation preparation adds to faculty and staff workloads, and can often breed burnout and stress. However, ongoing data evaluation and continuous improvement practices, when built into the "living structure" of the program, strengthen the program and its graduates. The workshop will present the results of a long journey that led to a successful accreditation review. We will focus upon areas that have been problematic for many educator preparation programs. These areas include the following: alignments; securing and analyzing representative data; developing and sustaining a successful data management system; strengthening ties to stakeholders; the necessity of review panels; maintaining contact with completers; working with consultants and review teams; and making the EPP case clear to the review team. Even though our program is located in a state that no longer requires reviews by specialized professional associations (SPAs), we will touch upon the usefulness of the SPA review process in involving faculty and staff in the intricacies of the program review thought process. We will present possible pitfalls as well as strategies to avoid them in the interactive session.

Tuesday, January 7

Online Parallel Sessions

All times are Hawaii Standard Time (UTC -10)

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

15:00-16:40 | Live-Stream Room 1

Tuesday Online Parallel Session 1

Education for Equality & Inclusion

Session Chair: Valarie Lindsey

15:00-15:25

89817 | *Requirements for Designing an Immersive VR Tool for Inclusive-classroom Simulation with ASD Students*
Jakkarin Thepvong, Chulalongkorn University, Thailand

Inclusive education emphasizes the right of every child to receive quality education within an environment that respects and accommodates diverse backgrounds, including culture, gender, language, and abilities (Savolainen et al., 2012). However, many preschool teachers report feeling inadequately prepared to address the needs of students with disabilities, particularly in classroom management (Sukbunpant et al., 2013; Amornpaisarnloet et al., 2023). Effective classroom management is crucial for fostering academic and socio-emotional learning, especially in inclusive settings where behavioral challenges, such as those presented by students with Autism Spectrum Disorder (ASD), can arise (Evertson & Weinstein, 2006). This study explores the development of an immersive virtual reality (VR) tool, the Inclusive Classroom Simulation (ICS), designed to enhance pre-service teachers' skills in managing inclusive classrooms. The results from the first phase of the study provided insights and requirements for designing the ICS prototype, which were validated in the second phase through testing with two user groups: lecturers and students. Surveys indicated positive feedback regarding the prototype's effectiveness, confirming its viability for further research.

15:25-15:50

89734 | *Leading by Unstoppable Example: Reflections on the Experience of Being Singapore's First Openly Gay Government School Teacher and Government Scholar*
Kevin Martens Wong, Kodrah Kristang, Merlionsman Coaching & Consulting and the National University of Singapore, Singapore

This paper is an autoethnographic examination and exploration of my experience as the Republic of Singapore's first openly gay and non-binary government school teacher and government scholar starting from 1 September 2021, when I came out publicly to protect my students following psychoemotional abuse in the government school I was teaching in, until 31 August 2022, when I resigned from the civil service due to further abuse in response to me coming out. I examine some of the overt pressures that were extant in Singapore, including the fact that Section 377A of Singapore's Penal Code still criminalized sex between men, and the intensely negative psychoemotional effects these had on my students and on myself. I also discuss more covert insinuations that occasionally rose to the surface, including the idea that being openly gay was somehow inherently immoral, shameful, disgusting or somehow prejudicial to the public interest in Singapore, and that by having coming out I was somehow able to override my students' own sexual tastes and preferences. I finally nonetheless note the long-term positive consequences of my coming out as the indigenous Kabesa or leader of the Kristang people and therefore the first ever openly gay ethnic community leader in Singapore, especially the repeal of 377A in August 2022 after I had given notice of my resignation. I conclude by considering how the horrifying abuse I went through has nonetheless led to a dramatic paradigm shift in how queerness, indigeneity and leadership are finally being more rationally understood in Singapore.

15:50-16:15

89724 | *Challenges Faced by Women in Higher Education Leadership Across Regions: A Systematic Review*
Yuan He, Stephen F. Austin State University, United States
Azra Fanoos, University of Victoria, Canada

This study examined the challenges women faced in attaining and maintaining leadership roles in higher education across different regions, based on research published over the past five years. A systematic review of 75 articles published between 2019 and 2024 was conducted, focusing on empirical studies that specifically addressed the barriers women encounter in postsecondary leadership. The findings revealed that (a) despite global efforts very little has been achieved to improve the situation of women in higher education leadership, (b) while many of the challenges are shared globally, women from specific cultural and religious backgrounds reported unique obstacles, and (d) institutional challenges were more pronounced than those at the societal and personal levels. These results suggest that reform efforts should prioritize restructuring institutional policies and practices to promote equitable leadership development opportunities. Moreover, policies addressing gender disparity must be tailored to the specific regional, cultural, and religious contexts of women leaders, as a one-size-fits-all approach fails to address the distinct challenges faced by diverse groups of women.

16:15-16:40

89199 | *The Fourth Wall of Dialogue: A Co-Constructive Collaboration on BIPOC Student Sense of Belonging in Higher Education*
Valarie Lindsey, National Louis University, United States

Black, Indigenous, People of Color (BIPOC) students' sense of belonging (SOB) at higher education institutions has decreased over the last 30 years despite numerous initiatives aimed at increasing a sense of belonging for this group of students and addressing the challenges they face from various intersectionalities including cultural biases, gender marginalization, and racial subjectivities. Sense of belonging is often subjective in nature because it refers to an individual's lived experience. It is important for higher education institutions to tailor their Diversity, Equity, and Inclusive (DEI) initiatives to meet the needs of the students on their campus. This initiative should include focusing on the current components of institutional supports for SOB and aligning those proposals with the needs and experiences of BIPOC students in a way that will increase their ability to feel like valued members of the college community and contribute to their personal and academic success. The goal of this qualitative phenomenological study was to investigate BIPOC student experiences with institutional supports for SOB and to conceptualize what they believe would be ideal supports for increasing SOB at a diverse community with a commitment to "break the fourth wall", a reference to Diderot's theatrical metaphor describing invisible borders and perceived barriers that exist between BIPOC students and their institutions of higher education. Results revealed that a co-constructed environment allowed student participants to collaboratively share their individual experiences while also proposing ideal supports that educators and administrators can utilize to build resources creating a more inclusive and welcoming BIPOC environment.

15:00-16:40 | Live-Stream Room 2

Tuesday Online Parallel Session 1

Design, Implementation & Assessment of AI & Innovative Technologies in Education

Session Chair: Anshuman Khare

15:00-15:25

87901 | *AI-Driven Innovations in EMI: Improving Interactions, Adaptability, and Student Participation*
Hsiang-ling Huang, Taipei Medical University, Taiwan

This study investigates the integration of generative AI into English Medium Instruction (EMI) within Taiwan's higher education, prompted by the government's 2030 bilingual national policy. Amidst challenges such as diverse English proficiency levels and student anxiety over English speaking and classroom participation, this research utilized questionnaires and semi-structured interviews with 152 participants across three EMI courses to understand how AI can enhance teacher-student interactions and overall course effectiveness. Key findings suggest that AI tools like Copilot can significantly aid in differentiated instruction, providing adaptive teaching materials, flexible assessment methods tailored to varying English competencies, and personalized post-class tutoring and self-study options. Additionally, Copilot's translation and writing assistance features have notably improved students' language comprehension, engagement, and confidence. However, concerns about plagiarism and the reliability of AI responses present substantial barriers to adoption. The study underscores the necessity of digital literacy and English skills in maximizing the benefits of AI in educational settings. Despite limitations and concerns such as AI hallucination, the results advocate for further extensive research into the transformative potential of generative AI in revolutionizing EMI practices.

15:25-15:50

87454 | *Undergraduate Student Sense of Belonging and EdTech Tool Engagement: A Mixed Methods Exploration of the Virtual Campus Experience*
Veronica Wilson, National Louis University, United States

The contemporary postsecondary learning experience is heavily mediated by educational technology (EdTech) tools and yet little is known about the ways in which these tools impact student engagement and sense of belonging, two factors important to student persistence and degree completion. Using a critical socioecological framework, a convergent mixed methods study examined student engagement with EdTech and student sense of belonging and the impact of student traits on the relationship between EdTech and sense of belonging. Participants reflected the new majority student population: transfer, women, Students of Color, first-generation, commuter, parenting, and employed. Conducted at a private, broad access Hispanic-Serving Institution, the study included students taking in-person, online (asynchronous), and virtual (synchronous online) courses. Multiple linear regression models tested reported EdTech use and sense of belonging and student demographic, academic, and non-academic labor traits and found three traits to have statistically significant predictive value on the relationship between EdTech engagement and sense of belonging: transfer status, social class, and caregiving responsibilities. Themes related to student traits, service, and desired improvements emerged in the qualitative data analysis. These findings demonstrate the value of mixed methodology as well as lend support for use an ecological model to understand the dynamic relationships among student traits, institutional policy, practice, systems, and people, and external systems.

15:50-16:15

84107 | *Adopting AI Toolsets to Enable a Constructivist Approach to Education*
Anshuman Khare, Athabasca University, Canada

AI-driven tools are transforming business education by enhancing content delivery, student engagement, and course management for professors. It is revolutionizing instructional and learning design, process, and assessment, facilitating quality assessment, personalization, and tutoring. It also improves accessibility to educational resources. Constructivism, an educational theory that emphasizes the active role of learners in constructing their understanding and knowledge through experiences and reflection, aligns closely with the advancements in AI to create more personalized, adaptive, and effective learning environments. The purpose of this research is to examine how these tools can be utilized by academics. This research investigates ten AI-driven tools available to business educators to create a rich learning environment, allowing educators to focus on teaching while AI handles routine and supporting tasks. These tools include Adaptive Learning Platforms, Learning Management Systems, Natural Language Processing tools, chatbots and virtual assistants, simulations, AI-based content creation tools, and ethics and bias detection tools. These innovations have made the delivery of business education more efficient, personalized, and insightful. A scoping review, aimed at addressing emerging topics, answering novel questions, generating new hypotheses, and identifying gaps in existing knowledge for further research, was deemed suitable for this study. AI research tools such as scite.ai and Elicit were used to scan 500 journal publications from 2020, using keywords like AI-driven adaptive learning, personalized learning, along with phrases identified in the previous paragraph. The research summarizes published findings from over seventy publications on the usefulness of these tools and extracts the main benefits of their adoption.

15:00-16:40 | Live-Stream Room 3

Tuesday Online Parallel Session 1

“Capturing” Evolution

Session Chair: Jerrica Sabariaga

15:00-15:25

87697 | *Origins of Professional Photography in Izmir During the Ottoman Era*
Murat Bengisu, Izmir University of Economics, Turkey

After the invention of the daguerreotype, the crafts and technology diffused rapidly from France to the Ottoman Empire. The earliest studios of Izmir date back to the 1860s. Most of them were located in the Frank neighborhood. These studios belonged to Greek, Armenian, or Levantine photographers. Although there are fragments of information and a limited number of photographs that reached this date, much of the history of the Frank neighborhood disappeared during the War of Independence, the big fire that followed it in 1922, and the exodus of Greeks and Armenians out of Izmir. This study aims to delve deeper into this period in order to discover more precisely the dates, locations, establishment, and practices of the first studios of Izmir. The resulting information aims to cover some gaps in the history of photography of Izmir. The study will mainly use literature search and digital archive analysis. Literature search will involve books, journal articles, internet sources, and historical documents such as trade catalogs. Some of the digital archives that will be analyzed include Akkasah Photography Archive, Levantine Heritage Database, Internet Archive, and Gallica. Photographs taken in Izmir (then Smyrne) will be examined. Hypothesis: Since photography presented great profitability during this period, pioneers who had sufficient experience and skills aimed to increase their profit by opening studios in different locations. The study will follow Hanoosh's approach where the Mediterranean sea is seen as an agent of connectivity over a fragmented region with people of different national, religious, and ethnic identities.

15:25-15:50

85427 | *The Innovative Development of Theatre Performance in China*
Hao Zhang, Riseba University of Applied Sciences in Latvia, Latvia

This article explores the revolutionary integration of cutting-edge digital technologies with traditional Chinese theater, emphasizing the impact of multimedia, virtual reality, and audience interaction in creating more immersive experiences. This blend of tradition and innovation reflects broader trends in technological advancements in the arts. The authors highlight how these innovations are transforming Chinese drama, making it more original and accessible while contributing significantly to the cultural economy. These advancements ensure the ongoing expansion and innovation of Chinese theater, driven by a deeper understanding of cultural heritage and technological possibilities. The dynamic nature of Chinese theater promises to redefine artistic expression and cultural interaction in the digital age, with continuous technological progress fostering new contributions from imaginative and influential directors and performers.

15:50-16:15

83959 | *An Ongoing Visual Turn About Contemporary “Green Screen” Painting*
Haiyu Yuan, University of Edinburgh, United Kingdom

This article focuses on a pervasive, yet easily overlooked, visual turn in contemporary painting, and implicitly on the creative intensity of the younger generation artists based on screen imagery. This intangible vision is reflected in the growing number of artists from all over the world such as Trey Abdella (USA), Gao Hang (China), Eleanor Swordy (USA), Vojtěch Kovařík (Czech Republic), Ralf Kokke (Holland), Danica Lundy (Canada), Dan Coombs (UK) and others. They are making a range of painting-related work around digital imagery, internet-derived figures, marginalised picture archetypes, and low-quality online photography. The author attempts to use the concept of the ‘green screen’ (a modern filmic creation technique) as a metaphor for the artist’s invisible juxtaposition of violence-laden images and the flattening of the way they are created. The visual turn addresses a response of contemporary art to the technology of image dissemination, the algorithmic processing of large databases of dematerialised invisibility, which encompasses artists’ fascination with and enthusiasm for what Hito Steyerl’s (2009) calls the ‘poor image’. In their repetitive appropriation and reinvestment of images, these contemporary painters challenge the traditional space of the data sublime and the decommmodification of images through works that force the viewer to gaze into the abyss of low-quality images simulated in the frame.

16:15-16:40

89201 | *Beyond the Map: Exploring the Concept of Space-Time Continuum Using Multiple Exposure Photography in Presenting Triggered Memory*
Jerrica Sabariaga, Technological University of the Philippines, Philippines

The government has mandated urban space development projects, both on land and sea, to boost the economy. However, these developments have impacted local residents and small-scale fisherfolk. Local residents face relocation due to the influx of Chinese workers linked to POGOs (Philippine Offshore Gaming Corporations), while fisherfolk are losing their livelihoods due to sea reclamation and fish depletion, particularly in Manila Bay, where the Horizon Manila Project is ongoing. Spaces from these reclaimed land reveal hidden stories from the past, and it uncovers stories from a different time that only archived images can tell. Lucy Lippard (1997) views maps as a symbol of time and space as well as memory. It is a composite of time, blandly laying out on a single surface the results of billions of years of activities by nature and humanity. Connecting the concept to Photography, the image surface has a distinct past and each of us has a unique, internal relation to an image that transcends beyond cultural differences - a “triggered memory” described as the “punctum”, or “what pricks you,” Roland Barthes (1980). This research utilizes these theories by the use of multiple exposure and image layering to merge historical and contemporary visuals, creating a seamless blend of past and present. Glass panels serve as the medium for these “memory maps,” enhancing the vibrancy of the images while introducing a sense of fragility and transparency. This project encourages reflection and dialogue about urbanization, and memory, while using photography’s potential as a medium of storytelling.

15:00-16:40 | Live-Stream Room 4

Tuesday Online Parallel Session 1

Arts in Practices

Session Chair: Joel Campbell

15:00-15:25

86502 | *Glitch: An Aesthetic of Failure in Music and Visual Arts*
Xue Ju, Louisiana State University, United States

This thesis explores how glitch aesthetic—rooted in the celebration of imperfections and errors—serves as a common thread that links between music and contemporary visual art since 1990. By examining the works and practices of artists who navigate both mediums, this study aims to reveal how glitch not only challenges conventional processes of art-making but also fosters a shared language of innovation and critique. Through this lens, the thesis highlights the ways in which the concept of glitch acts to further the dialogue between music and visual art, inviting a reconsideration of perfection and imperfection in the broader societal context, and prompting a deeper reflection on the cultural and philosophical meanings of flaw and authenticity.

15:25-15:50

85332 | *Mithila Painting: A Second Look, Continuity and Change*
Punam Madhok, East Carolina University, United States

For centuries, ephemeral floor and wall paintings were created by women in Mithila, in northeastern Bihar, India, as part of their daily lives. Devastating drought conditions in the 1960s led to these women being encouraged to continue their traditional art on paper for commercial purposes. This change in medium transformed the context and purpose of this domestic art—Maithil women began exhibiting their work all over India and overseas in Europe, the US, Japan, and Russia, with some of them becoming recipients of prestigious art awards. Seeing its expanding scope, Maithil men too began adopting Mithila art as a profession. Today, Mithila painting continues to evolve, reflecting personal, social, and political issues. Based on an in-depth field study of Mithila art in the summers of 2022 and 2023, this paper discusses the reimagining of aripan (ephemeral floor patterns drawn in threshold spaces) and kohbar (images painted in nuptial chambers), the traditional imagery of Mithila painting. Through onsite observation and in-person interviews conducted with Mithila artists, I shed light on how this traditional art form is challenging social norms, in some cases taking on feminist themes such as changing attitudes toward marriage among Maithil women. My goal in this paper is to use Mithila painting as a case-study to demonstrate how tradition and modernity continue to intersect in local and global ways in the arts.

15:50-16:15

89813 | *Musical Activism in the U.S. and Japan in the Post-9/11 Era*
Mikiko Tachi, Chiba University, Japan

This paper examines the ways in which musicians and critics in the U.S. and Japan responded to the aftermath of 9/11 and the ensuing wars. It also examines the Japanese reception of American musicians who were involved in promoting or opposing the war and the administration's policies. After 9/11, there was a surge of patriotic sentiments particularly among American country musicians. Artists such as Darryl Worley and Toby Keith made songs that justified the U.S. involvement in retaliatory wars. On the other hand, a country music trio, the Chicks (then known as Dixie Chicks), received censorship and death threats after the group's lead singer expressed her anti-war sentiment and criticism of President Bush on the eve of the Iraq War. Japanese critics viewed this incident as revealing the hypocrisy of the nation that prides itself on being the beacon of freedom. Japanese magazines and major newspapers reported on the trio's comeback in 2007 when they received five Grammy Awards, suggesting that their comeback showed the restoration of democratic values in the U.S. This is compared to how Japanese musicians and celebrities expressed their opposition to the Iraq War, which they did in large numbers against the conventional wisdom that they should stay out of politics to remain popular among the general public, and the criticism they received. Drawing sources from newspaper and magazine articles, published interviews of musicians, recordings and reviews, this paper shows how the War on Terror was musically debated across the two countries.

16:15-16:40

88886 | *Buy Dynamite, Not Bread: the Politics of Spaghetti Westerns*
Joel Campbell, Troy University, United States

Spaghetti Westerns of the 1960s and 1970s were among the most dramatically fascinating and philosophically maddening of any film sub-genres of the twentieth century. A variety of celebrated Italian and other European directors reacted to the postwar political and social development of Western Europe and applied their mostly left-wing politics (and occasional conservative leanings) to these unusual projects. The politics of these movies is both challenging and plainly obvious, as most of them contain at least some component of political development, albeit filtered through a fictional history of the American West and the Mexican Revolution of 1910. This paper looks at several aspects of the Spaghetti Western phenomenon and their implications for filmic depictions of politics. First, it takes up the most political of these films, the Zapata Westerns, which examined various stories dealing with inequality in the Old West or the fallout from the Mexican Revolution. It pays special attention to the five most popular Spaghetti films, i.e., the Westerns of Sergio Leone. It looks at the role of women in these films, as female characters evolved from sexual objects or victims to more active political actors. Finally, it considers the ways that Spaghetti Westerns influenced other films' depiction of politics. Underlying the presentation will be use of constructivism to understand how these movies' directors constructed a new kind of social reality the upended not only the Western film genre, but filmmaking in general.

15:00-16:40 | Live-Stream Room 5

Tuesday Online Parallel Session 1

Mind, Brain & Psychology

Session Chair: Julie Vanderlinden

15:00-15:25

87668 | *AI-eustress Implications in Healthcare and Mental Health Digitalization: A Scoping Review*

Amir Hakimjavadi, Universitat Rovira I Virgili (URV), Spain

María-José Serrano-Fernández, Universitat Rovira I Virgili (URV), Spain

María Boada-Cuerva, Universitat Rovira I Virgili (URV), Spain

Background: Technology's rapid development, particularly the emergence of artificial intelligence (AI), has created new challenges and opportunities for human-technology relations. The literature has discussed three distinct concepts: technostress, techno-distress, and technoeustress, and "AI-eustress" may be envisioned as taking center stage. The term "AI-eustress" refers to the positive stress caused by challenges and incentives associated with AI systems that offer both personal and professional advancements. Considering the increasing integration of AI into mental health and medicine, the understanding of AI-eustress will become increasingly important. A scoping review has been conducted on AI-eustress and its implications for the digitalization of mental health systems and health care. It will highlight research gaps, review current knowledge, and suggest remedies for making AI-eustress more relevant and understandable. Method: Academic databases were searched for relevant papers. Following scoping guidelines, the review identified research gaps, synthesized current knowledge, and suggested future research. We examined 250 Scopus, WOS, and PubMed papers. Implications: Research findings from this review may contribute to the development of researchable, AI-powered frameworks for customized, real-time, tailored assessment and intervention instruments, particularly in mental health. Furthermore, the review could shed light on ethical issues, and prioritize research areas to explore how AI-eustress might affect mental health digitalization. Conclusion: This scoping study seeks to clarify the topic of AI-eustress and its implications for mental health. By addressing the challenges, the review aims to establish a path for creative AI-powered solutions to maximize the positive potential of technology-induced stress and improve well-being in the digital age.

15:25-15:50

87367 | *Development of Teaching Materials to Communicate the Topic of Dementia*

Ruth Mateus-Berr, University of Applied Arts Vienna, Austria

There are currently more than fifty-five million people living with dementia world-wide, and nearly ten million new cases are added each year. At the same time, not only is there a demographic increase in elderly people, ageism – a significant factor in society's attitude to dementia – is also on the rise. Unfortunately, there are no medical treatments yet to cure or contain dementia. Art, however, offers a means of creating a sense of well-being for those affected; it provides empowerment for pupils how to engage with their relatives, education for caregivers and mindfulness for the society. The DEMEDARTS Dementia.Empathy.Education.Arts.research project (2020-2024, funded by the Austrian Science Fund: FWF, PEEK, Grant-DOI: 10.55776/AR609) aims to develop teaching materials for art lessons for the first time in order to sensitize students at university and in secondary level 1+2 to the topic of dementia. The open-source concepts for this are designed, implemented and tested by research staff as well as students of art teaching and music education. These teaching tools are designed to be easy to understand and implement. They are combined with online symposium events of various kinds on this topic in order to communicate relevant content and to be able to design them individually - depending on the target group and interests. In addition, some of the communication tools are also aimed at those affected (people with dementia), their relatives or professional care staff. The tools are translated into various languages for this purpose. This paper presents some of the projects.

15:50-16:15

89791 | *Navigating Parenting: The Impact of COVID-19 on Families with Preschoolers in Northern California*

Ayumi Nagase, Sonoma State University, United States

Nanette Schonleber, Sonoma State University, United States

Yajuan Xiang, Sonoma State University, United States

The COVID-19 outbreak and subsequent shelter-in-place orders presented unprecedented challenges for young children and their families, leading to elevated life stress and reduced social support. This stress can negatively impact parenting quality and spouse relationships, often resulting in behavioral issues in children. Parental self-efficacy acts as a protective factor, allowing parents to engage more positively with their children, while strong social support is linked to lower stress levels and better family dynamics. Additionally, increased stress is associated with a decline in parent-child relationship, leading to harsher parenting and reduced closeness. These interrelated factors underscore the complexity of parenting during crises and highlight the need for comprehensive support systems to promote parental well-being and healthier family relationships. This study aimed to explore the impact of life stress, parental self-efficacy, and parent-child relationships before the official school closure in California, U.S., allowing for a retrospective illustration of its effects and state-specific analysis within the diverse U.S. context. This study will emphasize parents of preschool-age children, a demographic often overlooked, especially as numerous preschools and daycare centers closed during the pandemic, leaving many parents without adequate education and care for their children. An online survey conducted in early 2020 (N = 3,867), revealed that high stress negatively correlated with parental self-efficacy, spouse relationship, and parenting quality, particularly for mothers who managed most childcare responsibilities. It also found that parental self-efficacy and strong spouse relationships can mitigate stress, emphasizing the need for targeted interventions to support families during these challenging times.

16:15-16:40

87567 | *Young Informal Carers in Higher Education: Impact on Wellbeing and the Development of an Inspirational Guide*

Julie Vanderlinden, Odisee University of Applied Sciences, Belgium

Young informal carers are children and youngsters that provide informal care to loved ones. One in five students in higher education in Flanders is an informal carer. However, most often, institutions for higher education aren't aware of the additional load that these specific students are carrying. Furthermore, the current curricula are not always adjusted to the specific needs of informal carers. Therefore, an inspirational guide for higher education was developed to sensitize all institutions for higher education regarding young informal carers. Based on literature, surveys and qualitative research with stakeholders and young informal carers, an inspirational guide was developed. Out of 428 students from five institutions for higher education, 88 students were identified as informal carers (21%). Their caring tasks mainly consisted of providing emotional support and help in household on a daily basis. Taking care of a loved one often goes along with an impact on their feelings and emotions resulting in difficulties concentrating during lectures and completing homework which impacts their academic achievements and mental wellbeing. Based on literature and findings from the survey, a preliminary version for the inspirational guide for institutions for higher education was drafted. Two taskforces of stakeholders (n=24) and young informal carers (n= 8) was organized to collect feedback and finalize the guide. Presenting this guide at the conference provides a great opportunity to sensitize other institutions for higher education to be more aware of young informal carers in their organization as well as to serve practical directions to support this target group.

16:50-18:30 | Live-Stream Room 1

Tuesday Online Parallel Session 2

Professional Training, Development & Concerns in Education (Panel & Workshop)

Session Chair: Reem Olaby

16:50-17:40

87510 | Panel Presentation: *Kaanawapahta Maytress_maytr D'ikol Daan Li Niikinaahk: Taking a Look at the Experiences of Metis Teachers in the Homeland*

Laura Forsythe, University of Winnipeg, Canada

Lucy Fowler, University of Manitoba, Canada

Carly Lawton, University of Winnipeg, Canada

Katie Anderson, University of Manitoba, Canada

Four Red River Métis Educational Researchers will share the lived realities of fifty Métis educators on multiple fronts: post-secondary education, recruitment and retention. Métis scholars have criticized the academy for its pan-Indigenous approach (Anuik & Gillies, 2012; Campbell-Chudoba, 2019; Forsythe, 2022; Gaudry, 2013; Scott, 2020, 2021a,2021b). Moreover, when not homogenous, there are also issues of misrepresentation with scholars such as Logan (2008) stating that “the colonizer’s voice dominated Métis research, especially in the areas of history, anthropology and socio-political analysis”(p. 88). Historically the same can be stated in Educational Research this presentation isolates the experience of one of the Indigenous Peoples in Canada illuminating their specific experience. Using Forsythe’s (2022) Intertwined Michif Methodology, which intertwines three Métis methodologies theorized by Métis women Keeoukaywin, Lii Taab di Faam Michif, and Kishkeeyihtamaaniwan Kaa-natohtamihk educators from across the Métis homeland were asked to share their experiences. The stories we will relay are as follows: 1) What motivated these educators to pursue teacher education? 2) what supports, if any, were available to ensure success? 3) How have their institutions impacted their ability to produce and share Métis knowledge in the classroom? The panel will then ask participants to share their reflections on these stories and pose the question what can we do in our positions of power in various institutions to support future and current Métis educators?

17:40-18:30

88468 | Workshop: *Designing Inclusive Classrooms: Leveraging Learner Diversity for Enhanced Student Engagement*

Reem Olaby, California Northstate University, United States

Having been in academia for more than 14 years, I have seen personally the transforming effect of inclusive pedagogy. “Designing Inclusive Classrooms: Leveraging Learner Diversity for Enhanced Student Engagement”, this workshop seeks to examine the important part learner diversity plays in determining successful teaching strategies. Inspired by my long experience in higher education, where I have often combined several learning approaches, this workshop will explore building inclusive learning environments that meet different student needs. Participants will actively investigate strategies for including cognitive, cultural, and socioeconomic variety in the classroom in addition to brainstorming innovative assignments and assessments. The workshop will stress techniques to promote self-regulated learning including differentiated instruction, culturally sensitive teaching, and formative evaluations. By means of practical exercises, participants will acquire the competencies required to create educational opportunities that not only honor but also celebrate student variety. Participants will be equipped with practical insights by the end of this workshop to improve student involvement and learning results, therefore contributing to a fairer and more efficient classroom. This workshop, which presents a forward-looking view of the future of education in more varied classrooms, fits the theme of “Learning Experiences, Student Learning & Learner Diversity”.

16:50-18:30 | Live-Stream Room 2

Tuesday Online Parallel Session 2

STEM in Education

Session Chair: Nanette Schonleber

16:50-17:15

87654 | *Educational Research on the Application of Multiple Linear Regression Analysis to the Relationship Between Electric Vehicle Exterior Design and Affective Vocabulary*

Yi Wen Wang, Cheng Kung University, Taiwan

This study employs multiple linear regression analysis to explore the relationship between electric vehicle exterior design and affective vocabulary, with an emphasis on its educational applications. We selected six key automotive features as independent variables (X) and organized the design survey data, which captured consumers' emotional responses to various vehicle design characteristics, as the dependent variable (Y) for multiple linear regression analysis. The initial regression model's F-test yielded an F value of 5.198 with a p-value less than 0.05, indicating significant predictive capability. Additionally, t-tests for some independent variables showed significance with p-values less than 0.05, demonstrating that these variables have a significant impact on the dependent variable. The model performed well in tests for normality (Shapiro-Wilk test p-value = 0.976) and independence (Durbin-Watson value = 1.838), with no multicollinearity issues, confirming its robustness and ensuring its explanatory power. Subsequently, the validation model also passed assumption tests, further supporting the significance and robustness of the initial model. These results indicate that the model is effective in exploring the impact of design features on affective vocabulary, providing practical insights for designers and the educational field. It can also serve as an educational tool to enhance students' design analysis skills.

17:15-17:40

87662 | *Cluster Analysis of Electric Vehicle Exterior Features: An Educational Study Using Miro for Online Collaboration and Data Analysis*

Yan-Bo Huang, National Cheng Kung University, Taiwan

This study utilized cluster analysis and the online collaboration whiteboard platform Miro to help students identify and classify the exterior features of electric vehicles, thereby enhancing their online collaboration skills in design classification and complex data analysis, leading to increased efficiency and accuracy. The study was conducted in four main stages: first, collecting 120 representative front-view images of electric vehicles; next, three researchers categorized six car parts (headlights, front grille, lower grille, windshield, fog lights, and side mirrors) on Miro using the expert method, with each part classified into five design feature styles; then, conducting hierarchical cluster analysis using SPSS, where the dendrogram generated from the data identified five optimal clusters; finally, refining the clusters into five groups using the K-Means clustering method. The ANOVA (Analysis of Variance) results showed significant differences in the selected features between different clusters, validating the effectiveness of the classification method and the clustering results. The results of this study demonstrated that, through expert classification and SPSS hierarchical cluster analysis, five clusters with significant differences were ultimately formed. Therefore, this study successfully conducted online collaborative classification through Miro and applied cluster analysis to perform detailed classification and analysis of the design features of 120 electric vehicle front-view images. This approach not only enhanced students' abilities in identifying and classifying design features but also cultivated their skills in online collaboration and data analysis. Additionally, it provided valuable insights for automotive designers in understanding and applying design feature differences to meet market demands.

17:40-18:05

85736 | *Visualization Experience, Conceptual Understanding, and Problem-Solving Skills of Modular Distance Learning (MDL) Learners in Electromagnetism*

Stephan Jade Navarro, University of the Philippines Diliman, Philippines
Chive Gabasa, West Visayas State University, Philippines

This study was conducted to investigate the experiences in using visualization tools in printed modules and their relationship to the conceptual understanding and problem-solving skills of thirty Grade 12 learners under the Science, Technology, Engineering, and Mathematics (STEM) strand at a private school in Iloilo City. An Electromagnetism Conceptual Understanding Test (ECUT), Electromagnetism Problem-Solving Test (EPST), and Visualization Experience Questionnaire (VEQ) were made, validated, and tested for reliability. The instruments were rated highly valid with the ECUT and VEQ having reliability indexes of 0.853 and 0.889, respectively. The results of the study revealed that learners had high visualization experience. The learners were at the Developing level as regards their conceptual understanding and in the Approaching Proficiency level as regards their problem-solving skills. In problem-solving, learners can easily identify the given quantities and write the correct formula but struggle in drawing illustrations. There is no significant relationship between the learners' visualization experience and conceptual understanding and their visualization experience and problem-solving skills. Learners' higher exposure to different visualization tools does not mean an improved conceptual understanding and problem-solving skills. There is, however, a significant positive relationship between conceptual understanding and problem-solving skills, which means better conceptual understanding equates to better problem-solving performance. Exposing learners to several problem-solving activities may help improve their conceptual understanding of the topics. These results were the basis for developing sample lesson plans in electromagnetism that incorporated a good pedagogical framework for using visualization tools to effectively develop learners' conceptual understanding and problem-solving skills.

18:05-18:30

89765 | *A Topic of Wonder and the Natural World: Increasing Equity and Access to the Sciences for Young Latinx Children*

Nanette Schonleber, Sonoma State University, United States

The world needs scientists from underrepresented communities who can help solve problems such as climate change that disproportionately affect children in those communities and contribute to the destabilization of global peace efforts. The Latinx community, the fastest-growing segment of the US population, is one such group. One way to increase interest in the sciences is to engage children in science in the early childhood years, however many early childhood teachers do not feel confident teaching the sciences at all, and especially teaching the sciences using home languages/cultures of children in underrepresented communities. This project investigated how early childhood educators' perceptions of their ability to teach the natural sciences changed through participation in professional development that included the use of the Center for Research, Education, Diversity, and Excellence (CREDE) research-based standards, a unique curriculum framework, the natural world, and children's home languages/cultures. Participants included 10 Latinx early childhood practitioners in two preschools in a low-income, Latinx community in California, U.S. Data sources included the CREDE rubric, an adapted Science Teacher Belief Instrument, and audio recordings of professional development sessions. Three themes emerged: participants felt an increased sense of empowerment, regret for not having learned this way as children, and increased interest in encouraging children to become "climate change scientists." This project was built on previous work with Hawaiian language immersion teachers; some of the themes were similar for both groups. Findings were consistent with other research and highlighted the role of place-based approaches privileging home cultures/languages.

16:50-18:30 | Live-Stream Room 3

Tuesday Online Parallel Session 2

Education, Sustainability & Society

Session Chair: Caron Westland

16:50-17:15

82367 | *Diversified Enrollment Policies in Chinese Higher Education: An Analysis of Policy Value Orientation*

Yusen Yang, Lingnan University, Hong Kong

Longge Chen, Lingnan University, Hong Kong

Fengning Yang, Lingnan University, Hong Kong

China's rapid economic development and higher education advancements necessitated reforming its traditional, singular enrollment models, leading to the adoption of diverse admissions policies in the early twentieth century. These policies, including independent recruitment, recommendations for specific students, and special admissions for those with exceptional arts and sports skills, aimed to supplement the National College Entrance Examination. They focused on discipline-specific talents, comprehensive evaluations, and rural special projects. However, these varied methods raised concerns about enrollment fairness and the need for stronger supervision. In January 2020, responding to these challenges, the Ministry of Education replaced the independent recruitment policy with the "Strengthening Basic Disciplines Plan," prompting discussions about the effectiveness of new policies in balancing fairness and addressing previous drawbacks. This research employs bibliometric and qualitative quadrant analysis from a social comparative policy perspective, using selected academic literature to identify focus areas and main arguments concerning China's enrollment policies. It assesses these policies' characteristics in terms of opportunity fairness, outcome fairness, and inclusivity, marking them in a quadrant according to bibliometric results. This mixed-method approach provides a new analytical framework, tracing the origins and values of policy changes. The study concludes with recommendations for policy reform, suggesting expanding the new enrollment type's coverage, reducing information barriers, and targeting more precisely defined student groups in compensatory policies to enhance effectiveness and fairness in China's higher education admissions.

17:15-17:40

86954 | *Transformative Course Design: How Pedagogical Models Informed by Learning Style Theory Promote Sustainable Behaviors*

Barbara Trippeer, University of North Texas, United States

Johnnie Stark, University of North Texas, United States

HaeJin Gam, University of North Texas, United States

Jin Gyu "Phillip" Park, University of North Texas, United States

Teaching sustainability and sustainable design requires a systems approach design practice-based for course and curriculum development in higher education. Curriculum maintenance is complex in practice-based design programs, where teachers must strike a balance between constructivist pedagogies and cognitive-based or "instructivist" delivery methods. This presentation focuses on the teachers' comprehensive pedagogical role across course design and curriculum strategies, including the student's position within the class experience. Studies have shown that design students learn in many ways, with an individual often employing multiple styles and modalities. Learning styles are informed by perceptual modalities (auditory, visual, kinesthetic), information processing methods, and personality models. Studio class teaching methods appropriate for practice-based programs while accommodating learning style diversity include Kolb's Learning Styles, Howard Gardner's Multiple Intelligences, and Active Learning course structures, which are not confined to one theory. This study illustrates that a holistic blend of course delivery approaches has the potential to be a transformative model for improving students' sustainable development competencies. For example, the Sustainable Design for Healthy Communities (SDHC) service-learning initiative case study provides a tangible demonstration of nuanced methods in sustainable design education. These pedagogical methods and strategies present relevant solutions for educators who wish to address sustainable design education curricula, providing educators with a curricular framework to enhance students' sustainability competencies, foster behavioral change, and contribute to a more sustainable future.

17:40-18:05

86722 | *Decolonizing Education Through Interdisciplinary Approaches, Indigenous Languages, and Games*

Joanie Crandall, University of Northern British Columbia, Canada

In Canada, there is a call to focus on decolonizing education as part of individual efforts to respond to the Truth and Reconciliation Commission's Calls to Actions. The presentation will be grounded in Nēhiyaw (Cree) scholar Dwayne Donald's (2021) concept of wāhkōhtowin or walking together through relationship and Mi'kmaw Elder Albert Marshall's (2018) articulation of apoqnmattult'k jiksaktual'ik or learning together by learning to listen to each other. I will share my work to decolonize my teaching as a non-Indigenous social justice oriented teacher-educator. I will share my experiences working in the Arctic and sub-Arctic, my pursuit of Indigenous language learning opportunities that have proliferated online since the pandemic began, and the joy of being part of Indigenous language revitalization in Canada. In my role of supporting student teachers, I will share some of the approaches and strategies I have used as part of my own place-based decolonizing practice, including incorporating interdisciplinary approaches, Indigenous languages and resources, traditional Indigenous games, and adapted mainstream games. I will discuss my experience of and observations from using these strategies. If the audience is receptive and there is sufficient time, I will then invite and facilitate dialogue about decolonizing efforts in different contexts.

18:05-18:30

89574 | *Reimagining the Prison Pipeline: Resilience, Relationships, and Regulation*

Caron Westland, University of Colorado Denver, United States

Without a doubt, the global trend of a school to prison pipeline must be shut down! "Cradle to prison" morphed to "school to prison" pipeline, highlighting the disproportionality trend that would overpopulate our correctional facilities. Those marginalized students (i.e., poor, minority, special education, LGBTQ+) were easy targets to be diverted to the pipeline of incarceration. The phenomenon has been a constant throughout the 21st century and then intensified in the 1980s and 1990s with the rise of new policies and practices. During this time, students were being referred to the juvenile justice system and the uptick of suspensions and expulsions for minor offenses were rampant. The presence of School Resource Officers (SROs) in schools further created a punitive environment. High-stakes testing-driven environment further divided the students across ability levels. Then the implementation of the Zero Tolerance policy exasperated it all, flooding the pipe of inequity. In the United States, at least 73 percent of youth with emotional disabilities who drop out of school are arrested within five years (Mader & Butrymowicz, 2014). This presentation will focus on the history of the phenomenon and how inequities perpetuate the cycle. We will explore the transformative potential of restorative justice practices in dismantling the school to prison pipeline. By reimagining disciplinary approaches, fostering accountability, and prioritizing healing and reconciliation, schools can create a more just and inclusive environment for all students, disrupting the cycle of incarceration and promoting positive outcomes, teaching skills of resilience, relationship building, and regulation of emotions.

16:50-18:30 | Live-Stream Room 4

Tuesday Online Parallel Session 2

Special Topics in Higher Education

Session Chair: Valentina Canese

17:15-17:40

89608 | *Students' Self-care Management Goals Illuminate the Scope of Unmet Mental Health Needs*

Uloma Onubogu, University of Massachusetts, United States

Ugoma Onubogu, Florida Atlantic University, United States

Mental health and well-being are increasingly recognized as strong determinants of education among college students. Issues such as anxiety, depression, and stress are prevalent among college students, often exacerbated by academic demands and pressures. Students may avoid or delay seeking and receiving the help they may need, however, providing opportunities for self-care is effective for engaging students as partners in their mental health and well-being. Thus, knowing students' mental health needs is crucial for implementing accessible on-demand self-care support and fostering consistent positive self-care habits. This study aimed to identify and describe students' mental health self-care improvement goals (SCIG) to illuminate unmet needs. A secondary qualitative descriptive study was conducted to analyze the data of college students (N=20) randomly selected from a 265-student group who participated in a class project to develop SCIG (Anderson, 2022). Thematic analysis was employed to identify descriptive themes from students' SCIG. The most frequently identified SCIG focused on anxiety, stress, and negative thinking. Analysis revealed seven frequency-ordered key themes capturing both positive and negative aspects of the SCIG, which are, mental health improvement; physical health and well-being; academic and productivity; coping with the impact of COVID-19; self-awareness and mindfulness; boosting self-esteem and confidence; and strengthening social connections. Students' overall progress toward their SCIG ranged from meaningful to modest improvements. The study revealed the nature and scope of students' mental health needs and goals for self-care improvement. Providing self-care support and tools empowers students to address their mental health and well-being in a safe protective way.

17:40-18:05

90087 | *Promoting Research in Teacher Education: Creating a Network in Paraguay*

Valentina Canese, Universidad Nacional de Asunción, Paraguay

This presentation discusses an educational development initiative whose actions include, among other things, improving teacher training by establishing a collaborative network and encouraging research in this field of knowledge. It is based on Paraguay's desire to foster innovation and research in critical sectors of development such as education and teacher training. The diagnosis highlights the challenges that educational institutions face when conducting research and development activities, which is why the Aula Pyahu project dedicated some of its resources to a research incentive program and the establishment of a specific academic journal to address issues related to teacher training. This case study used both secondary sources, such as project records and reports, and primary sources, such as questionnaires and interviews with project participants. The findings show that the Aula Pyahu initiative has successfully established a stable research network for teacher education in Paraguay. The continuation of these initiatives, the formalization of the "Aula Pyahu Network for Teacher Education in Paraguay" and the search for additional financing sources all promise to strengthen this project and contribute to the growth of knowledge in the field of teacher education.

16:50-18:30 | Live-Stream Room 5

Tuesday Online Parallel Session 2

Special Topics in Education

Session Chair: Duna Raletsatsi

16:50-17:15

87400 | *Enhancing Communication and Documentation: An Impact Study of Feature Writing and Basic Photography Training Among NIA Personnel*

Charito Ong, University of Science and Technology of Southern Philippines, Philippines

Sterling Ong, Capitol University, Philippines

John Derek Flores, Bukidnon State University, Philippines

This study aimed to evaluate the impact of feature writing and basic photography training on the communication capabilities of National Irrigation Authority (NIA) personnel. Conducted in 2021, the research employed a descriptive-evaluative design to assess the effectiveness of the training program. Data were gathered through participant evaluation forms and training documentation. Results indicate that the training significantly enhanced participants' writing and photography skills, as evidenced by their positive feedback and the production of news articles. The acquired skills were deemed relevant to their daily work, particularly in crafting project reports and other official documents. Consequently, the study concludes that the training program effectively improved the communication abilities of NIA personnel. It is recommended that similar training programs be regularly conducted to sustain and further develop the employees' communication competencies.

17:15-17:40

86268 | *Why Shove If You Can Nudge? Enhancing Curriculum and Learning Outcomes Through Nudge Theory in Academic Writing Courses*

Rami Mustafa, Yorkville University, Canada

In higher education, the integration of behavioral insights such as nudge theory has gained prominence for its potential to improve educational outcomes. This abstract explores the application of nudge theory in enhancing curriculum development and student learning outcomes, specifically within an Academic Writing course designed for Bachelor of Business Administration (BBA) programs at a Canadian university. Nudge theory, rooted in behavioral economics, focuses on designing choice architectures that steer individuals towards making beneficial decisions without restricting their freedom of choice. Within the context of academic writing, implementing nudge interventions can significantly impact student engagement, learning effectiveness, and overall course success. This study proposes a structured approach where nudge techniques are strategically embedded into the curriculum design and classroom practices of the Academic Writing course. Examples of nudges could include personalized feedback mechanisms, goal setting with regular progress monitoring, and framing assignments to emphasize intrinsic motivation and skill development. These interventions aim to foster a supportive learning environment that encourages proactive student participation and continuous improvement. By harnessing the principles of nudge theory, this research contributes to the evolving field of curriculum development in higher education, offering insights into how subtle adjustments in course design can yield significant improvements in student learning outcomes and academic success, particularly in the context of professional degree programs like BBA.

17:40-18:05

87616 | *Enriching Students' Cross-Cultural Communication: A Telecollaboration Between Two Overseas Universities*

Adriana Merino, Princeton University, United States

Larisa Kasumagić-Kafedžić, University of Sarajevo, Bosnia-Herzegovina

Today, in our interconnected world, it is vital to prioritize inter and cross-cultural communication to promote empathy and mutual understanding, especially in times of political unrest. Educators should adopt teaching methods centered on peace pedagogy to cultivate students' intercultural pragmatic skills and knowledge equipping them to be world citizens with a global mindset. This presentation showcases a telecollaboration between students from the USA and Bosnia and Herzegovina (Princeton University, and the University of Sarajevo, respectively). Over seven weeks, students engaged in a three-part project: "My Culture", "My Partner's Culture", and "Our Culture". They explored linguistic and pragmatic differences in their first languages (L1) using Discourse Completion Tasks (DCTs), which generated contextually varied and comparable cross-linguistic speech act data based on social variables. Data analysis revealed insights into speech act realization strategies, directness (high-context vs. low-context cultures), mitigation, and politeness marking. While different data collection methods yielded similar strategies, differences in politeness strategies, particularly in requests, were noted. These findings underscore the impact of cultural norms on communication styles. Through the analysis of students' video presentations and reflective essays, the study highlights the pedagogical implications of integrating intercultural approaches into language teaching. The findings suggest that virtual environments hold positive potential for effective online intercultural learning. This presentation will share student testimonials and insights, emphasizing the transformative impact of such intercultural exchanges.

18:05-18:30

84427 | *Strategies Employed in Teaching Mandarin Chinese as a Foreign Language: A Case Study of Local Instructors in Botswana*

Duna Raletsatsi, University of Botswana, Botswana

The teaching of Mandarin Chinese was first introduced in Botswana in 2009 through the Confucius Institute and at that time, there were only Native Mandarin Chinese teachers. However, in recent years, the teaching of Mandarin Chinese by local instructors has been witnessed across the country. Since the field of teaching Mandarin Chinese as a foreign language is relatively new in Botswana, there has been a lack of research in exploring strategies employed by local instructors to overcome the challenges they encounter. This article therefore, seeks to examine strategies employed in teaching Mandarin Chinese as a foreign language by local instructors in Botswana. This qualitative study was a case study and data was collected through questionnaires with 8 local Mandarin Chinese instructors. The study revealed that the strategies include continuously working on improving language proficiency through various Mandarin Chinese activities, using native language to explain certain Mandarin Chinese concepts, staying connected to the experience of students in order to tailor better teaching methods, making students aware that the acquisition of a language is continuous even for instructors and engaging in research that focuses on the teaching of Mandarin Chinese as a foreign language. This study has significant implications not only for classroom teaching practice but also for teacher professional development.

18:40-19:55 | Live-Stream Room 1

Tuesday Online Parallel Session 3

Online, Open & Hybrid Learning

Session Chair: Sherif Abdelhamid

18:40-19:05

89702 | *The Application of Online Learning in International Education: A Comprehensive Exploration of Opportunities and Challenges*
Andi Dong, University of Southampton, United Kingdom
Xiangyu Dong, University of Wales Trinity Saint David, United Kingdom

Amid the global emphasis on advancing international education, more and more international students are choosing to engage in cross-cultural and cross-linguistic study experiences in diverse countries. In response to current trends in international education, many pioneers proposing a major development of online teaching and distance learning to significantly increase the number of international students studying in their countries. Nevertheless, debate persists regarding the actual effectiveness of this approach. This paper systematically evaluates the advantages and challenges of online learning for students, instructors, and universities through interviews and literature analysis. It examines the potential impact of large-scale online education initiatives on enhancing international student mobility and fostering cross-cultural and cross-linguistic learning globally. The findings suggest that, in the long term, online education will play a vital role in the future of educational systems. However, within the current framework, online teaching and distance learning face limitations in effectively supporting tutor-student interaction and promoting intercultural and interlingual learning for global citizens. This study not only offers insights to the academic community on ways to improve online education and distance learning but also provides valuable considerations for international students contemplating study abroad.

19:05-19:30

87696 | *Utilization of Support Services and Its Relationship with Retention Among Open and Distance Learning in Selected Public Universities in Kenya*
Mary Wanderi, Karibaribi Secondary School/ Kenyatta University, Kenya
Florence Itegi, Kenyatta University, Kenya

In every level, education is impacted through content and instructors' skills while the learner must be ready and willing to learn either through face to face or through Open and Distance Learning (ODL) The learner's persistence is enhanced by utilizing support services offered. In Kenya, the dropout rate among learners in ODL in public universities is alarming despite provision of the required support services. The study focused on assessing ODL 3rd year students' utilization of instructional support services, with the aim: to determine the scope of utilization of instructional support services; resources, content delivery and assessment and its relationship with retention among learners in selected public universities in Kenya. Mixed method approach, having quantitative and qualitative data and a correlational research design were involved. Systematic and purposive sampling was done to obtain 424/1676 sample, (Students, lecturers & staff). The study established that the R2 value, strength of relationship on the utilization of instructional support and retention is: $R^2 = 0.468$, $P = 0.00$. R^2 inferred that 46.8% of the variations in learners' retention in open and distance learning was explained by instructional support. The null hypothesis, H_0 that indicated there was no significant relationship between levels of learner utilization of instructional support and retention in ODL was rejected for alternative H_1 , there is a significant relationship. Recommendations includes: revival of regional centers for easier learner access and utilization of resources, increase online training programs, enhance face to face sessions for students' clarification of academic issues and promote blended learning.

19:30-19:55

89916 | *Engaged or Not: Deep Learning Models for Real-time Detection of Student Engagement in Hybrid Classrooms*
Sherif Abdelhamid, Virginia Military Institute, United States
Mona Aly, Independent Researcher, United States

Student engagement is crucial for promoting active participation, improving learning outcomes, and supporting effective, responsive instruction that enhances students' academic success and lifelong learning skills. This paper explores applying deep learning techniques to automatically detect student engagement in real-time based on body language and behavior in face-to-face and online classroom settings. The research methodology involves 1) collecting and sampling a representative image dataset of student behaviors, 2) categorizing engagement levels in the images as engaged (e.g., attentiveness, asking questions, participation, raising hands) or not engaged (e.g., sleeping, boredom, distraction), 3) training deep learning models for real-time classification, and 4) evaluating and reporting performance results. Our models achieved at least 93% classification accuracy in distinguishing between engaged and not-engaged students. The research is guided by the engagement theory, which asserts that observable behaviors reflect underlying cognitive and emotional engagement, which is essential for learning. The theory emphasizes adaptive teaching strategies to enhance student engagement and learning outcomes. Our findings offer actionable benefits for educators, students, and policymakers. Teachers can use real-time engagement insights to make immediate instructional adjustments, providing more personalized support and creating responsive learning environments. For students, these adaptive interventions promote active engagement and improved learning outcomes. Policymakers can use these insights to guide the integration of AI-driven engagement monitoring into digital platforms, enabling data-informed strategies that support quality education, particularly in hybrid and online settings. Our future work will expand the dataset and explore additional modalities, such as emotional analysis and voice recognition, to further refine engagement detection.

18:40-19:55 | Live-Stream Room 2

Tuesday Online Parallel Session 3

Design, Implementation & Assessment of AI

Session Chair: Doan Ngoc Thanh Tam

18:40-19:05

88765 | *Navigating Emotional and Informational Needs: AI vs. Search Engines Among Chinese Youth*
Ying Chen, University of Wisconsin-Stout, United States

This study explores the intersection of artificial intelligence (AI) and traditional creativity in the digital age, focusing on the fashion design project "Bibliophilia: Love for Books." Conceptualized by students for the "Fashion without Fabric" showcase at UW Stout, this project repurposes used newspapers to evoke nostalgia for printed books in a digital society. Employing a mixed-methods approach, the research surveyed 204 participants aged 18 and above from colleges and universities across eight regions in China. Respondents were asked about their use of AI tools (e.g., ChatGPT) versus traditional search engines (e.g., Google, Baidu) to understand their information-seeking behaviors. Notably, 60% to 91% preferred traditional search engines across 20 scenarios. Key factors measured included frequency of use, perceived effectiveness, emotional connections, and their impact on creativity. The examination of the design's aesthetics and material choices reveals how visual elements convey profound social implications. Yellowed paper symbolizes a longing for the pre-digital era, commenting on the transition from the "book age" to the "AI age." The research highlights differences in user experiences and motivations when interacting with these technologies, noting emotional needs and relationship-building aspects that vary between AI and traditional search engines. Additionally, the study anticipates AI's evolving role in reshaping narratives while addressing concerns about the "accuracy" of AI-generated content. This paper aims to enhance understanding of the intricate interplay between AI, creativity, and innovation in contemporary digital cultures in China.

19:05-19:30

88765 | *Revolutionizing Teacher Training: Merging AI with Psychological Insights into Adolescent Development in the 4IR Era*
Laila Jeebodh-Desai, University of Johannesburg, South Africa

In today's rapidly evolving educational landscape, traditional focus on intellectual and cognitive development is proving insufficient to address the multifaceted challenges faced by adolescents. Teachers within the South African context, often on the front lines of these challenges, encounter students grappling with psychological and emotional challenges, from at-risk behaviors to the experience of trauma. It's becoming increasingly clear that conventional pedagogies, which emphasize academic instruction alone, fall short in equipping educators to support the full spectrum of learners' needs. This need has led to the development for creative content of a module, where revolutionary training programs come into play, transforming the educational framework to integrate the development of social and emotional intelligence alongside academic achievement. Education Studies 2B provides a module that incorporates the semester theme of "Understanding the Adolescent Mind and Integrating the 4IR in Education". The content of the module represents a pioneering approach in teacher education. Designed for second-year teaching students at the University of Johannesburg (UJ) in South Africa, this innovative module bridges the gap between comprehending the complexities of adolescent development and strategically utilizing Artificial Intelligence (AI) to enhance educational outcomes. By incorporating AI technology, the module offers student teachers innovative tools and insights to enhance their teaching practices, catering to multiple intelligences and fostering a more holistic approach to student development. The result is a transformative shift that not only enriches the learning experience but also empowers educators to address the complex psychological and emotional needs of their students with greater efficacy and empathy.

19:30-19:55

89814 | *Spontaneous GenAI Adoption in Newsrooms: Deficiencies and Strategies*
Doan Ngoc Thanh Tam, Ho Chi Minh City University of Economics and Finance - UEF, Vietnam

AI is revolutionizing the news industry. The relationship between tech companies and news organizations is gradually becoming dynamic and complex. Since news professionals are significant stakeholders, insights into their perceptions and aspirations can play a decisive role in these change implementations, the tech-news partnership, as well as the future media landscape. Therefore, this qualitative study, based on the Unified Theory of Acceptance and Use of Technology (UTAUT), is designed to: access the experiences of journalists with the growing popularity of GenAI; explore facilitators within news organizations; and investigate how journalists perceive the current and prospective role of GenAI in newsrooms. The authors of this study utilize an exploratory approach and thematic analysis to gain insights from 11 news professionals from 10 different news organizations across various fields: press, radio, and television broadcasting in Vietnam. The results indicate that, amidst the widespread availability of AI-powered technologies, there exists a gap between respondents' high usage frequency and inadequate tedious support within media outlets. As a result, spontaneous informal "Peer Communication" is playing a critical role in shaping perceptions of GenAI's usefulness and promoting the effective adoption of GenAI in journalism. Additionally, the authors also find that journalists' motivation to begin and continue to apply GenAI in newsrooms is "Performance Expectancy", with a particular emphasis on operational "Efficiency" and practical "Capabilities". Female journalists, especially, show heightened attention to "Social Influence". These findings suggest specific user-oriented in-house training and multi-directional communication are necessary for a fruitful integration of GenAI in newsrooms.

18:40-19:55 | Live-Stream Room 3

Tuesday Online Parallel Session 3

Identities in the Arts

Session Chair: Ludmilla Voitkovska

18:40-19:05

88558 | *La Blouse Roumaine: An Identity Marker*

Andra Camelia Clitan, Dubai Institute of Design and Innovation, United Arab Emirates

Irina Apan, La Blouse Roumaine NGO, Romania

This research analyzes 'La Blouse Roumaine' denomination, tracing its historical archive and representation within the global art and fashion scene. It then delves into a case study of the community sharing the same name, founded on 7th November 2012, that positioned the traditional Romanian blouse, at a new level of comprehension regarding its cultural identity. 'La Blouse Roumaine's' community has not only been since its genesis a symbol of authentic values, but the generator of several initiatives that upraised the Romanian traditions to an unprecedented level and positioned them on the global cultural chart. In Romania, the entire traditional clothing ensemble, including the blouse itself, remains an integral part of the 'people's heritage', and preserving it is both a responsibility and a source of great pride. The study's aim is to observe the designation of 'La Blouse Roumaine' term in the current context. It also references the Romanian blouse's origins and transformation throughout years, emphasizing the impact of 'La Blouse Roumaine' community within the national and international setting. It underscores the initiatives achieved to date and those mapped out for the future, simultaneously raising awareness, and targeting clarity and understanding of the terms mentioned, cultural identity, parts of heritage and the human forces involved in the process.

19:05-19:30

86415 | *Saigon Musical Life During the Sixties and the Seventies*

Tien Ly Quyet, Eastern International University, Vietnam

When talking about Vietnam modern history, people often think of a country immersed in blood and bombs in the 1960s and 1970s. The Vietnam War had escalated beginning in 1965 with the direct intervention of the American military and its allies in Southern Vietnam. It is during the most challenging period of the war that typical Saigonese Vietnam modern music flourished, and a constellation of composers and singers that made the 1960s and 1970s the golden age of southern Vietnamese music appeared. Inheriting the tradition of Vietnamese Folk Music, the treasure of reformatted music pre-1945, these talented composers enriched and embellished the musical life of the Southern Vietnamese by creating a school of Saigonese modern music diversified in styles, themes and types. Songs were written using the rhythms of the tango, the rhumba, the waltz, and the bolero rhythm on topics ranging from romantic love, paternal love, patriotic love; of nostalgia, war tragedy, human destiny, and the antiwar movement. All degrees of individuality were manifest against an artistic background based on the ever-changing beauty of nature. The proliferation of these songs animated the musical life of the Saigon people, helped them to find relaxing moments of peace amidst the hardship of a country in continuous war. These songs helped people approach life more positively and made it worth living during the struggle for peace. This paper intends to present different aspects of musical life of Saigon in 1960s and 1970s. The artistic products of the mentioned period, thought to be lost and forgotten the time when Vietnam experienced difficulties after 1975, have survived and been rediscovered.

19:30-19:55

89815 | *Joseph Conrad's Ukrainian Footprints*

Ludmilla Voitkovska, University of Saskatchewan, Canada

Ukrainian poet, translator, cultural studies scholar, and politician Dmytro Pavlychko wrote in the Book of Visitors in the People's Museum named after Joseph Conrad in Terekhove (Ukraine): "The name of Joseph Conrad unites three elements, three cultural forces: the land of Ukraine, the spirit of Poland, and the majesty of the English language." However, Joseph Conrad's connection to Ukraine, despite being obvious, has been generally unacknowledged or deemphasized in international discussions of this canonical author. It is either dismissed as insignificant or cloaked in concepts that stem from various narratives regarding the political history of Eastern Europe. This presentation will trace those footprints across Ukraine by way of re-framing an author whose work has been so much a part of the traditions of English studies. We will expose polocentricity of Conrad biographies by engaging with Western and Polish biographers' assertions that Joseph Conrad was born in what they refer to as "Polish Ukraine". We will also present evidence that Conrad was born not in Berdychiv, as is widely believed, but in his ancestral family estate in Terekhove, Zhytomyr oblast'.

18:40-19:55 | Live-Stream Room 4

Tuesday Online Parallel Session 3

Politics & Identity

Session Chair: Robert Hamilton

18:40-19:05

89566 | *The Cycle of Politics of Anxiety and Hope in Populism: Populist Presidencies in the Philippine's Democratic Backsliding*
Daryl Lutero, Central Philippine University, Philippines
Zharina Marie Stephanie Lugo, Central Philippine University, Philippines

The paper argues that populism, though not inherently a threat to democracy as it plays a citizen's role in democratization, can tolerate democratic violations, leading to democratic backsliding through the cycle of anxiety and hope of the citizens in the Philippines. Citizens' reliance on political promises creates a cycle of manipulation that erodes trust in institutions and contradicts how citizens should play their roles in a democratic society. Employing the Most Different Systems Design (MDS), the paper categorized and analyzed the different characteristics of a populist leader relating to their ideas, styles, and organization of the previous Philippine presidents, particularly Joseph E. Estrada, Gloria M. Arroyo, Benigno C. Aquino III, and Rodrigo R. Duterte demonstrates the most common characteristic of the populist leaders, which is promising to resolve their declared serious crises as politics of anxiety from the current administration capturing the politics of hope. This creates a continuing cycle of democratic backsliding, which distorts citizens' roles in democratization. Also, by determining the populist presidents' approval ratings from the start and end of their presidential term, Duterte remained the strongest populist leader. The findings imply that as long as the populist leaders present promises to resolve the anxiety of the citizens from their declared crises, hope will keep their loyalty but will affect citizens' discernment of truth and their ability to participate fully in democratization.

19:05-19:30

88868 | *Barriers to Education: The Struggles of Myanmar Refugee Parents in Supporting Their Children in the U.S.*
Lugyi No, University of Massachusetts, United States
Ardeh Maung Thawngmung, University of Massachusetts, United States

This study investigates the educational challenges faced by Myanmar refugee parents in Lowell, Massachusetts, adopting a qualitative approach preceded by a preliminary survey. The survey, involving 28 Myanmar adults, identified a broad spectrum of community needs, with educational barriers emerging as particularly pressing. These findings informed the subsequent qualitative phase, which included in-depth interviews with 13 parents to explore these barriers in greater detail. The research highlights limited English proficiency, cultural differences, and lack of formal education as major barriers to parental involvement in education. Despite these challenges, the study underscores the vital role of community support in mitigating these issues. Within the community, informal networks—comprising language assistance, information sharing, and social support from local ethnic and faith-based organizations—are pivotal. Moreover, strong partnerships with local organizations, such as the SayDaNar Myanmar Community Development Center, are instrumental in facilitating access to essential resources and support networks. These collaborative efforts are key in helping parents navigate the complexities of the U.S. educational system. Drawing from these findings, the paper advocates reinforcing informal support systems and implementing targeted interventions. These include bilingual educational workshops, improved communication strategies between schools and Myanmar families, and new community liaison roles to enhance the support network. These measures are designed to tackle immediate educational barriers and strengthen community infrastructure, preparing it for future refugee integration. By enhancing and ensuring the sustainability of educational support mechanisms, this study offers actionable insights to improve educational outcomes and facilitate the integration of refugee families into the U.S. education system.

19:30-19:55

87699 | *Invisible Hands: Personal and Critical Perspectives on Race, Multicultural Policies, and Demographics in South Korea*
Robert Hamilton, Hankuk University of Foreign Studies, South Korea

South Korea is tackling its demographic challenges of an aging population and declining birth rates by attracting foreign workers, including 100 childcare workers from the Philippines. This study examines the broader implications of this policy through a unique lens, combining personal narrative with critical policy analysis. Drawing on my experiences as a racialized "other" living in Korea, I explore how race and multiculturalism intersect with utilitarian demographic strategies. The research includes a comparative analysis of multicultural policies in Korea and other countries which have implemented similar strategies, like Singapore and Taiwan. Supported by quantitative data and case studies, the study will highlight specific challenges faced by Filipino childcare workers, such as language barriers, cultural misunderstandings, and experiences of discrimination. Early findings indicate that many workers might face social isolation, lack of support systems, and vulnerability to domestic abuse due to inadequate protection mechanisms. While the benefits to Korean society are evident, the current policy lacks sufficient monitoring systems to ensure fair treatment, could benefit from mandatory multicultural training for employers, and fails to consider or aim at fully integrating these workers into Korean society. The paper suggests a need for a more holistic strategy, advocating for educational initiatives and anti-discrimination measures, such as mandatory cultural competency training for employers and robust monitoring mechanisms to foster a truly inclusive society. By integrating personal insights and comparative analysis, the research offers a fresh perspective on the efficacy of using multicultural policies to solve Korea's demographic dilemma.

Virtual Poster Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

IICAH2025 Virtual Poster Presentations

Ethnicity, Difference, Identity

89683 | *Selena Gomez, Rosie Perez Are Accidental Heroines: Aging, Gender, Latinness in Only Murders in the Building & the Flight-Attendant*
Mary Helen Millham, University of Hartford, United States
Graciela Quinones-Rodriguez, University of Connecticut, United States
Diana Rios, University of Connecticut, United States

Only Murders and The Flight-Attendant present Mabel Mora and Megan Briscoe. Latinas have rare opportunities to lead in television. Our thematic analysis sheds light on characters whose non-stereotypical humanness supersedes more common, negative, types and tropes. They are not cantina girls, drug users, or maids. These professional women accidentally become heroines while investigating big secrets. Their paths become different as Mabel flourishes as a sleuth, a la Nancy Drew, while Megan falls into an international crime trap. Larger narratives of these dramedies are driven by murder and travel calamities. The women reveal personal struggles impacted by generational expectations, aging, changing womanhood, and career disillusionment. Their Latina ethnicities are sprinkled, among hues of experiences with family, food and language. They are at different stages. Mabel is a millennial with a fresh art degree. Resonating with millennials today, she is anguished. She tries to define her womanhood, sexuality, and career. Megan is a middle-aged team leader, in an airline industry dominated by young, attractive flight-attendants. She has had a long career, a traditional family. She feels invisible as an older woman, unappreciated. Her experience is symptomatic of a society that prizes youthfulness over aging. Her foray into the spydom is to become a heroine as in detective books. As (anti)heroines, these Latinas expand the repertoire of fictional possibilities of being human. They beckon audiences to rethink what they expect from Latina characters.

89812 | *Snow White Has a New Tan: Exploring Appreciation and Critique Through Cross-cultural Lenses and Context*
Mary Helen Millham, University of Hartford, United States
Diana Rios, University of Connecticut, United States

The action-musical called Snow White (March, 2025) has garnered broad attention during its writing and development. There are those who are pleased with contemporary updating of a Latina actor, and those who resent revamping old iconic stories. What are the roots of these reactions? Can resistance be more fully understood beyond an assessment of racism? This poster will overview cross-cultural concepts that help unpack reasons behind reactions. These include: cultural respect, cultural awareness, diplomacy, ethnocentrism, othering, social distancing, generalizing or stereotyping. Since 2021, news coverage and comments on the film have been sporadic. Examples draw from social media such as TikTok, Reddit, YouTube, popular press, and some high-brow media such as PBS. The reworking of classic European, white characters has received hate commentary in the past, as with The Little Mermaid (2023). We strive to contextualize the film project by discussing phenomena that go beyond the actual movie, and into the public realm. Factors that orbit film projects with role diversity include: domestic immigration policies, Latino migration and growth, US-global relations, demographic shifts favoring non-white racial groups, neo-facism. Foundational analysis strives to be useful to scholars and students who view Snow White for entertainment, research, teaching. Given that technological innovations accelerate popular culture creations, more AI retooling of old stories is likely.

Literature/Literary Studies

89840 | *Subverting Femininity and Maternal Spaces: An Analysis of Gestation and Domesticity in Yōko Ogawa's Pregnancy Diary*
Piyanuch Wiriyaenawat, Thammasat University, Thailand

Pregnancy Diary (1990), a novella by Yōko Ogawa, is told in an epistolary format, with the narrator keeping a journal of her sister's pregnancy, observing her physical transformations and cravings. The narrator's sister becomes obsessed with scents and food, and eventually consumes only homemade grapefruit jam prepared by the diarist from fruits imported from America. This presentation will focus on two key themes: 1) the symbolism of the hospital and kitchen: the hospital, traditionally seen as a space where pregnant women become mothers, contrasts with the kitchen, where the unborn child is potentially harmed rather than nurtured; 2) grapefruit jam made from American fruit which, despite an appealing odor, is contaminated with a pesticide that destroys the chromosomes of growing fetuses. Throughout the psychological horror story, Ogawa deconstructs conventional notions of femininity, especially the traditional benign views of pregnancy. Instead, the narrative highlights the physical and psychological toll which pregnancy imposes on some women, at times posing significant health risks. The tale also explores how pregnancy destabilizes the sororal relationship, complicating the gestation process.

Teaching and Learning

89703 | *Global Perspectives on Digital Media Education: Cross-Cultural Differences and Influencing Factors*
Xiangyu Dong, University of Wales Trinity Saint David, United Kingdom
Andi Dong, University of Southampton, United Kingdom

In the context of digital development, the importance of digital media education is becoming increasingly prominent, with its evolution exhibiting significant diversity on a global scale. This study aims to explore the differences in digital media education across various countries and regions, focussing on the underlying cultural, social, and technological factors. The research addresses questions through comparative analysis, such as: To what extent is digital media education prevalent in different countries? How do national curricula differ in design? What are the factors that influence these disparities? This study uses literature review and case study methods to examine academic reports, policy documents, and practical case studies from the United States, the United Kingdom, China, and Japan. Cross-cultural comparisons reveal significant differences in curriculum design, educational goals, and the application of technology. The findings show that the level of technological infrastructure, industry demand, cultural preferences, and the extent of policy support are major factors contributing to these variations. By fostering deeper international collaboration and knowledge exchange, the global gap in digital media education can be narrowed. This study provides empirical evidence for future curriculum development and educational policy, helping educators design more adaptive digital media education programs to meet the challenges of globalisation.

IICE2025 Virtual Poster Presentations

Adult, Lifelong & Distance Learning

88458 | *Flipped Learning and Its Effect on Grades and Persistence*
Shirley Bruce, Chamberlain College of Nursing, United States
Fiona Groninger-Poe, Chamberlain College of Nursing, United States

Students are provided with recorded lectures, worksheets, and other activities that prepare students for the classroom content. During class, professors help with homework problems, case studies, or other group activities. Recently, we made a transition to teaching our introductory chemistry course in a fully online asynchronous modality. Initially, students struggled with the concepts in this online environment. Students felt chemistry is difficult, students are teaching themselves, and chemistry cannot be learned in an online environment. These student concerns prompted us to try a flipped classroom approach. Students were provided with recorded lectures covering the material. Additionally, students have access to our proprietary edapt platform, an adaptive learning platform designed to address each weekly concept individually. Students were asked to complete the recorded lectures and the edapt assignments on their own. Later in the week, students engaged in interactive meetings with professors. During these sessions, problems similar to those on the exam were worked in an interactive fashion. As our courses are fully online and asynchronous, attendance at the weekly live sessions was not required. Data analysis shows that students who attended the live interactive sessions, or reviewed the recorded live session videos, increased the course GPA by 0.5 pts (4.0 scale). Persistence of attendees, as measured by enrollment in the subsequent session, was approximately 4% higher than non-attendees. This approach has addressed student concerns about mastering the concepts and enhanced student success.

Design, Implementation & Assessment of Innovative Technologies in Education

87355 | *Effective Prompts for EFL Writers: Leveraging ChatGPT for Writing Aid*
Terumi Miyazo, Tokyo University of Science, Japan

Generative AI, represented by ChatGPT, has been globally influencing our teaching and learning since its public version release towards the end of 2022. About two years have now passed and some level of exploratory use and knowledge of integrating ChatGPT in actual classrooms has been gradually accumulated. Among them, the effective prompts – specific commands to make queries to ChatGPT to produce textual responses – are the key to successfully using the system to gain productive learning outcomes in improving students' academic writing skills. From three semestrial teaching with ChatGPT-integrated EFL writing instruction experience to undergraduate students in a university in Tokyo since 2023 April, this poster aims to share 1) how ChatGPT works in the writing process for general purposes, and 2) a set of specific prompts useful to improve EFL academic writing for the students using ChatGPT. The poster will also cover issues regarding academic integrity, and practical preventive motivational measures, that have been observed working effectively in the classrooms.

*This paper has benefited from the use of AI-assisted technologies to enhance language clarity and readability.

85889 | *Trusting Technology: Artificial Intelligence for Common Cardiovascular Diseases*
Germaine Ferreira, Baylor University, United States
Kaelee Brockway, University of St. Augustine for Health Sciences, United States
Rachel Dodaro-Brown, Baylor University, United States

Healthcare information is often sought on google by a few and the lockdowns during the COVID-19 pandemic did not deter several others from seeking advice online instead of visiting a healthcare provider. A generative pretrained transformer (GPT) is an artificial intelligence (AI) tool that produces text very closely mimicking human spoken language creating an impression that one is communicating with another human being. Chat GPT is an artificial intelligence tool developed by Open AI. The possibilities with AI seem endless, however, it can generate inaccurate but convincing responses, fabricate references, and make errors with simple mathematics. AI responses lack empathy, critical thinking and the human touch that are vital to patient care. The purpose of this scoping review aims to highlight the potential applications and limitations of the use of AI in cardiovascular diseases from the lens of a healthcare provider. Thus, staying informed on what groups (patients, healthcare providers, patient populations, disease diagnosis) can benefit from artificial intelligence in the sphere of cardiology. Use of AI should be embraced with caution due to the limitations of AI related to patient privacy, security and ethics and additional risks related to misdiagnosis. AI technology cannot replace the expertise of qualified healthcare professionals and the aspects of healthcare that are personal and holistic requiring human touch, empathy, and compassion.

Educational Research, Development & Publishing

89280 | *Is Another Kind of School Counseling Possible?*
Xavier Lopez, Autonomous University of Barcelona, Spain
Isabel Alvarez, Autonomous University of Barcelona, Spain

The impact of Philosophical Counseling has been demonstrated in various fields since its conception back in the seventies. In this research, we present the results of applying Philosophical Counseling in schools in Spain, the leading country in adopting this method after observing its benefits in other areas. The findings reveal that young adults not only value this approach for empowering and helping them independently address their own challenges—such as classroom misbehavior, bullying prevention, a strong sense of caring for each other and the environment, and fostering a sense of belonging where everyone is equally accepted—but also that teachers perceive students as capable young adults. By addressing abusive behaviors early, it prevents them from escalating and having a more profound impact, unlike other forms of counseling that have shown limitations in managing such issues.

IICE2025 Virtual Poster Presentations

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

88234 | *The Use and Appropriateness of Connectives in Academic Writing*

Eirini Kalaitzopoulou, University of the West of England, United Kingdom

Athanasios Christopoulos, University of Turku, Finland

Konstantinos Siolios, University of Patras, Greece

The study conducted a qualitative and quantitative analysis of discourse cohesion, examining the use of connective devices in written academic work by native Chinese speakers who have English as a second language. The focus was on the range, frequency, grammatical and syntactical appropriateness of a variety of lexical connectors, or linkers, in relation to the users' level of English proficiency. Cohesive devices are text organizers that contribute to the logical organization and conceptualization of writing. The study compared writing samples from fifty Chinese speakers to determine if there are differences in the use of cohesive devices among students with the same native language. It aimed to identify fundamental differences and ascertain if there are differences in the use of connectives in poor and good writing. Previous research indicated issues such as overuse and misuse of connectives in L2 academic writing as well as underuse of connectives commonly used in formal written academic English and connectives used for developing argumentation. This study found that Chinese students not only use a range of connectives in their writing but also tend to use them appropriately. There were no significant differences found in the total number of connectives used between good and poor writing. However, considerable differences were found in the types of connectors used, suggesting that students with good writing skills are more likely to meet academic expectations.

Virtual Presentations

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IICAH2025 Pre-Recorded Virtual Presentations

Arts - Arts Policy, Management and Advocacy

88196 | *The Emergence and Influence of Early European Opera: A Historical and Analytical Study*
Jiajun Yan, Singapore Raffles Music College, Singapore

This paper examines the emergence, development, and cultural significance of early European opera, with a particular focus on its inception in late 16th-century Italy and its subsequent dissemination across Europe. By analyzing key operas, notable performers, and the establishment of public opera houses, the study explores how opera both mirrored and influenced early modern European society, politics, and economy. The research highlights the commercialization of opera and the prominence of the prima donna. Analytical methods include a critical examination of historical records and literature, offering new insights into opera's role in shaping cultural and social frameworks.

Arts - Literary Arts Practices

90132 | *The Anglo-French Myth of Ophelia: Mythogenesis and Its Visual Reinterpretations in Contemporary Culture*
Mónica María Martínez Sariego, University of Las Palmas de Gran Canaria, Spain

This paper explores the Anglo-French myth of Ophelia, tracing her evolution from Shakespeare's Hamlet to her enduring presence in modern visual and digital culture. Using a thematological approach, the myth of Ophelia is analyzed as a dynamic narrative that evolves through time —mythogenesis— constantly adapting to reflect key themes like femininity, madness, and death. This flexibility allows Ophelia to retain cultural relevance as artists and creators reinterpret her story to address contemporary issues. The research delves into Ophelia's portrayal across various media, from the iconic 19th-century Pre-Raphaelite paintings, especially John Everett Millais's famous depiction, to today's fine art photography and music videos. In each case, her image has been reshaped to engage with evolving societal concerns, such as mental health, gender dynamics, and the pressures imposed by patriarchal structures. These modern reinterpretations demonstrate the enduring power of myth, where figures like Ophelia not only symbolize fragility but also serve as vehicles for addressing the complexities of womanhood and societal expectations. Through this thematological and mythogenetic lens, the study shows how Ophelia's myth continues to evolve, reflecting societal anxieties while maintaining her symbolic resonance across time and media. By analyzing this process, the paper contributes to understanding how myths shape cultural identities and how timeless narratives are reimagined to confront current challenges, ensuring their ongoing impact and significance.

Arts - Media Arts Practices: Television, Multimedia, Digital, Online and Other New Media

85487 | *Epidermal Racialised Realities: Exposing Aggression & Calcifying Discourses on the Indian Body in Singapore*
Tejash Kumar Singh, Nanyang Technological University, Singapore

Online discourses in the form of social media channels and forums have exploded over the past two decades in use, both within developing and developed countries. Through these mediums, idealised notions of beauty and stereotypes are often propagated either intentionally or unintentionally. In a multiethnic society like Singapore, which has worked hard to foster harmoniousness between different races and religions through inclusive policies, new challenges nevertheless arise with the anonymity of online channels. This article will delve into how the anonymous online forum pages such as Quora and Reddit could lead to worsen inequalities and microaggressions against a minority group, namely the Indians in Singapore, while investigating the proliferation of digital aggression (DA). DA is a growing public health issue, and researchers have indicated the negative outcomes upon victims, the likes of which include feeling helpless, isolated, depression, increased anxiety and in more severe cases, an increased likelihood of feeling suicidal (Kim et al., 2023). Constituting nearly a tenth of the population ("Population Trends...", 2020), Indians in Singapore have often been subject to racialised stereotypes, which have now also transitioned online, contributing to greater inequalities in social interactions. This article will investigate the impact of online discourses in the above online platforms, and how these discourses expose ongoing insidious stereotypes associated with the Indian body in Singapore. I propose that it is important to reconsider 'aggression' from the perspective of the Indian subjects themselves and how calcifying, restrictive online discourses worsen inequalities by reinforcing epidermally racialised identities onto Indians in Singapore.

Arts - Other Arts

89593 | *Green Tea Through the Ages: A Comparative Study of Classical Texts from China and Japan*
Hoang-Nam Tran, Tokushima University, Japan
Hong-Van Nghiem, Hanoi University, Vietnam
Katya Marinova, Veliko Tarnovo University, Bulgaria
Miliitsa Mineva, Veliko Tarnovo University, Bulgaria

We present a comparative analysis of six seminal texts on green tea: "The Classic of Tea", "Grand Treatise on Tea", "Record of Tea", "Record of Drinking Tea for Health", "Cha Pu", and "The Book of Tea". Spanning from the Tang Dynasty in China to the Meiji Period in Japan, these works collectively shaped the cultural, spiritual, and technical dimensions of tea consumption across East Asia. Each text contributes a unique perspective, ranging from Lu Yu's foundational exploration of tea philosophy and culture to Emperor Huizong's aesthetic refinement of tea in the imperial court, and Eisai's promotion of tea as a medicinal and spiritual aid in Zen Buddhism. The framework used for comparison examines philosophy, health benefits, cultural practices, technical brewing methods, and global influence. This analysis highlights how green tea evolved from a simple beverage to a symbol of spirituality, aesthetic refinement, and cultural identity in China and Japan. These texts not only influenced local practices but also helped shape the global appreciation of tea culture.

IICAH2025 Pre-Recorded Virtual Presentations

Arts - Performing Arts Practices: Theater, Dance, Music

89436 | *Transformation of Javanese Women's Role from Domestic to Artistic: An Interpretation of Kothèkan Lesung*

Dea Lunny Primamona, The Indonesia Institute of the Arts Surakarta, Indonesia

Bambang Sunarto, The Indonesia Institute of the Arts Surakarta, Indonesia

Nyak Ina Raseuki, Jakarta Arts Institute, Indonesia

Budi Setiyono, The Indonesia Institute of the Arts Surakarta, Indonesia

There is a paradoxical phenomenon related to the role of women in Javanese culture. First, the domestic role found in many proverbs is sexism and second, the artistic role evidenced by the presence of female musicians on strategic artistic industrial stages. This article aims to demonstrate the significant transformation in the cultural role of Javanese women that will be explored through an interpretation of kothèkan lesung. This research uses an interpretative qualitative method. Qualitative data was obtained from fieldwork studies on the kothèkan lesung performance in Turi Village, Magetan, East Java. Qualitative data collection was conducted using techniques such as observation, interviews, documentation, and literature study. Data analysis was carried out using an interpretation approach. The expansion, form of transformation of roles that occurs can be divided into three phases, namely: 1) domestic role 2) aesthetic domestic role and 3) artistic role. The result shows that kothèkan lesung which is a part of domestic roles "Masak, Macak, Manak" is a manifestation of artistic concepts. Thus, the domestic role of Javanese women in household life can also be translated into other forms such as "Composing, Decorating, and Creating." It is not surprising that nowadays there are emerging female Javanese musicians who are adorning the performance stage in Indonesia and even on the international scene, as culturally, this artistic role has been constructed in such a way.

87278 | *Possession, Performance and the Passing of Time: The Global and Historical Contexts for Ritual Theatre in South West India*

Shankara Angadi, University of Warwick, United Kingdom

To the "outsider", the religious and theatrical rituals of the south-west Indian states of Karnataka and Kerala share some distinctive characteristics. Someone attending a performance of Kathakali, or Yakshagana, or participating in bhuta worship, all different manifestations of similar cultural traditions, will be immediately aware of what the London theatre critic Richard Buckle called "an immersive experience of total theatre." In an Indian open air village setting, the combination of sound, visual spectacle and spiritual manifestation produces "a confusion of boundaries" in which performers and audience become participators in some transcendental event. This has been of great interest to scholars, not only of performance but also of psychology, religion and (especially in the present political climate) the crowd dynamics of political persuasion. However, this paper contends that "Western" interest almost invariably damages the phenomena themselves. Performers on tour begin increasingly to conform to Western notions of "dancers" and "musicians". "Kathakali" is now described almost universally as a "dance style". Events that attract tourists lead to the adaptation of content and style to meet expectations. Some groups now advertise "jungle dances." The author cites both his experience of working with Kathakali performers on tour in Europe, and his current collaboration with anthropologists of South West Karnataka, investigating how far studies of modern caste and bhuta can provide information for the historian. It is hoped that this paper will stimulate further research into how such living traditions may be sustained without "fossilising" or "ethnographicising" them. The presentation will be illustrated.

Arts - Social, Political and Community Agendas in the Arts

85457 | *The Body of Dissent: Political and Aesthetic in Contemporary Chinese Art*

Meng Yi, Universität zu Köln, Germany

The body has had a prominent place in contemporary Chinese art since the founding of the PRC in 1949. Numerous artworks and thematic exhibitions have revealed the special significance of body performances in art. However, only a few publications have seriously investigated the body that binds to the politics and aesthetics of Chinese society which has crossed the boundaries of art. Therefore, this paper begins to fill the gap by bringing the binding between body and Chinese politics to the forefront. It digs deeply into the coordination between politics and aesthetics, using body theory and Rancière's theory of the politics of aesthetics as a basis for understanding. It will be divided into four periods: collectivism in the Maoist period, consumerism in the 1990s, the growing art market in the 2000s, and the post-internet era. The artists selected for the case studies of this paper, Wang Keping, Zhang Huan, Zhu Ming, Cao Fei, Lu Yang, and Miao Ying, have adopted the body as a medium that contributes to the understanding of Chinese society and politics. The objectives of this paper are first to establish the study of body performances as a viable pursuit in contemporary Chinese art history. Second, it explores multiple aspects of body expression and meaning by analyzing specific artworks. Third, it seeks to demonstrate that body performance is a force that expands the boundaries of perception and leads Chinese society in its quest for equality.

89821 | *Sining Saysay a Philippine History in Art: Political Ideologies of Its Selected Paintings in Gateway Gallery*

Rose Capulla, Visayas State University, Philippines

Sining Saysay is a permanent exhibit of the students and alumni of the University of the Philippines College of Fine Arts, and the exhibit was made possible through the efforts of the University of the Philippines Diliman, its Alumni Association, and the Araneta Center, Incorporated. The exhibit is composed of 30 huge panels which have 23 sequential historical panels and 7 historical-cultural panels. Of the 23 sequential historical panels, 6 of the paintings fall under the American Period when the Americans ruled the Philippines for 48 years: 1) "Re-asserting Independence", 2) "American Betrayal of an Ally", 3) "Filipinos Experiencing Invasion", 4) "The Philippines Under the Stars and Stripes", 5) "Quezon-Osmeña Administration", and 6) "Occupied Philippines". With the semiology of Roland Barthes, the modified ideological spectrum of Hans Slomp and Feorillo P. A. Demeterio III, and the art criticism of Alice Guillermo, this paper analyzed the political ideologies found in these paintings. It has been identified in this paper that the first three paintings have the dominant ideology of radical libertarian. In contrast, the fourth and fifth paintings have the dominant ideology of liberal libertarian, while the sixth painting is radical libertarian. Sining Saysay is a creative way of teaching us, Filipinos about our very own history thus fostering national identity at the same cultivating our cultural pride. So, it is apt to understand what are the political ideologies lie behind the selected materials presented to us.

IICAH2025 Pre-Recorded Virtual Presentations

Arts - Teaching and Learning the Arts

89834 | *The Unfolding of Talent: Innovative Integration of Soundscapes and Improvisational Performance in Early Childhood Music and Art Education*

Hsu Hui-Chun, National Tsing Hua University, Taiwan

As arts education continues to advance globally, research has traditionally emphasized cognitive learning while often neglecting children's intrinsic perspectives and creative expressions. This study addresses this gap by exploring the application of piano improvisation in immersive early childhood arts education, specifically its role in fostering children's creativity and expressive abilities. Drawing on the Dalcroze Eurhythmics method as a pedagogical framework, this study involved participants from three preschools in Taiwan, aged 3 to 6, in mixed-age afterschool programs. The study introduced the "PP Teaching Method", which conceptualizes music's fundamental, formal, and aesthetic elements. The research unfolded in two phases: first, exploring soundscapes from daily life and collecting musical elements; second, combining the immediacy of piano improvisation with the spontaneity of visual art creation in a "moving to feeling, feeling to painting" model. This approach guided children in developing a sense of place through multisensory engagement. The findings highlight that piano improvisation fosters an interactive, multidirectional learning environment, enhancing children's natural engagement in the creative process and stimulating their learning interest. The innovative teaching model expanded children's experiences in music and art creation while providing early childhood music educators with an effective pedagogical strategy. This study demonstrates the potential of integrating soundscapes and improvisation to enrich children's creative expression and offers a new approach to early childhood arts education. Future research could examine the long-term impact of such methods across diverse educational settings.

89870 | *Wired for Connection: Leveraging AI to Foster Deeper Human Connections in Professional and Creative Spaces*

Jennie Cook, Virginia Commonwealth University, United States

Hawa Stwodah, Virginia Commonwealth University, United States

The growing use of artificial intelligence (AI) in professional work and creative endeavors is transforming how people approach tasks, offering significant boosts in productivity and innovation. AI tools are increasingly being adopted across industries to automate repetitive processes, generate creative ideas, and streamline workflows. While much of the focus is on improving efficiency, AI's potential to enhance human connections is also becoming evident. AI can help bridge the gap between efficiency and authenticity by freeing up time for more meaningful relational interactions and personal expression. In creative fields, AI enables students to experiment with ideas, enhance content creation, and refine their work more quickly, allowing them to focus on the storytelling and personal narratives that foster deeper human connections. In professional settings, AI-driven tools for content personalization and communication, such as chatbots, recommendation engines, and automated design tools, allow businesses and individuals to connect with audiences on a more individualized level. This paper will explore how AI can facilitate authentic human connections by supporting the creation of dynamic personal portfolios, fostering multi-platform engagement, and personalizing communication strategies. Case studies will highlight examples in the fashion industry where AI not only improves productivity but also deepens relational bonds through technology. Additionally, the paper will examine how AI enables fashion students to focus more on creative and relational aspects of their work, fostering trust and meaningful interactions across digital platforms.

Arts - Visual Arts Practices

83958 | *The Appropriation of Middle-Range Theory to Practice-Based Research in Visual Culture*

Yu Shang, University of Edinburgh, United Kingdom

This paper introduces Middle-range Theory (MRT) into practice-based research in visual culture, proposing a novel framework and methodology for understanding the interaction between art theory and practice. Initially conceptualized by sociologist Robert Merton, MRT occupies the middle ground between macro-level and micro-level theories, aiming to integrate abstract and empirical research. This theory has been successfully applied in disciplines such as sociology and nursing by operationalizing abstract concepts into practical frameworks, yet it has not been explicitly referenced in art practice and research, despite its implicit widespread use. The paper begins by explaining the basic concepts and background of MRT. It then describes why MRT is suitable for practice-based art research through its conceptualization as a noun, verb, and adjective. Drawing from my ongoing practice-based research in visual culture, particularly focusing on the relationship between the human body and its digital representation, this study illustrates how MRT guides the transformation of abstract aesthetic concepts into measurable physical ones, such as "roughness". It details my personal practice experience and how MRT influences the process from theory to practice and back to theoretical development. By demonstrating MRT's applicability through practical examples and theoretical analysis, this paper shows how MRT serves as a methodological tool that helps artists navigate between theory and practice. However, MRT still requires further development by the broader community of practice-based art researchers to fully realize its potential and expand its applications in art practice and studies.

88705 | *Grafiko Filipino: A Study on Philippine Visual Language and Graphic Design Culture*

Ernest Joseph Garcia, Technological University of the Philippines, Philippines

This thesis examines various aspects of graphic design culture and visual language in the Philippines to offer a comprehensive framework for understanding and articulating Filipino aesthetic preferences, especially in graphic design. Historical inquiries, Filipino aesthetic preferences and tendencies, and graphic design philosophies are studied throughout this paper to support the objectives of the research and to fill the gaps in knowledge. This thesis utilized online interview questionnaires to gather information and crucial data from the selected respondents, particularly working professionals in the field of art and design, these data were analyzed and interpreted using qualitative methods to ensure clarity. This thesis work concluded with an understanding of the most compelling aspects of the influence of Filipino visual language and graphic design culture. It also introduces 'Anikismo' (Anikism), a term coined by the researcher to describe visual language and graphic design culture in the Philippines. New Historicism, Narrativism, Cultural Cannibalism, and others are also cited in this document to support the main idea of Anikism—the embodiment of the Filipino visual language. This thesis aspires to prepare a framework for the future of Anikism in the Philippine art and design scene and industry.

IICAH2025 Pre-Recorded Virtual Presentations

Humanities - Science, Environment and the Humanities

82538 | *Does Air Pollution Impact Consumer Sentiment in Pakistan: A City-Level Analysis*
Syed Zulqernain Hussain, University of Otago, New Zealand

In this study, the impact of air quality on consumer sentiment is estimated for major cities of Pakistan. Air pollution is a rising concern in Pakistan for the past few years. Apart from a direct impact on the health of households, and a significant risk to the environment; poor air quality has an impact on consumer sentiment in major cities of Pakistan. Consumer confidence survey conducted by the State Bank of Pakistan (SBP) is one of the leading indicators of economic activity. This survey primarily reflects consumers' perceptions about the current economic conditions. The hypothesis whether poor air quality influences consumer sentiment is tested in this study. Consumer sentiment is measured by the Diffusion Index, while the Air Quality Index is used to capture air pollution. Using city fixed effects model on balanced panel data of 5 cities and 36 time periods (bi-monthly), the study estimates whether the consumer sentiment turns pessimistic (diffusion index decreases) in cities with higher air pollution. The coefficient of air pollution is statistically significant and is consistent in all specifications – reflecting that the quality of air pollution does impact consumer sentiment. Control variables such as dummies for floods, Covid, and terrorist attacks for each city are included in this study to gain improved model fit and address the problem of endogeneity.

Immigration, Refugees, Race, Nation

86755 | *Aotearoa New Zealand Histories: A National Narrative, a National Identity*
Jung June Huh, Sungkyunkwan University, South Korea

In 2015, a student-led petition called for creating a history curriculum that taught about the New Zealand Land Wars. As a result, under the Ardern government, the Aotearoa New Zealand Histories curriculum (ANZHC) was drafted and implemented and is now taught in schools nationwide. Initially, there was a bipartisan agreement for the curriculum, but ever since the drafting, there have been ongoing disputes on the content of the curriculum. Ardern originally announced that the ANZHC aims to commit “to a better New Zealand that we can all be proud of, and which recognises the value of every New Zealander” and to cover a “full range of New Zealanders’ experiences.” Since the change of government to the National-led coalition, there has been a proposal to “restore balance” to the ANZHC. Though the balance has yet to be announced, it is crucial to examine what this curriculum envisions for the national identity of New Zealand. According to modernist theory, the nation is a modern phenomenon, an artificially created entity with the possibility of continued existence through the continuation of the perpetuation of the concept by the nation's elites. ANZHC exemplifies what Gellner highlighted as the specialised, state-sponsored education constructed by the nation's elites that seek to unify the people. This article will explore the context of the ANZHC and identify the national narrative, the values it emphasises, the perspectives it includes, and how the curriculum imagines and envisions the New Zealand national identity.

Knowledge

87380 | *Theory of Self-Repetition: A Brief Dive into the Reasons Behind People's Repeating Ourselves Regarding the the Implicitly Known*
D. Tony Sun, Yeshiva University, United States

Sometimes we overexamine ourselves. Today's discourse styles have framed us into a constraint of self-repetitions, in either virtual or traditional, in-person dialogues. Much of this was induced by our dissolving attention span and patience, and yet there is something else that invaded into our discourse and became part of the hindrance to effective speech. This short article presents a tentative “theory” of why we are repeating and telling ourselves things with certainty, mostly in words, that we already knew implicitly and were already able to conceptualize in other forms of meaning-making. Such misplaced, pseudo-necessity can be surprisingly costly in contexts like collegiate classrooms. Beyond, the same question for individuals, what about at the group level for the general public? The author further concludes that this self-repetitive, sometimes toxic pattern is part of what he calls the “common knowledge predicament” in that all of us suffer more or less from the lack of understanding, or even misunderstood conventions, among a supposedly mutually-respected population who are, counterintuitively, subject to the illiteracy epidemic.

Language, Linguistics

89832 | *Intersubjectivity and Emotion in Narratives of Inherited War Memories*
Tomoko Sakita, Doshisha University, Japan

Inherited memory transfer differs from direct experience transfer, but the mechanisms, effects, limitations, and transformations have not been explained in terms of how historical facts are transferred from the first to second and third generations. This study investigates the expression of emotion in narratives of inherited war memories recollected by second-generation WWII Japanese narrators who relate to the wartime experiences of family members. It relies on the theoretical frameworks of stance theory and dialogic syntax with the analyses of lexical and syntactic resonance (Du Bois, 2014). To grasp the emotion conveyed by the narrator, descriptive and evaluative expressions are culminated throughout a narrative. They are examined to determine whose and what emotion is conveyed, their thematic connection, linguistic features and co-occurring expressions, syntactic/textual contexts, and stance. The following conclusions were drawn: First, the narrator highlights “fear” as a theme of the narrative by combining factual and evaluative expressions of both the first generation and himself. Second, the expressions for first-generation evaluation are more direct and simpler, whereas the narrator's evaluation is marked by intensity, approximation, presumptive use, and meta-level talk. Third, the first generation's personal subjectivity turns into intersubjectivity with the narrator. While the first generation receives non-human treatment from enemies, in the intersubjectively constructed narrative world, enemies are described as non-humans. The narrator adds rhetorical effects to vividly report the first generation's fear, which leads to the construction of alignment and intersubjectivity with the third-generation listener, evoking feelings of resentment.

IICAH2025 Pre-Recorded Virtual Presentations

89522 | *From Data Points to Polygons: an Innovative Approach to Geolinguistic Mapping*
Hiromi Oda, Tokyo Online University, Japan

This presentation introduces a software tool that implements an innovative type of geolinguistic map, originally proposed by Hideo Suzuki in the 1980s. The software, developed using the R language, automates the map creation process based on word forms and geographic coordinates. Unlike traditional maps, this new type not only displays the locations of word occurrences but also outlines their distribution areas, allowing us to visualize how similar word forms are used in geographically distant regions, such as parts of India and Scandinavia. In Suzuki's time, collecting word data required extensive library research, and mapping involved manually plotting data on large physical maps. Today, with advancements in computing and AI, this process can be fully automated. The software analyzes word similarities using metrics like edit distance, groups the words accordingly, and generates two layers for each group: one displaying the geographic data points, and the other showing a smoothed polygon encircling the distribution area of each group. Both layers can be toggled independently, and multiple word groups can be displayed simultaneously for comparison. The map is interactive, allowing users to zoom in or out and quickly focus on specific regions or word groups. Thanks to recent advances in AI and the availability of online linguistic resources, data collection has also become significantly more efficient. This tool opens up new possibilities for studying language distribution patterns on a global scale. This software tool is implemented using R and its geographic computing libraries, all of which are generously available under open licenses.

87823 | *Standardizing Borrowed Pronunciations: Bridging the Gap Between Native and Adopted Languages in Indian and Japanese English*
Aneesah Nishaat, Higashi Nippon International University, Japan
Syed Wasim Parvez, Independent Scholar, India

Introduction: English, like many other languages, evolves by incorporating words and expressions from diverse languages and cultures. This naturalization process, however, often results in significant changes in meaning, pronunciation, and other aspects of the borrowed terms. These alterations can sometimes lead to confusion and feelings of alienation among native speakers of the original languages. This study examines the pronunciation of Indian English words and expressions, noting discrepancies between their standard pronunciations in major English dictionaries and their native pronunciations. Methodology: We analyzed a selection of Indian and Japanese English words and expressions using standard pronunciations from The Oxford Online Dictionary and the Cambridge Online Dictionary. We compared these standard pronunciations with those of native speakers of the original Indian and Japanese languages to identify discrepancies. Results: Our findings indicate that the standard American and British pronunciations of Indian English words differ significantly from the native pronunciations. This pattern was also observed in Japanese English terms. The discrepancies suggest that these pronunciations may have been standardized without adequate consultation with native speakers of the original languages. Conclusion: The study highlights the need to consider the standard pronunciations of source languages when incorporating borrowed words into English. It proposes that while standardizing pronunciations, the phonetic range of the borrowing language should be used to achieve the best approximation of the original pronunciation. This approach can help preserve the authenticity of borrowed terms and enhance cross-cultural understanding.

Literature/Literary Studies

86997 | *A Preliminary Exploration of Pizarro's Notion of Poetic Indecorum in Villa's Selected Poems*
Philip Donald Herrera, Independent Scholar, Philippines

The study served as a preliminary exploration of Charito J. Pizarro's notion of poetic indecorum using the two criteria she set within the concept which are: 1) vocabulary mobility, and 2) the switching from syntactic logic to metaphorical logic using three of Jose Garcia Villa's poems. The study's findings revealed that these three poems exhibit both vocabulary mobility and switching from syntactic logic to metaphorical logic. In addition, these two criteria functioned as part of the author's stylistic choice and as an attempt to expand the meaning of words. Finally, given these findings, the study also proposed a preliminary definition of what poetic indecorum is in the context of Jose Garcia Villa's poems. Finally, as a venue for further studies, it would be worthy to look at other poems, particularly local ones, and subject them in analysis using the same framework to provide a more thorough discussion on what constitutes and the limits the concept of poetic indecorum.

82899 | *Monster in Frankenstein and Edward Hyde: Eugenics and the Politics of Appearance*
Harisankar Anirudhan, Indian Institute of Technology, India

Lennard J Davis, in the introduction to *The Disability Studies Reader* (1997), argued that the growth of the pseudoscience of Eugenics was primarily founded on the concept of 'normality' and its related implications in nineteenth-century Europe. The fictional character of Edward Hyde in R.L. Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde* (1886) best illustrates the Eugenic theory of ascribing moral deficiency to physical abnormality. Edward Hyde, who stands for the dark side of Dr. Jekyll's character, is portrayed as a short and hideous individual who resembles a troglodyte in appearance. By contrast, Dr. Jekyll is described as a tall, smooth-faced individual with every capacity for kindness and social graces. However, in Mary Shelley's *Frankenstein* (1818), abnormal physical appearance is treated very differently. In this novel, the abnormally large and hideous monster created by Victor Frankenstein, the narrator is inherently kind and helpful but later turns vindictive and revengeful as a result of the ill-treatment and prejudice meted out to him by the 'normal' people around him. Within the narrative world of Mary Shelley's novel, the question of motives and individual morality is more complex and, unlike in Stevenson's novel, is not advertised in an individual's physical appearance. However, by portraying two highly educated European scientists as the originators of Hyde and the monster in *Frankenstein*, Stevenson and Mary Shelley shows the mirror to the Western man who, during the nineteenth century, was constantly ascribing immorality and lack of civilization solely to the wider world outside Europe.

IICAH2025 Pre-Recorded Virtual Presentations

89033 | *Miniature Worlds, Material Power: Objects and Agency in Jessie Burton's the Miniaturist*
Rasha Osman Abdel Haliem, The Higher Technological Institute, Egypt

Jessie Burton's *The Miniaturist* invites readers into a world where the miniature serves as a microcosm of societal complexities. Through the intricate dollhouses and their inhabitants, the novel delves into the blurred lines between objects and subjects in seventeenth-century Netherlands. This paper employs a close reading approach to analyze the symbolic significance of the miniature figures within the narrative. By examining the tension between the human and the doll, the authentic and the artificial, and the interior and exterior spaces, this study enforces the impact of materialism on characters' decisions. The analysis reveals that the miniature figures are not merely passive objects but active participants in the narrative. They negotiate key dichotomies, challenging the rigid boundaries between the real and the imagined, the living and the inanimate. Burton shows the pervasive influence of consumer culture, where material possessions can both satisfy and enslave. The meticulous craftsmanship of the miniature figures symbolizes the allure of materialism, while the characters' struggles with their desires highlight the dangers of being consumed by material possessions. The paper contributes to ongoing scholarly discussions about the relationship between material culture and identity, offering a fresh perspective on the ways in which objects can shape readers' perspectives. By exploring the tension between individual desires and societal expectations, the novel invites readers to consider how one can choose to live a meaningful life that is not governed by materialism and consumerist values.

Media, Film Studies, Theatre, Communication

86319 | *Mixed-Media in Christian Theatre: Enhancing Performance Through Technology in Zion Royal Theatre's Productions in Nigeria*
Olumide Oki, Mount Zion Institute of Christian Drama, Nigeria

The advent of mixed-media in theatre has revolutionized the landscape of performance arts, offering unprecedented avenues for creativity and engagement. In the Nigerian Christian theatre space, the application of mixed-media in performance is a recent phenomenon being popularised through the recent productions of the Zion Royal Theatre which employs a variety of multimedia elements such as digital projections, interactive screens, and advanced soundscapes to augment the traditional theatrical experience. This study explores the integration of mixed-media technologies in Zion Royal Theatre's production of Festus Dairo's "Alajuwon" an adaptation of Mike Bamiloye's *God's Are Dead* and Festus Dairo's production of Mike Bamiloye's *Darkest Night* to illustrate the use of technological innovations in conveying profound Christian themes and narratives with greater immediacy and impact. The study engages synesthesia perception theory to highlight the active role of technology in manipulating audiences' perception to ensure effective communication through aesthetic experiences, facilitate immersive and emotive audience experiences, and align sensory engagement with spiritual enlightenment. Based on qualitative analysis and audience feedback, the research emphasizes the potential of mixed-media in engaging contemporary audiences and promoting a deeper understanding of biblical stories and principles. It shows that using technology strategically enhances the sensory experience of theatre-goers and serves as a powerful tool for evangelism and cultural discourse. Furthermore, it contributes to the wider discussion about the combination of faith, art, and technology, suggesting that the future of Christian theatre in Nigeria depends on its ability to adapt and innovate while staying rooted in spiritual and cultural heritage.

Philosophy, Ethics, Consciousness

88239 | *Organizational Empowerment and Psychological Well-Being Among Social Workers in Hong Kong*
Hoi Nga Ng, Saint Francis University, Hong Kong
Kam Weng Boey, The University of Hong Kong, Hong Kong

The Hong Kong government had reduced funding for the services provided for non-governmental organizations (NGO) since 2000. Social workers must cope with heavier workload and are experiencing great stress in the workplace. They certainly need to empower themselves before empowering their clients. This study examined organizational empowerment and psychological well-being of social workers in non-governmental organizations. A questionnaire consisted of items on sociodemographic characteristics, empowerments, and psychological well-being was designed for data collection. A total of 341 completed questionnaires were gathered (response rate = 68.2%). Additionally, 56 completed questionnaires were collected through personal network. Mean age of the total sample was 34.5 years old. More than half (66.3%) of them were females and 81.1% attained a Bachelor's degree or above. Among the four components of organizational empowerment, opportunity for learning and development was perceived as most accessible, followed by access to information and supports. Resources for work were considered least accessible. While opportunity for learning and development exerted no significant effect on psychological well-being, access to information, resources, and supports were significantly associated with psychological well-being, which was mediated via psychological empowerment. Non-governmental organization should provide greater supports and resources for social workers in the workplace. To promote psychological well-being, organizations need to ensure that their staff members subjectively feel being empowered.

IICAH2025 Pre-Recorded Virtual Presentations

Teaching and Learning

89701 | *The Application of Gamification in Economics Classrooms: Implications for Initial Teacher Education Curricula*
Beatrice Ngulube, Tshwane University of Technology, South Africa

Today's learning environment has become so digitalised that innovative, engaging and creative pedagogical strategies are needed to make learning fun and enjoyable. Research has shown that gamification as a teaching method can be utilised to enhance participation, attention, performance and learner motivation in various subjects and disciplines. Therefore, it is imperative for Economics pre-service teachers to be equipped with suitable active teaching and learning strategies based on digital games; and attract the attention of the diverse millennium learners. To understand the importance of gamification as an effective teaching strategy a qualitative study was carried out to review 30 published research on gamification using a systematic literature review. This was complemented with focus group interviews where twenty final year students were interviewed in four groups of five each. The study found out that gamification is a powerful teaching strategy that reinforces motivation and develops learners' creative problem-solving skills. Techniques which were reported as commonly used include but are not limited to rebuses, anagrams, crosswords, word associations, memory games, quizzes and "Break the Wall. Gamification is very versatile since it can be used in online learning as well as face-to-face. Research of this nature is crucial because learners need to learn in a fun, creative and challenging way. It is recommended that teacher education and other education institutions should equip educators with digital teaching strategies which engage, motivate and enhance learner performance.

88870 | *Teaching Global Issues: Approaching Urban Space from a Community Perspective Via SDG 11*
John Guy Perrem, Muroran Institute of Technology, Japan

This presentation examines urban public space through the framework of Sustainable Development Goal 11: Sustainable Cities and Communities. It encourages educators to rethink urban spaces as not merely physical environments, but as socially and politically constructed areas that shape everyday life (Hall, 2010). Drawing on urban theory, examples of marginalized communities in New York City and the privatization public space in Japan will demonstrate to teachers how international case studies in urban design can perpetuate social inequities (Knox & Pinch, 2010). The presentation will show how the physical design of public spaces impacts social interactions, access, and power dynamics, with reference to the shaping of public spaces in Northern Ireland through political symbols that define territorial boundaries (Murtagh, 2008). These insights will prompt educators to guide their students toward understanding the implications of urban planning and its relationship to power and inequality. The presentation connects these ideas to the global goals outlined in SDG 11, emphasizing the importance of inclusive and equitable urban spaces. By exploring how urban spaces are planned and experienced, this presentation offers a valuable perspective for teachers, helping them to adopt a more critical and global understanding (Maley & Peachey, 2017) of the role of public spaces in shaping urban life. This approach can be pivotal in developing students' awareness of urban spaces as both physical and social constructs.

88826 | *A Study of Teachers' Teaching Beliefs in Underachievers' Learning*
Chia-Yi Chu, National Taiwan Normal University, Taiwan

The purpose of this study was to understand that in the "Project for the Implementation of Remedial Instruction (PRIORI)" students were from low socioeconomic backgrounds. Due to insufficient early life experience, they had poor motivation and learning helplessness at school age. As for teachers, because of the teaching time was after school, in terms of sources of teachers, in addition to school teachers, they can also get the position by studying relevant credits. However, because students' learning levels vary greatly, the beliefs held by teachers in the teaching process are of great importance. There were 6 subjects in total in this study, including three outstanding model teachers. Their backgrounds include teacher training, housewife, computer engineer, and three other school teachers with teaching experience in PRIORI. And This study focuses on Chinese teaching, the teaching beliefs and teaching strategies adopted. The research method was semi-structured interview data and coding to understand the components of their teaching beliefs, and to analyzed teachers' strategies in teaching operations. There were three research results. First, teachers from different backgrounds have teaching beliefs that take students' learning motivation as the primary consideration; Second, teachers can maintain students' learning effectiveness by adding forms of teaching that were different from daily teaching, such as games and self-compiled worksheets. Third, the Chinese language teaching hours were short and require long-term intervention, which was the same as the research results of many domestic studies. Based on the results of this study, reference for policy adjustments and teacher teaching was provided.

IICE2025 Pre-Recorded Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

87354 | *Integrating ChatGPT into English Writing Education: A Case Study*
Terumi Miyazo, Tokyo University of Science, Japan

Since its broader public release in November 2022, generative AI has significantly transformed educational practices. This presentation showcases a case study from 2023, conducted at a university in central Tokyo, where ChatGPT was integrated into undergraduate English classes to enhance academic writing proficiency. The study involved using ChatGPT as an academic consultation tool to help students refine the content and structure of their essays. The presentation outlines the course design process, guided by the ADDIE model (Analysis – Design – Development – Implementation – Evaluation), and includes initial survey results assessing students' perceptions and readiness for adopting this new technology. Visual demonstrations will highlight specific functionalities of ChatGPT that support the writing process, offering practical teaching tips, potential challenges, and strategies for effective integration. By bridging research and pedagogy, this presentation explores how educators can adapt to emerging technologies, providing valuable insights for future teaching practices in the evolving landscape of language education.

This abstract has benefited from the use of AI-assisted technologies to enhance language clarity and readability.

87687 | *A Study on the Application of Exploratory Factor Analysis to Emotional Vocabulary in Electric Vehicle Exterior Design*
Yen-Wen Chen, National Cheng Kung University, Taiwan

This study uses exploratory factor analysis to help students classify and apply descriptive adjectives to electric vehicle exterior designs. It enhances sensory abilities with images and improves cognitive understanding and judgment of adjectives, aiding in evaluating the design vocabulary and offering a new educational model. The study has several phases: First, vehicle models are divided into sharp-edged and rounded categories. 300 descriptive adjectives are selected from both. Twenty-five participants filter these adjectives through physical questionnaires, selecting the most suitable ones. Using expert methods, eight adjective groups are chosen: "streamlined", "nimble", "smooth", "comfortable", "well-proportioned", "modern", "steady", and "crisp". Next, data is collected through online questionnaires featuring 30 black-and-white, background-removed car images at a 45-degree angle. Each image is evaluated based on the eight adjective groups. From 77 cars, 30 representative vehicles are selected, and data is gathered through online questionnaires. Sixty valid questionnaires are collected to understand critical factors in electric vehicle exterior design. SPSS analysis shows these adjectives can be categorized into two components: "modern and sleek" and "robust and comfortable". The KMO value is 0.783, indicating suitability for factor analysis. The variance explained by the components is 56.56% and 33.79%, respectively, cumulatively explaining 90.35% of the total variance. These components explain most of the variation in evaluating electric vehicle design, providing a precise basis for assessment. In conclusion, this study enhances educational applications, teaching participants effective thinking and improving their understanding of images and adjectives. It provides new methods for future electric vehicle design and educational research.

87680 | *AI-Driven Financial Education: Assessing Long-term Student Engagement and Investment Behavior*
Jon Gorham, Chuo University, Japan
Daniel Mills, Ritsumeikan University, Japan

Building on our previous research on promoting financial literacy among university students through innovative pedagogical approaches, this follow-up study assesses the long-term impact of integrating ChatGPT, a generative AI tool, into a Japanese university elective class focused on financial literacy. In the initial study, thirty students from a private university in Eastern Japan participated in a 14-week course taught in English. The course used a generative AI tutor to explore personal finance topics. Students created learning artifacts and were evaluated through surveys measuring Financial Knowledge, Behavior, and Attitude. This follow-up study revisits the original participants to evaluate whether they followed the advice given and the extent to which they have begun their investment journeys. We investigate adherence to regular investing practices and engagement with financial concepts. The methodology includes quantitative surveys and qualitative interviews to measure changes in financial behavior and attitudes over time. Preliminary findings suggest a sustained positive impact on student learning outcomes, with many participants continuing to apply the financial principles learned during the course. The results provide insights for educators, researchers, and practitioners on the long-term efficacy of generative AI in financial education, highlighting how continuous engagement with AI tools can support students in achieving a secure and informed financial future.

88961 | *Academic Performance in the Digital Age: A Comparative Study of ICT Impact in Cambodia, Japan, Korea and Mongolia*
Hiroyoshi Hiratsuka, Aoyama Gakuin University, Japan
Olesya Falenchuk, University of Toronto, Canada

This paper seeks to examine the differential impacts of ICT on student performance across these four distinct contexts. While countries like Japan have rapidly adopted advanced technologies, the impact of ICT on education in less technologically advanced countries remains underexplored. This study aims to fill this gap by conducting a comparative analysis of how ICT affects student performance in Japan and Korea, technologically advanced nations, and Cambodia and Mongolia, a less technologically developed country that participates in PISA assessments. Our study focuses on the Japanese, Korean, Cambodian and Mongolian student populations. This research explored the connection between ICT factors and student scores in mathematics, reading, and science from the PISA assessments. For this study, we used only student achievement and student questionnaire data with specific variables. We are going to explore whether composite scores can be created for each of the ICT domains. Separate regression analyses will be conducted for each of the academic performance domains. All statistical analyses will be performed using *intsvy* package in R. Understanding these differences is crucial for policymakers and educators aiming to optimize the use of ICT in education, especially in Cambodia and Mongolia where resources are limited. By comparing Japan and Korea with Cambodia and Mongolia, this study contributes to the broader discourse on the role of technology in education across different economic and technological landscapes.

IICE2025 Pre-Recorded Virtual Presentations

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

88745 | *Assessing Teachers' Views on Inclusive Education and Perceived Efficacy in Inclusive Practice*

Hoi Nga Ng, Saint Francis University, Hong Kong

Kam Weng Boey, The University of Hong Kong, Hong Kong

Chi Wai Kwan, The University of Hong Kong, Hong Kong

Advocators of inclusive education (IE) argue that all students should have equal learning opportunities. They believed that students with special educational needs (SEN) would benefit in academic performance, social relationship, and mental well-being through learning in a common regular class. However, findings on efficacy of IE are mixed. Among many factors that influence the efficacy of IE, teachers' views on IE play an important role. This study examined teachers' views and perceived teaching efficacy regarding inclusive education. A questionnaire was put online and invited teachers' participation in an institution of higher education in Hong Kong. Participation is voluntary and anonymous. Teachers were invited to complete the online questionnaire in 10 days. A total 107 teachers with a mean age of 49.5 years old (SD = 11.4) responded to the online survey. One-sample t-test showed that the mean scores of teachers' views on IE was above the conceptual midpoint (t-value = 4.25, $p < .001$). This finding indicated that teachers were positive in their attitudes towards IE. Moreover, their views were significantly related to efficacy in teaching IE ($r = .53$, $p < .001$). Teachers' showed positive views and perceived efficacy in teaching IE, which are expected to facilitate the implementation of IE. Researchers may examine other factors that may hamper the efficacy of inclusive education.

Educational Policy, Leadership, Management & Administration

88989 | *Effects of Admission Requirements to the National Certificate Vocational Programme: A Case of Mopani Technical and Vocational Education and Training College*

Vincent Mahlangu, Mopani TVET College, South Africa

This article focuses on the study conducted to investigate the effects of using various admission requirements at Technical and Vocational Education and Training (TVET) Colleges in South Africa. The major challenge of this study is the admission of students at TVET colleges using various entrance requirements. This study was based on a pragmatic research paradigm, mixed method research design, and both qualitative and quantitative research approaches and the attribution theory. The population of this study was lecturers and students of Mopani TVET College. In this paper, purposive sampling and random sampling methods were used to select the participants of the study. The sample of this study was five Lecturers and thirty students from Sir Val Duncan campus and five Lecturers and thirty students from Phalaborwa campus. In this study, individual interviews were used to collect data from Lecturers, and questionnaires were used to collect the data from the students. Thematic Data Analysis Method was used to analyse data collected by interviews and SPSS was used to analyse the data collected by questionnaires. The findings of the study revealed that admission requirements at TVET colleges are too vague and unfair because students with and without grade 12, are thrown in the same pool. The study concludes that relevant stakeholders review the admission policy.

89762 | *Kebede Michael and the Ethiopia-Japan Academic Partnership: A Review*

Hoang-Nam Tran, Tokushima University, Japan

Cheng-Hai Jin, Tokushima University, Japan

Afewerk Kassu Gizaw, Armauer Hansen Research Institute (AHRI), Ethiopia

Kebede Michael, a prominent Ethiopian intellectual, is celebrated for pioneering academic cooperation between Ethiopia and Japan in the mid-20th century. His book "Japan Indemin Seletenech" stand out as reflections of his vision for Ethiopia's development and his admiration for Japan's modernization model. This review focuses on his strategic efforts to foster bilateral relations through educational and cultural diplomacy, emphasizing his vision of learning from Japan's rapid modernization while maintaining Ethiopia's national identity. We conducted historical and contextual analysis, content analysis of Kebede's works, comparative educational diplomacy framework, based on the books, articles, research papers, and archival documents authored by Kebede and other relevant scholars to analyze his role in shaping Ethiopia-Japan academic relations. The findings highlight his advocacy for Ethiopian students to pursue higher education in Japan, particularly in science and technology fields, positioning Japanese education as a model for Ethiopia's modernization efforts. By critically assessing these sources, the review demonstrates how Kebede's intellectual diplomacy—based on education and cultural exchange—laid the foundation for lasting academic cooperation. Furthermore, it evaluates the long-term influence of his contributions, revealing how his ideas continue to impact current partnerships between Ethiopian and Japanese universities, with important implications for research collaborations, student exchanges, and capacity building.

IICE2025 Pre-Recorded Virtual Presentations

87615 | *Parental Perceptions of the Competence-based Secondary School Curriculum and Support for Schools in Uganda: Participatory Approaches*

Alice Wabule, Cavendish University Uganda, Uganda

Among the reforms introduced to enhance skills development in Uganda's secondary school graduates, is the Competence Based Curriculum (CBC). This approach to learning emphasizes demonstration and other experiential methods in developing knowledge, skills, attitudes, and applying them to real life situations. Emphasis is on learning in the communities for ownership and responsibility, thus, enlisting stakeholder support for supervision and providing feedback to the teaching and learning processes. Implemented in the year 2000, the first cohort of students will sit for ordinary level examinations in October 2024. However, concerns have been raised by stakeholders about the curriculum. This paper presents findings of a study that aimed to ascertain how parental perceptions and understanding of the revised curriculum impacts support to schools. Conducted in three secondary schools, the study adopted the pragmatic learning theory (Dewey 1948) that focus on how children learn, are socialized at home, school and in surrounding environments. Central is that children learn through experience, and that parents, teachers and the school are systems in which education functions. A qualitative study involved 31 participants: 10 parents, 10 students, 8 teachers, and 3 administrators. Findings showed that majority of the parents were unfamiliar with the curriculum. Concern was that media information on what children learn and the modes of assessment was distorted, conflicting and unreliable. Further, it explains how joint engagement with parents and other stakeholders as co-researchers through action research initiative of 'community conferencing' in local languages raised awareness, subsequently, enhanced understanding of parental roles in support for schools.

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

87395 | *The Relationship Between Engagement and Burnout in the Native Language Context and English as a Foreign Language*

Kristopher McEown, The University of Tokyo, Japan

James Ellinger, Nippon Medical School, Japan

Maya McEown, Waseda University, Japan

Rieko Nishida, Osaka University, Japan

Academic engagement has recently been attracting attention as a factor that contributes to success in language learning. Academic burnout is considered to be the opposing factor of academic engagement, however there are very few studies that focus on burnout in the context of language learning. Therefore, the aim of this study was to explore the relationship between academic engagement and burnout in the context of the native language (Japanese) and a foreign language (i.e., English). The research method used was a questionnaire survey, and the participants were one hundred twenty-two Japanese university students. The same questionnaire items for academic engagement (agentic engagement, emotional engagement, cognitive engagement, and behavioral engagement) and burnout (exhaustion, cynicism, and sense of inadequacy) were administered twice to all participants, once for the Japanese context (native language) and once for the English context. The results showed that (1) most of the four types of academic engagement were negatively correlated with three types of burnout subscales. However, (2) the patterns of correlation were somewhat different between the native language context and the foreign language context. In addition, when looking at the correlations of academic engagement between the native language and foreign language contexts, there were many subscales that showed high correlations, and when looking at the correlations of burnout, the correlations were also quite strong for each context. In this presentation, we will discuss the relationship between academic engagement and burnout in each learning context in depth based on these results.

87393 | *The Relationship Between Trait Emotional Intelligence, Academic Stress, Burnout, and Perceived Self-Competence in Learning English and Languages Other Than English*

Maya McEown, Waseda University, Japan

Rieko Nishida, Osaka University, Japan

Kristopher McEown, The University of Tokyo, Japan

James Ellinger, Nippon Medical School, Japan

In recent years, research into second language acquisition has begun to focus on investigating the role of between personality and emotions. Trait emotional intelligence (EI) is thought to be an important personality predictor that may explain not only positive and negative emotions in learning, but also learning success and failure. This study investigated the relationship between trait emotional intelligence, perceived self-competence, and negative emotions such as academic stress and burnout in various language learning settings. In particular, it examined these factors in an English as a foreign language context and languages other than English (LOTEs) such as Chinese, German, and French as a second foreign language context. The survey was conducted using a questionnaire, and four hundred thirty-five Japanese university students participated. The results of the questionnaire showed that the four types of trait emotional intelligence (well-being, self-control, sociability, emotionality) were positively correlated with perceived self-competence, and negatively correlated with three types of burnout (cynicism, exhaustion, and sense of inadequacy), academic stress in English and overall LOTE contexts. However, the correlation patterns were somewhat different among languages (English, Chinese, German, French, etc.). In this presentation, we will discuss in depth the relationships between emotional intelligence and the aforementioned factors across various languages.

IICE2025 Pre-Recorded Virtual Presentations

87909 | *Empowering Education with AI Tunes: Enhancing English Pronunciation Through Customized Musical Interventions*
Lingling Liu, Proopro Co., Ltd., Japan

The potential of music to activate the brain and enhance learning is widely recognized (Arleo, 2019; Hidayati, 2020), yet its application in English education remains underexplored. Grammatical errors in popular songs can mislead students, and creating educational songs requires specialized knowledge, posing challenges for teachers (Liu, 2023). AI music generation technology offers a convenient solution by tailoring songs for educational purposes. While its benefits in English education have been demonstrated (Takano, 2024; Liu, 2024), its effectiveness in pronunciation instruction requires further research. This study conducted a two-week investigation involving 24 university students in China, divided into experimental and control groups of 12 students each. The experimental group used AI-generated English songs, while the control group followed traditional methods. Results indicated significant improvements in pronunciation accuracy within the experimental group, leading to more stable and enduring learning outcomes. There was a significant difference in scores between the experimental and control groups ($p < 0.05$). The study confirms the potential of AI-generated songs to enhance English pronunciation learning, particularly by increasing student engagement and motivation. These findings suggest that AI-generated music could complement traditional language learning methods, leading to more effective and enjoyable educational experiences. Further research with larger samples and in diverse contexts is recommended to fully realize AI's benefits in language education and explore its broader applications.

89585 | *Transforming Passive Learners into Active Participants: Adapting Literature Circles for Reflective Learning in Online Language Education*
SooJin Jung, Defense Language Institute Foreign Language Center, United States

This presentation examines the role of passive learners in online foreign language education, particularly in the context of an advanced Korean language course. Often misunderstood as disengagement, passive learning can serve as a foundation for reflective and autonomous learning. Through the adaptation of Literature Circles, this study explores how structured, role-based tasks can transition passive learners into active participants. In a 19-week online Korean course, five students were assigned specific roles such as Summarizer and Questioner, tailored to their individual learning styles. These roles facilitated passive engagement through pre-recorded voice tasks, preparing students for live interactive discussions of the Korean short story "That Woman's House". The study demonstrates that passive learners, when given structured opportunities for reflective engagement, can successfully transition to active participation, contributing to critical discussions and literary analysis. This approach highlights the importance of passive learning as a precursor to active engagement, especially in foreign language education. By fostering both reflective and interactive learning, the method provides a pathway for developing critical thinking and deeper comprehension in foreign language classrooms. This study underscores the potential of integrating structured, reflective tasks into language instruction to support diverse learner needs and enhance applied linguistics practices in online education.

Higher Education

85341 | *Vocabulary Knowledge As Predictive of First and Second-Language Writing Competence*
Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Alaa Mahmoud, Prince Mohammad bin Fahd University, Saudi Arabia
Arifi Waked, Prince Mohammad bin Fahd University, Saudi Arabia

Vocabulary knowledge is known to be an important component of writing performance in learners' first and second language. In the present study, we examined the extent to which knowledge of the meaning of written words could predict performance in English written communication courses ($M = 79.20\%$; $SEM = 1.66$) and Arabic written communication courses ($M = 88.57\%$; $SEM = 1.37$). The Peabody Picture Vocabulary Test (PPVT) was used to measure the vocabulary knowledge of unbalanced Arabic-English bilingual speakers. Each of the two forms of the PPVT (A and B) contained 240 single test words arranged in order of increasing difficulty. Before the study, an English and Arabic version of each form was developed with all words presented in a written format. A test word consisted of four drawings from which students had to select the drawing that matched the written test word. If a student's English vocabulary knowledge was tested with one PPVT form, Arabic vocabulary knowledge was tested with the other form in a counterbalanced order. As expected, English vocabulary errors ($r = -.70$, $n = 42$, $p < .001$) predicted poor English written-communication grades, whereas Arabic vocabulary errors ($r = -.64$, $n = 42$, $p < .001$) predicted poor Arabic written-communication grades. However, no cross-language predictions reached significance. These findings indicate that the retrieval of semantic information is largely language segregated in unbalanced bilingual speakers. They also imply that highlighting the semantic connections between English and Arabic words may increase writing competency in the foreign language.

International Education

88752 | *From Hiroshima to Hawaii: Deepening Study-Abroad Experiences Through Historical and Intercultural Education*
Mitsuko Takei, Hiroshima Shudo University, Japan

This study highlighted the need for a university course that integrates both historical and intercultural education. While Hawaii is a popular study-abroad destination for Japanese students, some participants struggle to immerse themselves fully in the English language, due to the prevalence of Japanese language and culture, creating a tension between comfort and immersion. Moreover, the underlying deep cultural and historical connections between Japan and Hawaii are often overlooked. To address these gaps, a university in Hiroshima, in collaboration with a Honolulu-based institution, developed a course designed to enhance students' understanding of the historical ties between Hiroshima and Hawaii. The course focuses on the challenges faced by Japanese immigrants and the significant contributions of Japanese Americans to Hawaiian society and culture. It incorporates a variety of pedagogical approaches, including lectures, guest speakers, discussions, and research projects, and encourages students to engage critically with both historical and intercultural dynamics. Using Reflexive Thematic Analysis, this study examined weekly reflections submitted by students throughout the course. The analysis identified four key themes: (1) learning and discovery, (2) personal and cultural connections, (3) critical analysis of historical narratives, and (4) application and integration. These themes trace the progression of students' understanding from initial curiosity to deeper critical reflection. The results of the study suggest that integrating historical context with reflective practice in intercultural education enhances students' critical thinking and intercultural competence significantly, offers valuable insights for future curriculum design, and provides a model for enriching study-abroad experiences.

IICE2025 Pre-Recorded Virtual Presentations

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

87427 | *Barriers to Employment for Graduates of State Vocational High Schools in Indonesia: A Study in the Special Province of Yogyakarta*
Daniel Jaya, Yogyakarta State University, Indonesia
Sutarto Hadiprayitno, Yogyakarta State University, Indonesia

This study aims to reveal the inhibiting factors for graduates of SMK Expertise Competency in Building Modeling and Information Design (DPIB) to get their first job. This research is a quantitative descriptive research. Data were obtained through questionnaire surveys and documents. The research population is SMKN organizing DPIB Expertise Competency, SMK graduates, and construction service companies in Yogyakarta Special Region Province. The research sample was determined purposively. Each district/city is represented by one SMK Negeri. Data were collected through observation, questionnaires and documents. Instrument validity uses questionnaire content validity based on expert judgment. Data analysis uses descriptive statistics and is presented in the form of graphs and data tables. The results showed that 52% of respondents chose to continue their education, 45% worked and 3% were entrepreneurs. As many as 44% of respondents who work for < 6 months. A total of 46% of respondents agreed that the obstacle to getting a job was inappropriate skills or competencies. 50% of SMK alumni applied to work at an internship site to get a job. Although SMKN provides training support and cooperation with industry, there is still a gap between the abilities of graduates and the needs of the world of work. Efforts to increase graduate employment require stronger synergy between SMKNs, businesses, industries, and the government.

Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science

89605 | *Post-pandemic Academic Libraries Outreach to International Students: Pre-COVID Comparison and Impacts*
Jane Lah, University of Southern California, United States

For many academic libraries, international student outreach diminished after the widespread return to campus. This may be caused by many reasons, such as prioritized outreach targeted for a larger, more general audience, reduction in capacities, and a lack of awareness for this need. However, the consequences of the resulting gap are extremely detrimental to international students starting their academic careers in U.S. universities. Reviewing the literature from pre-pandemic years reveals insight into the attitudes towards and services available to international students. Culturally, the relationship between international students and their home libraries vary drastically from U.S. academic libraries. Expectations also vary from country to country and the library education for international students should be one of the first learning opportunities to equip students to become globally informed and culturally sensitive students. Without facilitating a relationship between international student studies and academic libraries, students lose access to valuable resources, services, and information, which inhibits student success. Academic libraries that value equity and inclusion should reintegrate the loss in international student service to champion student success and redefine the key role of libraries for student success. This presentation hopes to discuss strategies and the need to reevaluate the library environment and role for international students. It also aims to encourage librarians to develop their cultural understanding for the students they teach and support. (References for abstract available upon request).

Learning Experiences, Student Learning & Learner Diversity

89718 | *Fostering Creativity in Pre-University Students Using the Extended Flipped Classroom Model and TTCT Framework*
Sahrnizam Kasah, Maktab Duli Pengiran Muda Al-Muhtadee Billah, Brunei
Norsadiyah Raduan, Maktab Duli Pengiran Muda Al-Muhtadee Billah, Brunei
Anitasartini Tarip, Maktab Duli Pengiran Muda Al-Muhtadee Billah, Brunei

This study investigated the impact of the extended flipped classroom model (eFCM) on the creativity levels of pre-university students in Brunei Darussalam. The eFCM was implemented to optimise in-class time, enabling students to enhance their creativity through the Torrance Tests of Creative Thinking (TTCT) framework. The objective was to assess the effectiveness of TTCT in fostering creativity among students (n=15). Project work was evaluated using a rubric based on TTCT indicators - fluency, flexibility, originality, and elaboration - adapted by institutional tutors. Results showed that most students demonstrated strong creative thinking, particularly in flexibility and originality, and were classified as "very creative". A phenomenographic approach, incorporating pre- and post-tests, was used to explore variations in students' learning experiences during in-class activities designed to foster creativity and deeper understanding. The findings revealed a significant reduction in Conception A (lowest level) students from 86.7% to 33.3%, while Conception B students increased from 6.7% to 46.7%. Notably, the 6.7% initially in Conception C transitioned, with 20% of students emerging in Conception D (highest level) in post-test analyses. These shifts indicate an improved higher-order learning process, further validated by the students' enhanced TTCT scores. The study concludes that the eFCM-TTCT positively influences both creativity and deep learning. The findings suggest that integrating flipped classroom models with the TTCT framework is an effective strategy for fostering creativity in education. Future applications should refine and expand this approach to further enhance student engagement and creativity in various educational contexts.

IICE2025 Pre-Recorded Virtual Presentations

84430 | *Analysis of Constructivist Learning Management and Scholastic Satisfaction of Secondary Students in a Hyflex Learning Modality*
Thea Suaco, University of Baguio, Philippines
Christiana Elvira Sta Maria, University of Baguio, Philippines

Following the end of the Covid-19 pandemic as a public health crisis, the Department of Education has recognized the importance of reintroducing face-to-face classes in a gradual manner. This study is relevant and responsive to the current need of the educational sector and will strengthen new procedures being implemented for the utmost attainment of SDG 4. The objective of this study is to assess the agreement of high school students regarding scholastic satisfaction and presence of constructivist learning management in a hyflex modality in a Science Secondary School in the Philippines. The sample size for this study consisted of 408 respondents who were chosen through random sampling, employing the cross-sectional research design. The findings of this study indicate that students strongly agree that communication, interaction, building relationships, developing skills, managing time, evaluating performance, teaching and learning, all of which are dimensions of constructivist learning management, are present during the Hyflex modality. This implies that the Hyflex modality provides students with an avenue and freedom to express their thoughts, make decisions, communicate with their teachers and peers, and most importantly, participate in decision-making processes. Furthermore, regression analysis reveals that there is a positive link between teaching and assessment ($r=0.78$), moderate correlation between teaching and overall satisfaction ($r=0.54$), and moderate correlation between assessment and overall satisfaction ($r=0.54$). These findings suggest that there is sufficient evidence to support the notion that the teaching and assessment methods employed in the school have a direct impact on the overall satisfaction levels of the students.

87659 | *The Power of Expectations and Implications for Educators and Learners*
Svetlana Davidek, Defense Language Institute Foreign Language Center, United States
Jon Phillips, Defense Language Institute Foreign Language Center, United States

How much influence do the expectations of teachers have on a student's learning and performance? Research illustrates the transformative impact of high expectations on student achievement. But what happens when expectations are low? And how can we, as educators, leverage the power of expectations to maximize student success? This session will cover these points:

1. Research Insights: Explore how teachers' explicit and implicit expectations play a crucial role in students' learning and performance, backed by research.
2. How expectations are transmitted from the teacher to students in the classroom
3. Strategies for how educators can interrupt the damage that low expectations cause.

The presenters will raise awareness of the subtle signals that teachers may inadvertently send to students, communicating expectations that set students up for low performance and failure. Such expectations are soon internalized by learners on the receiving end, reducing or raising their motivation and self-belief and affecting their performance. Participants will leave the session with a practical toolkit of research-based strategies that can help them interrupt the damage that low expectations cause.

87655 | *Self-Reflection and the Interplay of Agency in ESL Learning*
Laura Mendoza, University of Texas at El Paso, United States

Self-reflection in language education has opened the path to deeper understanding of cultural nuances and personal growth, enriching both teaching practices and learning experiences. More recently, authors (Thanh, 2019; Upton & Hirano, 2022) have noted how the inclusion of self-reflection practices in language learning can promote awareness, critical thinking, and autonomy, to name a few. Therefore, the evident intersection between agency and language learning is becoming more significant as this intersection allows learners to take a more enduring responsibility of their language learning processes; to illustrate, language learners can take ownership of their own language learning by setting specific learning goals, highlighting their own strengths and weaknesses, and engaging more deeply in the decisions needed to continue advancing their language skills. For this reason, the present study situates self-reflection as it intersects with the agency and autonomy learners develop as they incur in self-reflection practices. About 80 college students enrolled in English as a Second Language (ESL) courses in an American institution participated in the study. Results demonstrated that, despite many participants expressing confidence in their oral presentation skills, self-reflection practices revealed areas for improvement that they had previously overlooked. Furthermore, the results underscored that integrating self-reflection practices among students can enhance their language acquisition by refining their oral proficiency. These results emphasized that agency and self-reflection are interconnected in language learning; thus, agency provides learners with freedom and responsibility to direct their learning, while self-reflection allows them to evaluate and refine their learning strategies to improve their linguistic skills.

87684 | *Synergy of Vocational Skills and Soft Skills in Shaping Employability*
Divya Atraya, Panjab Univeristy, India
Kuldeep Kaur, Panjab University, India

Proficiency in technical skills is essential for employment in the world being shaped by fifth industrial revolution, yet the cultivation of complementary soft skills remains crucial for career success. National Education Policy 2020 envisions education that prepares students for meaningful and satisfying lives; education that enables personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. The Education Department of Chandigarh Administration (India) has been offering Skills Courses under four broad categories viz., Home Science, Health and Paramedical, Engineering, and Commerce with the aim to enhance employability. The present research paper explores the intricate relationship between vocational skills and soft skills within the context of Vocational Education by seeking and analysing perceptions of teachers and students. Qualitative methodologies being employed for this study presents the prevailing scenario of soft skills development among students enrolled in such Skill Courses. The research examines the extent to which vocational programs equip students with essential soft skills and the evaluation of the role played by teachers. The study findings are envisaged to lead to a comprehensive understanding of the difficulties and opportunities in including soft skills into vocational education so as to inform policy-makers, educators, and industry stakeholders in creating effective courses under vocational programs that prepare school graduates not only for the demands of the emerging workplace but also to lead satisfying lives.

IICE2025 Pre-Recorded Virtual Presentations

89775 | *Factors Influencing Geography Students' Motivation and Their Significance for the Work in a Community-based Research Service-learning Course*

Janine Bittner, Ruhr University Bochum, Institute of Geography, Germany
Janina Kempchen, State Cancer Registry NRW gGmbH, Germany

In this paper, we aim to address the major motivational factors of geography students in general and explore the extent to which these factors were important in working in a community-based research service-learning course. We designed a qualitative interview study as accompanying research to a study project in the bachelor's degree programme at the Ruhr University Bochum. Participation after the end of the course was voluntary; 13 course participants agreed to take part. One area of the interview guideline focussed specifically on motivational aspects. We examined the following research questions: RQ 1 What form does motivation take among participants? What are key factors that drive them in general? RQ 2 What role does motivation play in the work of the study project? The interviews were fully transcribed, and the qualitative data was pseudonymised and analysed by qualitative content analysis using the inductive category formation method. In response to the question regarding different forms of motivation, the following main categories could be identified: "relationship related motivation", "performance-related motivation", "innovation-related motivation" and "personality-related motivation". The highest code frequency is in the main category of "performance-related motivation" which shows the particular importance of things like setting a goal or achieving your own success through your own effort for the students. Followed by "relationship-related motivation", the second most important. For the work in the study project, the motivation factors with a performance reference are precisely those that are relevant. Relationship-related motivational factors, however, played no role in working in the study project course.

84598 | *Revolutionary Agency: Applying Mentorship & Internship to Empower Doctoral Students as Leaders in Their Programs*

Jaclyn Rivard, National Louis University, United States
Jamie Pang, Elgin Community College, United States
Marki Alexander, University of Tulsa, United States
Veronica Wilson, National Louis University, United States

Creating agency within the classroom is critical; creating agency beyond the classroom can be revolutionary. "Empowering students can transform them from passive learners to 'active creators of knowledge'" (Kerrigan, Gelman, & Spring, 2003). Approaching Students as Partners in doctoral programs directly empowers them to contribute to the program and may strengthen their sense of belonging in the scholarly community. This study employs qualitative co-constructed inquiry through partnership of three former doctoral students, and their dissertation chair and professor to explore their experiences in course development as both educative and agentic. Mentorship and internship are examined for their alignment as high-impact practices for doctoral students.

Primary & Secondary Education

87399 | *School-Level and Out-of-School Factors Influencing Academic Performance of Public Secondary Schools in Southern Nigeria*
Olutomiwa Binuyo, University of the Western Cape, South Africa

The role of education in the structural transformation of Nigerian society cannot be overemphasized. The World Economic Forum (2018) revealed that Nigeria has the highest number of out-of-school children, and it is home to the highest incidence of poverty. Even though almost 85 out of 100 could read and write in Southern Nigeria, the academic performance of public-school students in the West African Senior School Certificate Examinations (WASSCE) is poor. The persistent poor performance of Nigerian secondary school students in WASSCE over the years has been a major concern to relevant stakeholders in the education sector. Although the national pass rate in WASSCE has increased considerably over time from 30% in 2014 to 65% in 2020, this improvement varies significantly amongst Nigerian regions. Using a mix of secondary data, literature review, key informant interviews, and open-ended, close-ended survey questionnaires, this study attempts to explain the school-level factors, household factors and other out-of-school factors that influence academic performance in southern Nigerian public senior secondary schools. The surveys were used to collect data from the principals and teachers at the selected schools while semi-structured interviews were conducted with officials at the Teaching Service Commissions. This study catalyzes the achievement of SDG 4 in the Nigerian domain as it helps to identify the factors impeding the delivery of quality education. The findings from this study will inform the policymakers and other stakeholders on the most efficient intervention programs to implement in revamping the educational sector in poor-performing states.

88173 | *Enhancing Learning Environments with Technology*

Jill Tussey, Buena Vista University, United States
Michelle Metzger, Buena Vista University, United States
Jessy Bibler, Buena Vista University, United States
Leslie Haas, New Uzbekistan University, Uzbekistan

Technology has the potential to enhance lessons in the classroom setting. Educators can utilize technology in a variety of methods from embedding interactive games to showing videos and photos to allowing students to demonstrate their understanding of a concept. Drexel University School of Education (n.d.) shares "implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate" (para. 3). Opportunities for natural and organic differentiation in the classroom through the use of technology can benefit students academically and socially-emotionally. In addition to the benefits technology can provide in the classroom, technology can be harnessed to support and increase parent engagement. Covid-19 changed the way that educators and parents can utilize technology in the classroom and home. During the presentation, we will share specific tools and apps that can be utilized to promote learning and engagement. In addition, we will touch upon different ways to seamlessly embed technology into the classroom during literacy, math, and physical education lessons and activities. As former educators in the K-12 setting, we have seen the benefits associated with increased use of technology. While the target audience for this presentation is elementary educators, activities can be adapted and enhanced for older grades. Educators in higher education can also attend and share content, knowledge, resources, and materials with the students in their classrooms.

IICE2025 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

89506 | *Analyzing the Evolving Employment Trends in TESOL Job Advertisements*
Gwendolyn Williams, Auburn University, United States

English for Speakers of Other Languages. The field of Teaching English to Speakers of Other Languages (TESOL) usually requires academic preparation and practical experience, however such training does not always result in securing positions that reflect the level of training (Litzenberg & Fraser, 2023). Examining this mismatch between training and positions has been complicated by the recent pandemic as job seekers face a shift in job requirements and desired qualifications. Such an analysis can be useful to identify the gaps between the content in a teacher preparation curriculum and qualifications sought in positions (Mankki, 2023). This article will review previous studies of TESOL position advertisements before exploring how the pandemic has changed the field as reflected in job announcements. One hundred job full-time job announcements from 2016 were compared with 100 recent job announcements from 2024 to highlight the differences between the ads as far as the qualifications desired, the responsibilities expected, and the context in which the positions occurred. Findings in the study showed a shift from teacher education positions in the earlier data set towards adult ESL positions in the second batch of advertisements. After describing the different trends from the two periods and situating the trends with prior research on job announcement analysis in TESOL (Bailey et al., 2013; Slogoski, 2023), the presentation will provide advice for TESOL teacher educators and ESL job applicants to make them more competitive in today's job market.

89576 | *Integrating Intersectionality into Design Education: A Pedagogical Toolkit for Inclusive UX Practices*
Sang Eun Lee, Drake University, United States

This study investigates how integrating an intersectionality framework into graphic design education can address the growing need for inclusive design practices in today's digital world. Intersectionality is a framework that examines how overlapping identities such as race, gender, socioeconomic status, and disability interact to create complex systems of oppression or privilege. By implementing intersectionality, designers can become more mindful of their responsibility to examine the societal impact on their design choices. Influenced by Bauhaus, traditional design pedagogy fails to adequately prepare students for these modern challenges, particularly in catering to diverse user needs. A pedagogical toolkit was developed to bridge the gap featuring activities developed to help students identify biases and evaluate the societal impact of their designs. Utilizing the Scholarship of Teaching and Learning (SoTL) approach, data was gathered through classroom observations, project progress assessments, and reflective surveys to evaluate the toolkit's effectiveness. Over four weeks, 14 graphic design students were introduced to an intersectional design toolkit. During the process, students participated in several activities, which included creating their identity maps and looking at biased design examples and their negative impacts. This process culminated in redesigning their previously designed app to serve the needs of underrepresented communities better. The study's outcome indicated that integrating intersectionality into the graphic design curriculum enhances ethical decision-making and a deeper understanding of diverse user experiences. This approach prepares future graphic designers with the tools to create inclusive, socially responsible designs, fostering equity and social justice.

89206 | *Fostering Intercultural Competence Through an Italian-Japanese Business Language Course*
Mizuki Mazzotta, Emory University, United States
Simona Muratore, Emory University, United States

Developing intercultural competence is an important goal of world language courses. One of the curriculum designs to foster intercultural competence includes collaborative online international learning (COIL). Although the benefits of COIL have been documented, finding international partners can be a challenge. The present study addresses this issue by partnering students of two different languages, Italian and Japanese, at Emory University. We developed a business language course consisting of learners of Italian and Japanese to enhance students' intercultural competence through collaborative work. The class met twice a week, once together in English to discover the business culture of Italy and Japan, and another time separately to learn business language skills in Italian or Japanese. Language lessons employed task-based language teaching (TBLT) pedagogical approach and community-engaged tasks so that students could work on real-life tasks. Tasks in our course were centered around Business Night preparation and execution. Business Night is an event in which students engage with representatives from Italian and Japanese companies in the local community. Tasks include email correspondence in the target language, in-person interactions at the event, and follow up communication with guest speakers. Seven students of Italian and nine students of Japanese participated in the study. The main data source was students' learning reflective essays which were analyzed qualitatively to identify emerging themes. Results showed that students gained intercultural competence through collaboration with students of the other language. Furthermore, students gained intercultural competence through observation of two faculty of different cultural backgrounds collaboratively teaching a course.

89776 | *"I Will Always Love You": Music as an Innovative Teaching Method for Law*
Christopher Williams, Xi'an Jiaotong-Liverpool University, China

Music is an innovative teaching method that uses interdisciplinary and multimedia approaches to teaching business and intellectual property law to non-law majors. This method emphasizes experiential learning and allows students to engage directly with the material. The presentation aims to share these instructional methods and the insights gained from their application. Central to these innovative teaching methods is the use of multimedia to contextualize legal principles. For instance, in an Intellectual Property course I have taught, the legal dynamics of copyright and licensing agreements are examined through the Dolly Parton song "I Will Always Love You." This unit, which includes excerpts from various recordings, helps students understand copyright law and licensing agreements through the example of Dolly Parton and Whitney Houston's business relationship. Students listen to different song versions, learning what happens when artists do not seek licensing agreements. By incorporating experiential learning into an interdisciplinary framework, students are immersed in the complexities of copyright law, equipping them with the skills to address these issues in their future careers. This approach fosters a learning environment that encourages exploration and application, preparing students to navigate the legal challenges they will encounter in a technology-driven world. At the end of the session, participants will be able to identify the licensor, identify the licensee, and understand the purpose of a licensing agreement.

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The 11th Asian Conference on Aging & Gerontology (AGen2025)

Tokyo

May 11-16, 2025

The 16th Asian Conference on Arts & Humanities (ACAH2025)

The 15th Asian Conference on Cultural Studies (ACCS2025)

The 16th Asian Conference on the Social Sciences (ACSS2025)

Paris

June 10-14, 2025

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The 4th Paris Conference on Arts & Humanities (PCAH2025)

London

July 10-14, 2025

The 13th European Conference on Education (ECE2025)

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The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

Kyoto

November 4-8, 2025

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)

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Tokyo

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