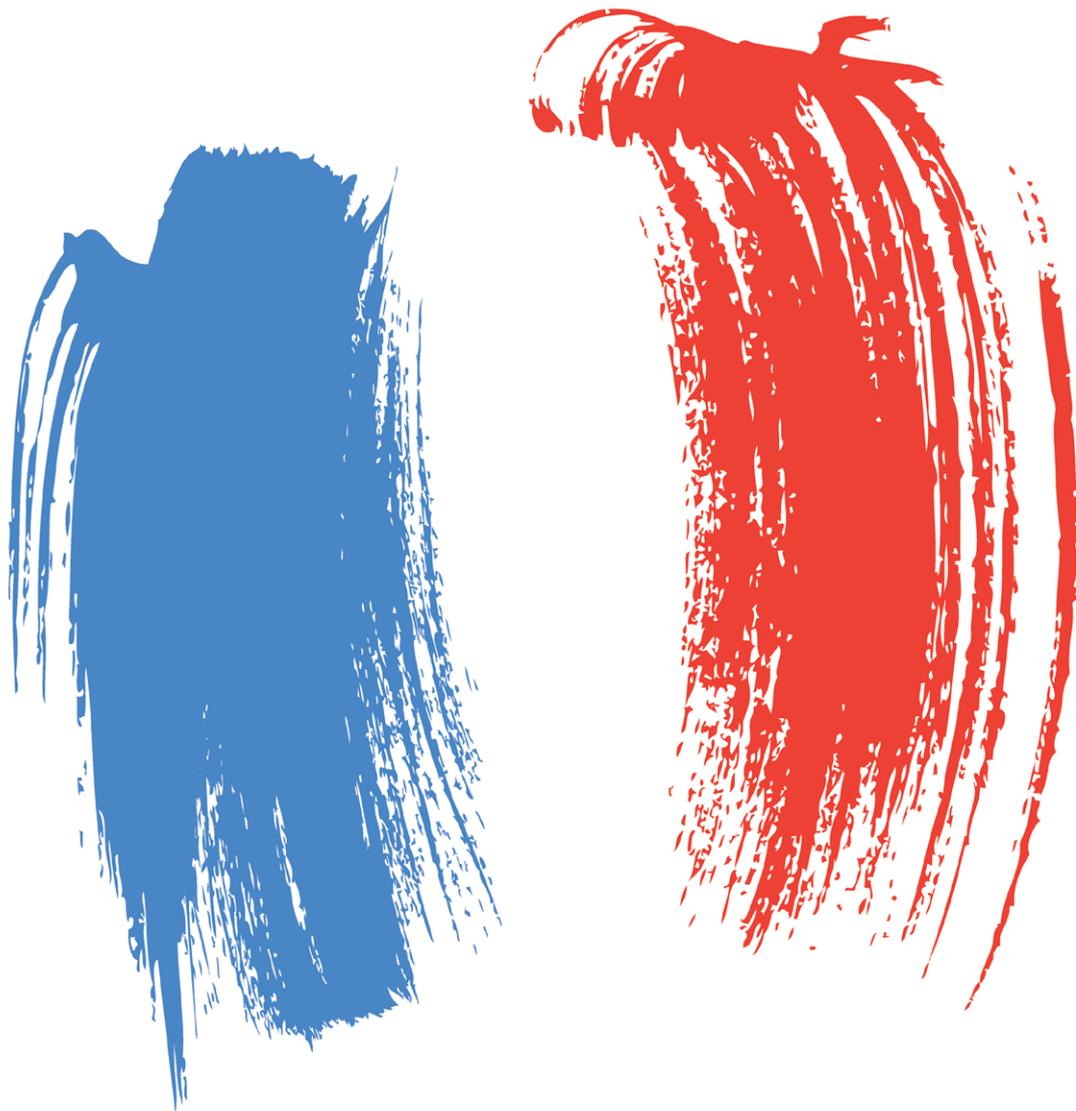


The Paris Conference on Education

The Paris Conference on Arts & Humanities

June 16-19, 2022 | La Maison de la Chimie, Paris, France



## Programme & Abstract Book

Organised by IAFOR in association with the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

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[www.iafor.org/about/partners](http://www.iafor.org/about/partners)

# IAFOR Global Partners



University of Belgrade



Alfred University



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research. The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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# PCE/PCAH2022 Organising Committee



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# Letter of Welcome



Dear Friends and Colleagues,

Bienvenue à Paris!

Paris has always been a city driven by strident ideas, where discussions and debates are lively, open and frequently heated, overflowing into protests, strikes and even revolution. As such, the French capital is among the world's most important cultural and intellectual centers, and a city of great history and energy.

Over the course of its history, Paris has been the venue for real and intellectual battles over ideas, ideals and ideologies; between conservative and reformist, secular and religious, multicultural and national, East and West, and all shades of left and right. The French educational system and its fiercely independent, highly vocal, and hugely influential teachers and lecturers are always at the center of national and indeed international politics and policy. Added to this vigorous public intellectual arena are politicians, writers, journalists, artists, and filmmakers, each bringing a wide variety of perspectives and experience.

As countless scholars have done in difficult times before, we meet in Paris to consider the future and the education of future generations with apprehension, but also with great hope. We come together as educators and colleagues, as researchers and friends, and with the goal of breathing new life into the global and international academic community that is IAFOR.

Human contact, interaction and communication is what drives us, and for many of us over the past couple of years, we have been unable to meet our colleagues, students, teachers, collaborators and even family.

I look forward to meeting you all, and to your active participation in the event.

Warm regards,

**Dr Joseph Haldane**

Chairman & C.E.O, The International Academic Forum (IAFOR)

Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia

Member, Expert Network, World Economic Forum



## June 16 | All times are Central European Summer Time (UTC+2) Thursday at a Glance (Online)

- 10:05-10:20**      **Online Conference Opening Address**  
Joseph Haldane, IAFOR, Japan
- 10:20-12:00**      **Live-Stream Presentation Session 1**  
Room A: Interdisciplinary Education  
Room B: Interdisciplinary Education & Society  
Room C: Foreign Languages Education & Applied Linguistics
- 12:00-12:10**      Break
- 12:10-13:25**      **Live-Stream Presentation Session 2**  
Room A: Interdisciplinary Language  
Room B: Interdisciplinary Humanities  
Room C: Interdisciplinary Arts
- 13:25-13:35**      Break
- 13:35-14:50**      **Live-Stream Presentation Session 3**  
Room A: Interdisciplinary Education  
Room B: Interdisciplinary Education & Society  
Room C: Higher Education
- 14:50-15:00**      Break
- 15:00-16:40**      **Live-Stream Presentation Session 4**  
Room A: Foreign Languages Education & Applied Linguistics  
Room B: Teaching Experiences, Pedagogy, Practice & Praxis  
Room C: Curriculum Design & Development





## June 17 | All times are Central European Summer Time (UTC+2) Friday at a Glance

- 14:30-15:00      Conference Registration | Salle 251
- 15:00-15:15      **Welcome Address & Recognition of IAFOR Scholarship Winners | Salle 262**  
Joseph Haldane, IAFOR, Japan
- 15:15-16:00      **Keynote Presentation | Salle 262**  
*Knowledge sans Frontières*  
Tim Gore, University of London Institute in Paris, France
- 16:00-16:30      **Panel Presentation | Salle 262**  
*Presentation and International Discussion on The Cambridge Handbook of Undergraduate Research*  
Judith Lehmann, Heinrich Böll Foundation, Germany  
Harald A. Mieg, Humboldt-Universität zu Berlin, Germany  
Grant Black, Chuo University, Japan (Moderator)
- 16:30-17:00      Extended Coffee Break | Salle 251
- 17:00-18:30      **Panel Presentation | Salle 262**  
*Whose Heritage? Reconsidering the Museum as a Global Commons*  
Georges Depeyrot, French National Center for Scientific Research (CNRS), France (Moderator)
- Keynote Presentation (17:10-17:40)**  
*From Nazi Spoliations to Ongoing Restitutions in the 21st Century: An Official French Cultural Point of View*  
Anne Liskenne, La Grande Chancellerie de la Légion d'Honneur, France
- Keynote Presentation (17:40-18:10)**  
*Restitution of African Cultural Heritage and Its Challenges*  
Guido Gryseels, Royal Museum for Central Africa (RMCA), Belgium
- 18:30-18:45      Conference Photograph | Salle 262



## June 18 | All times are Central European Summer Time (UTC+2) Saturday at a Glance

- 09:00-10:15**      **On-site Parallel Session 1**  
Salle 269: Arts - Teaching and Learning the Arts  
Salle 234: Design, Implementation & Assessment of Innovative Technologies in Education  
Salle 233: Nurturing Creativity & Innovation: New, Innovative & Radical Education  
Salle 232: Higher Education
- 10:15-10:30      Coffee Break | Salle 201
- 10:30-11:45**      **On-site Parallel Session 2**  
Salle 269: Media, Film Studies, Theatre, Communication  
Salle 234: Foreign Languages Education & Applied Linguistics  
Salle 233: Professional Training, Development & Concerns in Education  
Salle 232: Higher Education
- 11:45-11:50      Short Break
- 11:50-12:30**      **Featured Presentation | Salle 269**  
*Vincent van Gogh and the Allegory of the Road*  
Jared Baxter, Independent Researcher, United States
- 12:30-13:30      Lunch Break
- 13:30-14:20**      **On-site Parallel Session 3**  
Salle 269: Education, Sustainability & Society: Social Justice, Development & Political Movements (Workshop)  
Salle 234: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability (Workshop)  
Salle 233: Professional Training, Development & Concerns in Education (Workshop)  
Salle 232: Learning Experiences, Student Learning & Learner Diversity
- 14:20-14:35      Break



## June 18 | All times are Central European Summer Time (UTC+2) Saturday at a Glance (Cont'd)

14:35-15:50

### **On-site Parallel Session 4**

Salle 269: Interdisciplinary Arts / Humanities

Salle 234: Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Salle 233: Education, Sustainability & Society: Social Justice, Development & Political Movements

Salle 232: Teaching Experiences, Pedagogy, Practice & Praxis

15:50-16:05

Coffee Break | Salle 201

16:05-17:45

### **On-site Parallel Session 5**

Salle 269: Interdisciplinary Arts

Salle 234: Learning Experiences, Student Learning & Learner Diversity / Mind, Brain & Psychology

Salle 233: Teaching Experiences, Pedagogy, Practice & Praxis

Salle 232: Interdisciplinary

17:55-18:40

### **Panel Presentation | Online**

*Undergraduate Research – Best Practices from an International Perspective*

Martín Aiello, National University of Tres de Febrero (UNTREF), Argentina

Harald A. Mieg, Humboldt-Universität zu Berlin, Germany (Moderator)





## June 19 | All times are Central European Summer Time (UTC+2) Sunday at a Glance

- 09:00-10:40**      **On-site Parallel Session 1**  
Salle 269: Language Development & Literacy  
Salle 234: Learning Experiences, Student Learning & Learner Diversity  
Salle 233: Higher Education  
Salle 232: Adult and Continuing Education
- 10:40-10:55**      Coffee Break | Salle 201
- 10:55-12:10**      **On-site Parallel Session 2**  
Salle 269: Interdisciplinary Arts & Paris  
Salle 234: Educational Policy, Leadership, Management & Administration  
Salle 233: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability  
Salle 232: Foreign Languages Education & Applied Linguistics
- 12:10-13:10**      Lunch Break
- 13:10-14:00**      **On-site Parallel Session 3**  
Salle 269: No Presentations Scheduled  
Salle 234: Higher Education (Workshop)  
Salle 233: Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)  
Salle 232: Education & Difference: Special Education, Learning Difficulties & Disability (Workshop)
- 14:00-14:15**      Coffee Break | Salle 201
- 14:15-15:55**      **On-site Parallel Session 4**  
Salle 269: Literature & Arts  
Salle 234: Teaching Experiences, Pedagogy, Practice & Praxis  
Salle 233: Teaching Experiences, Pedagogy, Practice & Praxis  
Salle 232: No Presentations Scheduled
- 15:55-16:05**      **Closing Session | Salle 269**  
Joseph Haldane, IAFOR, Japan



# IAFOR Membership

## Join the IAFOR Community

Become an IAFOR Member to access exclusive content, unlock discounts, build your network, and participate online in ALL of our conferences around the world. Join us in our mission to facilitate international exchange, encourage intercultural awareness, and promote interdisciplinary discussion.

## Become an IAFOR member

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

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

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

## Who can be a member?

Membership is open to scholars, professionals, policymakers, researchers, and graduate students who share a commitment to the values of IAFOR, as expressed in our mission. Whether you are a seasoned academic, or an up-and-coming research student, we encourage you to take full advantage of IAFOR Membership.

To learn more about IAFOR membership, please visit:

[www.iafor.org/membership](http://www.iafor.org/membership)



# Presentation Guide

## Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 minutes will be scheduled. The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion. Workshop Presentations will last 50 minutes.

## Equipment

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

## Session Chairs

Session Chairs are asked to briefly introduce themselves and other speakers using the provided printout of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role. **Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.**

## Presentation Certificates

Presenters at the venue will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session. Live-stream and Virtual Presenters will receive a certificate of presentation after the conference.



## 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](http://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 July 23, 2022, through the online system.** The proceedings will be published on August 21, 2022.

## Conference Catch-up

All live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference.

## Pre-Recorded Virtual Presentations & 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.

## A Polite Request to All Participants

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

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

## Photo/Recording Waiver

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. Some of these photos will appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the EU law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy. Read our full privacy policy – [www.iafor.org/about/privacy-policy](http://www.iafor.org/about/privacy-policy)

## **Introduction**

IAFOR's publications provide a constructive environment for the facilitation of dialogue between academics at the intersections of nation, culture and discipline. Since 2009, when the organisation was established, over 20,000 academics have presented their research at IAFOR conferences – a wealth of ideas have been generated and partnerships formed. Our various publications, from Conference Proceedings, to peer-reviewed journals, to our online magazine, provide a permanent record of and a global online platform for this valuable research. All of our publications are Open Access, freely available online and free of publishing fees of any kind. By publishing work with IAFOR, authors enter into an exclusive License Agreement, where they have copyright, but license exclusive rights in their article to IAFOR as the publisher.

## **Conference Proceedings**

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference. Please note that works published in the Conference Proceedings are not peer-reviewed and cannot be considered for publication in IAFOR journals.

## **IAFOR Journals**

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

### **How are papers submitted?**

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

### **How does IAFOR ensure academic integrity?**

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

### **Where are the journals indexed?**

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

## What's the reach?

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

Selected IAFOR Journals are available for purchase on Amazon. Search for The International Academic Forum (IAFOR).

## What's the cost?

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

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

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

## Current IAFOR Journal titles include

*IAFOR Journal of Arts & Humanities*

*IAFOR Journal of Cultural Studies*

*IAFOR Journal of Education*

*IAFOR Journal of Literature & Librarianship*

*IAFOR Journal of Psychology & the Behavioral Sciences*

## THINK

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

For more information on *THINK* please visit [www.think.iafor.org](http://www.think.iafor.org)

**If you would like more information about any of IAFOR's publications, please contact [publications@iafor.org](mailto:publications@iafor.org)**

# Academic Grant & Scholarship Recipients

Our warmest congratulations go to Twinkle Panda, Kelello Rakolobe, Marina Ruthmann, Preechaya Kittipaisalsilpa, and Jamie Ortolano, who have been selected by the Organising Committee to receive grants and scholarships to present their research at the conference.

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

Find out more about IAFOR grants and scholarships: [www.iafor.org/financial-support](http://www.iafor.org/financial-support)

## Twinkle Panda | IAFOR Scholarship Recipient

**62981**

*Indigenous Sensitized Teacher Education Program: The Missing Aspect*

Twinkle Panda, National Institute of Educational Planning and Administration, India

Ms Twinkle Panda is currently working as a full-time PhD scholar at the National Institute of Educational Planning and Administration, New Delhi, India. Born in Odisha, India, Ms Twinkle holds her BA, MA, MPhil in Education. Ms Twinkle has also qualified UGC National Eligibility Test in education as a criterion for Assistant Professor. She has one year of research experience, and her interested areas of research are; quality improvement and school education, regulation and quality management of teacher education, and inclusive school system & teacher preparation.

## Kelello Rakolobe | IAFOR Scholarship Recipient

**63607**

*Exploring the Realities of Sexually Diverse Students in Higher Education in the African Context: A Case of a Lesotho University*

Kelello Rakolobe, National University of Lesotho, Lesotho

Ms Kelello Alicia Rakolobe is a lecturer in the Department of Educational Foundations at the National University of Lesotho. She is also a PhD candidate at the University of Free State in the Department of Education Policy Studies at the University of Free State. Her research interests lie in education policy and children's rights in education.

## Marina Ruthmann | IAFOR Scholarship Recipient

**62879**

*The Importance of Maintaining a Heritage Language for the Acquisition of French (L3)*

Marina Ruthmann, University of Wuppertal, Germany

Ms Ruthmann is currently a PhD candidate at the University of Wuppertal, Germany, in the field of applied linguistics. Her research interests include multilingualism, heritage languages, language acquisition as well as the learning and teaching of languages. Ms Ruthmann has been working for several years as a high school teacher for modern foreign languages in Germany after completing her teacher training program. Previously to that, she earned a Bachelor of Arts and a Master of Education Degree in English and American Studies, French Studies and Educational Sciences at the University of Wuppertal.

**PCE/PCAH2022**

# **Academic Grant & Scholarship Recipients**

## **Preechaya Kittipaisalsilpa | IAFOR Scholarship Recipient**

**62996**

*Re-Structuring the Multilayer of Japanese Cultural Agents-Actors Towards Thailand from 1970s to its Way in 2010s*

Preechaya Kittipaisalsilpa, Asian Development Bank Institute, Japan

Preechaya earned her PhD in international relations from the International University of Japan under a MEXT Scholarship in 2021. She also holds an MA in international relations from the University of York and a B.Soc.Sc in comparative societies and culture from the Ritsumeikan Asia Pacific University. Preechaya is currently working as a Capacity Building and Training Associate at the Asian Development Bank Institute (ADBI), a Tokyo-based think tank. Prior to joining ADBI, she was a lecturer and a head of the department of the international undergraduate program at the Institute of Diplomacy and International Studies, Rangsit University, and; a policy analyst at the National Security Council of Thailand.

## **Jamie Ortolano | IAFOR Scholarship Recipient**

**63040**

*Empowering Biracial Identity Through Art*

Jamie Ortolano, Sogang University, South Korea

Jamie Ortolano is currently working as an English literature teacher at Fayston Preparatory School. She holds a MA in Italian and a MS.Ed in TEFL. In the United States, she has taught at a few colleges and universities in the Northeast.



# Thursday, June 16

## Live-Stream Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

10:20-12:00 | Room A

# Thursday Live-Stream Presentation Session 1

Interdisciplinary Education

Session Chair: Flaminia Malvezzi Campeggi

63043 10:20-10:45

*The Effects of Different Early Literacy Programs on Reading & Creative Thinking Demonstrated in Taiwanese Primary School*  
Pei-yu Lin, National Taichung University of Education, Taiwan

The present follow-up study examined long-term effects of different early literacy programs on reading and creative thinking. A sequential design was conducted to follow up two cohorts of young children. 64 of 69 youngsters at age 8, the participants of the previous study (MOST 104-2410-H-142-015), as well as 49 of 59 youngsters at age 10 from the other cohort, who were two years older in the same early childhood setting, were all recruited as participants with consent forms. The four programs included program A and B, implemented in play-based approach for 3 years, with an intervention in Kindergarten on Chinese morphological awareness in program A and Mandarin phonological awareness in program B, and program C, implemented in play-based approach for 2 years and switched to traditional approach of direct teaching on reading, writing and arithmetic skills (3 Rs) in kindergarten, and program D, implemented in traditional approach of direct teaching on 3 Rs for 3 years. The measurements include Elementary School Reading Comprehension Diagnostic Assessment, Reading Motivation Questionnaire, and Torrance Tests of Creative Thinking (TTCT). The findings indicated no statistically significant differences among four programs on reading comprehension, reading motivation, as well as creative thinking in primary school. The results clarified the relationships between the development of early literacy and creative thinking. A significant difference among four programs was found in TTCT ( $p = .001$ ,  $F = 6.404$ ), tested right before entering the primary school. It became a crucial issue to maintain the advantage on creative thinking developed from the play-based curriculum.

64047 10:45-11:10

*Professional Development of Teachers: Comparison of Czech and Russian Educational Systems*  
Natalia Dombinskaya, Charles University, Czech Republic

Being a part of a larger research, this study focuses on the Czech and Russian educational systems in terms of Continuous Professional Development (CPD). It is a secondary data analysis which draws a comparison between Czech and Russian teachers and puts an enlarged interpretation of the results on lower-secondary school teachers' CPD from the OECD's Teaching and learning International Survey (TALIS 2018). The aim of this analysis is to provide and compare general information on CPD in terms of its content, form, impact on teaching practices and to review what types of CPD are crucial for Czech and Russian teachers in order to promote, sustain teachers' CPD and keep them up to date. The research also seeks to uncover the better CPD system of the two and promote dissemination to the less well-performing one. In order to achieve the analysis objectives, the quantitative methods were employed. The study of CPD has identified both differences and similarities between the two countries. The analysis has revealed that countries don't differ much in terms of types of CPD undertaken and participation rates are consistently high across the such activities as courses and seminars, reading professional literature and peer observation. The countries vary significantly with respect to online courses, participation in networks and observation visits to other schools (about 70% in Russia and 20% in the Czech Republic). However, teachers need to be encouraged to take ownership of their professional development and consider it as a personal responsibility rather than a professional obligation.

63913 11:10-11:35

*Distinguishing Oneself: Motivations and Expectations of International Students at a Sino-Foreign Institution in China*  
Emmanuelle Chiocca, Duke Kunshan University, China  
Xin Zhang, Duke Kunshan University, China

International institutions in China have drawn an increasing number of international students from around the world, including during the pandemic, as students know they will start their studies remotely without a set date for an in-person experience in China. This mixed-methods study investigates the motivations and expectations of international students just prior to beginning their undergraduate education at a Sino-American joint venture institution in China. Drawing from multiple data sources (surveys and interviews), this study focuses on 10 international students to understand what motivates them to attend such an institution, and what they expect to experience prior to attending this institution. Data was analyzed inductively and thematically. Findings suggest that student motivation to join such Sino-American institutions revolves around the desire to distinguish themselves. This desire for differentiation was present in all the categories which emerged from the data, including 1) being a pioneer, 2) escaping their comfort zone, 3) future opportunities, 4) the benefits that an intercultural, interdisciplinary liberal education can provide, 5) the desire for intercultural encounters and global perspectives, and 6) the importance of learning Chinese language and culture. The expectations of experience revolve around intentions to change in 1) cultural identity, 2) global perspective, 3) maturity and independence, and 4) language and intercultural skills, with a variety of academic and social experiences acting as means to change. The presenters discuss implications for international educational environments.

63325 11:35-12:00

*Mathematics Therapy in Mental Disorders*  
Flaminia Malvezzi Campeggi, University of Verona, Italy

Research studies have shown that children with autism show unique patterns of brain activation when they are committed to solving mathematical problems (Iuculano T. et al, 2014). On the other hand, papers frequently report of mathematics anxiety in children, adolescents and adults, as being related to their performances in mathematics (Buratta et al., 2019; Wang et al., 2020); it seems widely accepted in the scientific literature that mathematical underperformances compromise self-confidence and self-esteem. However, very little is reported in relation to the reverse approach: the possible therapeutic effect of engaging in well-conceived mathematical problems to improve self-confidence, especially in adolescents or adults who are suffering from mental disorders. The mathematics therapy project is devoted to the developing of best practices for effectively teaching and efficiently learning mathematics, when young adults and adults experiencing mental disorders are involved. Some preliminary observations show that a teamwork in the Italian competition mathematics without borders can be beneficial to the whole school class, as it is acting and dramatising geometric theorems. Moreover, a case history of a young adult suffering from depression and mental disorders, including self-harm, shows encouraging data on the role of mathematics for the motivation towards high-level achievements. Providing proper education for young adults who have abandoned their studies for personal difficulties would help them find a role in society, which is the ultimate goal of the mathematics therapy project.

12:10-13:25 | Room A

# Thursday Live-Stream Presentation Session 2

Interdisciplinary Language

Session Chair: Wenjin Cui

63974 12:10-12:35

*From Self to Selfie: The Study of Artists' Respond to Self-Representation in the Social Media Age*

Yizhi Chen, University of Wales Trinity Saint David, United Kingdom

Social media has created new opportunities but also new challenges for the art world, with the advent of the post-epidemic era, people are more accustomed to and dependent on social media, making it urgent to analyse and how to respond to self-representation on social media. There are some studies on people's self-representation on social media but a few studies on how artists' works respond to self-representation on social media. In the context of social media, people are always striving to control the way others see them. As Foucault said about the circular prison, once people put something online, it is always a presence that presupposes the presence of the other's gaze. Artists capture and respond to the presence of the other in the expression of the self in social media with re-enactments, exaggerations, metaphors, etc. This paper analyses Luis Pontes' use of social media as a means of creating texts through audience participation, using a case study approach that incorporates actor networks and symbolic interactions theories, from the perspective of Goffman's 'self-representation'. The logic it also reveals how the artist presents herself through the possibilities offered by social media, and the presentation of art that fits the social media context, and the presentation of the artist's identity. The conclusions of this paper help to sort out the underlying logic of works created based on social media, and understanding how the emergence of social media as a new medium has changed the thinking of artists provides new theoretical perspectives.

62430 12:35-13:00

*Adapting to Language Norms in the New Normal*

Parin Somani, Independent Scholar, United Kingdom

Language is a vital component of communication that is key for interaction between individuals of all ages in society. Communication methods have been altered within global societies due to the coronavirus (COVID-19) pandemic. Governing bodies implemented social distancing regulations and the mandatory use of personal protection equipment which altered physical face-to-face communication and language communication. This study aims to identify factors that have affected language during the COVID-19 pandemic, with the objective of identifying the dominant methods of language communication that can facilitate inter-generational interaction in the new normal world with recommendations to overcome these challenges with resilience. A systematic literature review by means of a thorough literature search is conducted. Results have identified that the use of masks have altered verbal and non-verbal communication; the increased use of online interactive video conferencing for remote interaction; and digital technology for text messages and emails; transcreation in literature is also discussed. This study has deduced that the acceleration of technological use has altered language communication and methods through which messages are conveyed to each other. Non-verbal communication methods have overcompensated for the traditional spoken language. An increase in transcreation studies, and multiple mobile applications facilitate individuals in the English language. However, it is recommended that individuals cultivate an interest in more than one language to make it easier to receive messages, societies should have access to learning native languages, colloquial languages and novel 'text' languages that are continuously evolving, to facilitate inter-generational interaction deemed normal in the new normal world.

62942 13:00-13:25

*"Usefulness without Use", or, the Power of the Virtual: Lu Xun, Biopolitics, and the Efficacy of Literature*

Wenjin Cui, University of New Hampshire, United States

This paper examines Lu Xun's distinct view on the biopolitical efficacy of literature, which is crystallized in his well-known conception of literature's "usefulness without use". Focusing on his two major articulations of this notion, I demonstrate how Lu Xun upheld the political value of aesthetic experience on the basis of its free play of the spirit, and how he affirmed the virtual power of literature as an embodiment of the self-transcending momentum of life. Lu Xun first laid out the idea of literature's "usefulness without use" in his 1907 essay "On the Power of Mara Poetry". His formulation is modeled after the Kantian notion of "purposiveness without purpose", which upholds the sovereign power of aesthetic judgment as a sensuous, disinterested realm of spiritual activity. Meanwhile, he gives the idea a biopolitical twist in following Nietzsche's lead to break away from the rationalist tradition, and to shift the ground of discussion to the question of the biological power of life. The second crucial moment when Lu Xun re-affirmed the biopolitical value of literature occurred at the historical juncture of the National Revolution in 1926–27. While maintaining a fundamental accord with his earlier conception, his second formulation is informed by a strong sense of the temporal discontinuity of historical experience. Instead of envisioning an immediate flow of power from poetry to politics, as in his youthful years, he now underscores the tension between the actual force that politics possesses in the present and the virtual power that literature holds for the future.

13:35-14:50 | Room A

# Thursday Live-Stream Presentation Session 3

Interdisciplinary Education

Session Chair: Rob Loke

61932 13:35-14:00

*Design Options and Learning Analytic Pathways in Doing Agile Scrum Team Work in Education*

Rob Loke, Amsterdam University of Applied Sciences, Netherlands

We extend a standard for doing agile scrum teamwork in education that permits individual assessment within teams (IAFOR ECE2020). Since the teacher's bandwidth in education is limited and increasingly under pressure, we focus on course design options that can be used to leverage the bandwidth. One economizing option in courses is to let teams prerecord prototype presentation videos before sprint review takes place. This allocates expensive teacher's time to team interrogation time which enriches interaction and engagement and enables effective sharing between teams to improve communication flow in sparse stakeholder feedback scenarios. We also describe three learning analytic pathways that can be smartly integrated into learning dashboards to monitor student and team progress or into learning recommender systems and chatbots to generate action-directed, just-in-time feedback and advice to students. The first one is for setup that enables control of important team diversity and student inclusion parameters such as demographic, personality and professional traits that are known from the student population in advance and that enables handy attribution of 21st-century skill sets within teams. The second one is the product pathway that builds on a datastream generated from qualitative, quantitative and immersive product features that are known from prototyping. The third one is the process pathway in which information on 21st-century skills is generated that are at play in individual and dynamic team processes. We are convinced that these extensions will further enable effective learning technology that is directed to applying agile scrum in education efficiently, both for students as teachers.

63762 14:00-14:25

*Recommender Systems for Education: A Case of Study Using Formative Assessments*

Nicolas Torres, Universidad Técnica Federico Santa María, Chile

A recommender system is a personalized information filtering technology, used to either predict whether a target user will like a particular item (prediction problem), or to identify a set of N items that will be of interest to a certain user (top-N recommendation problem). Applying recommender systems to the field of education requires taking into account a broad set of variables that may include, among others, level of knowledge, competences, and learning styles on the part of students. Accordingly, this domain may dramatically influence both the prediction and the recommendation. Most approaches by using recommender systems are based on data explicitly collected from users to build profiles such as rankings, opinions and the like. However, in e-learning, this can be considered intrusive. This work presents the deployment and experimental evaluation of collaborative filtering algorithms on three datasets of performance history collected from students in a first-year class of a Chilean university. The aim of this paper is to analyze the impact of recommender system algorithms for educational data mining. Experimental results show that recommender systems can be a promising tool for both predicting student performance and helping students in their learning process by recommending meaningful resources.

63903 14:25-14:50

*A Precursor to Change: How Understanding Faculty Change Readiness Can Support EDI Change Initiatives*

Brian Delevie, University of Colorado Denver, United States

Begun with a Howard Hughes Medical Institute Grant in 2017, the College of Liberal Arts and Sciences (CLAS) at CU Denver has engaged in several student success initiatives targeting underrepresented minority (URM) students within STEM-related fields. In the five years since receiving the grant, CLAS has undertaken several initiatives (e.g., workshops, advising practices, student experience, etc.) to build and nurture a culture of inclusiveness within the college and decrease drop, failure, and withdrawal rates amongst URM STEM students. Though CLAS has had many successes, it has also encountered confusion, resistance, and apathy from its STEM faculty and needs to understand better their faculty's capacity, desire, or urgency to undertake EDI-related efforts. Change inevitably comes with uncertainty, ambiguity, and, in many cases, information overload and resistance. The success of change efforts within higher education rests upon an individual faculty's change readiness (e.g., beliefs, attitudes, intentions, etc.) and the change context. Additionally, through organizational change may be a shared experience, it is perceived as singular and understood through an individual's interpretive sense-making processes and frames of reference. Though examining the results of a 2021 quantitative change readiness study, this chapter examines how the construct of change readiness can better understand faculty's responses to EDI efforts and equip administrators in implementing and facilitating systemic institutional change. Questions investigated include: is there a relationship between faculty's openness to EDI change and their change readiness, commitment, and collective efficacy? And How can developing a more nuanced understanding of faculty readiness inform EDI change efforts?

15:00-16:40 | Room A

# Thursday Live-Stream Presentation Session 4

Foreign Languages Education & Applied Linguistics

Session Chair: Bindu Ranaut

63009 15:00-15:25

## *Adapting Materials to Teach Mixed-ability Classes*

Sara Berrandjia, University of Constantine III, Algeria

Language-teaching classes are commonly made up of students with varying proficiency levels making the promotion for equity among students more challenging for teachers. Indeed, teachers are quickly overwhelmed when handling heterogeneous classes. Therefore, appropriate adaptive teaching strategies are needed when addressing such a complex scenario. That is, in the case of multi-ability classes, using existing materials as they are without examining them critically, will not enhance students' opportunities for developing their learning. In this paper, we aim to explore the efficiency of adapting materials to teach mixed-ability classes. We investigate the strategies which allow teachers to properly adapt their teaching materials to the individual students' needs when in heterogeneous classes and pinpoint the elements that they should focus on when doing so. In this study, we collected data based on a questionnaire that was distributed online to twenty-two English teachers at various secondary schools in the city of Constantine, Algeria. The questionnaire addressed different factors related to the issue of mixed-ability classes, including identifying students' learning styles, motivating students, and grading activities. We applied a rating scale of five statements to a total number of thirty secondary level pupils who are taught using adapted materials. We used descriptive analysis to examine the data of both research tools. The obtained results indicate that teaching classes of differentiated levels is a complex process that requires using diversified strategies. Materials adaptation was found to be among the most effective ways to bridge the gap between same-class students that are of different proficiency levels.

62604 15:25-15:50

## *Use of Comics for Enhancing Productive Skills and Motivation in Dental Students*

Vladimir Gutiérrez, Universidad César Vallejo- Perú., Peru

The present work demonstrated how comic strips can improve both writing and speaking competencies. The first phase, regarded as quantitative, consisted of a pre-test where were assessed 30 fifth-year dental students belonging to the Stomatology Faculty of Universidad César Vallejo- Piura-Peru. Afterward, they participated in an English for Specific Purposes (ESP) program, where was used comics containing the common dental daily situation in this Peruvian region. Subsequently, the students were surveyed with an AMTB survey for measuring motivation and its types in aforementioned students, this last part was the qualitative part of this research. These outputs were compared with the responses given for 8 students in a semi-structured interview. The finds were the improvement of productive skills in these students, as well as integrative and instrumental motivation on them.

63731 15:50-16:15

## *Song Creation With Familiar Music for Young EFL Students*

Miori Shimada, Anaheim University, United States

This study discusses song creation in young learners' English education in Japanese public elementary school settings. According to Paul (2003), songs enable children to focus better and remember things with less difficulty. In addition, Slattery and Willis (2003) suggest songs are greatly helpful for children to feel 'English is easy'. Moreover, Curtain and Dahlberg (2016) insist that songs learned in the target language bring the double benefit of culture and grammatical structure to language learners. Although many scholars point out the advantages of using songs for language education, there are still many teachers who are disinterested in incorporating songs into the core part of their language lessons. Therefore, it is important for teachers to acknowledge the effectiveness of music and acquire the technique of improvising songs for their language classrooms. The songs the presenter developed based on the familiar music of English and Japanese traditional songs as well as other interesting songs by the EFL professionals will be introduced. The study also compares the list of music selections by English teachers in Japan with that of university students in the current teacher education class. The result shows that most English teachers and teacher candidates in this study prefer 'English' traditional songs for their song creation. Other materials including Eric Carle's picture books and the song CD Wee Sing series will also be presented for the audience to expand ideas towards song creation. They will have opportunities to try singing some songs and feel the power of songs during the session.

63628 16:15-16:40

## *Impact of WhatsApp on EFL Learners' Reading Abilities*

Saif Ur Rehman, University of Sargodha, Pakistan

This paper examines the effect of WhatsApp amongst university students in Pakistan under the concept of E and M learning. The objective is to evaluate learners' reading skills ability improvement in English as a foreign language (EFL) through Whatsapp usage. The researchers through pre and posttest assessment examined the performance of two groups. The population of this study comes from Punjab whereas the sample size was 120 students from Lahore. The outcomes suggested that WhatsApp tool has created a positive impact on the reading ability of the learners. The experimental group learners performed better than controlled group which reflected the efficacy of Whatsapp tool use in EFL readings

10:45-12:00 | Room B

# Thursday Live-Stream Presentation Session 1

Interdisciplinary Education & Society

Session Chair: Cristina Vilaplana-Prieto

63787 10:45-11:10

*The Impacts of the COVID-19 Pandemic on Children With Special Educational Needs, and Their Parents*

Umar Toseeb, University of York, United Kingdom

Kathryn Asbury, University of York, United Kingdom

Children and adolescents with special educational needs and their parents are likely to have been disproportionately affected during the COVID-19 pandemic. There has been little focus on how the mental health of these vulnerable families developed during the pandemic. We asked parents/carers to complete online questionnaires about their own and their child's mental health at one or more time points between 23rd March 2020 (at the onset of the first lockdown in the UK) and 10th October 2020 (when schools fully reopened for face-to-face teaching). Parents completed standardised questionnaires of their own and their child's mental health. They also provided qualitative responses to open questions. Autistic young people had more depression and anxiety symptoms compared to young people with other SENDs throughout the study period. As lockdown progressed and schools subsequently re-opened for face-to-face teaching anxiety levels decreased for young people with SENDs but not for autistic young people, whose anxiety remained stable throughout. Depression symptoms, however, remained stable for both groups during this period as did parents/carers' psychological distress and wellbeing. During the talk, findings will be discussed with reference to implications for support as we emerge from the pandemic.

62625 11:10-11:35

*How has our Perspective on the Importance of Education Changed After the Pandemic?*

Cristina Vilaplana-Prieto, University of Murcia, Spain

The objective of this paper is to analyze the effects of the Covid-19 pandemic on the consideration of the importance of education in the society. Using a difference in differences strategy and representative survey data from 28 European countries: the Eurobarometers 91.5 (June-July 2019) and 93.1 (July-August 2020), we estimate the impact of the pandemic (approximated by regional mortality) over perception of education, both from a personal and country-wide perspective. The results show that the pandemic has provoked a deep rift in society, generating two different worlds. One "world" composed by the unemployed, immigrants, those still in school, and those from working class backgrounds, who think that education is no longer one of the country's fundamental concerns. Even more troubling is the fact that at the personal level, in households with children, the unemployed and working class feel that they have other more important concerns. The other "world", made up by the more educated, express an increase in their personal concern for education, Parents with better economic status and more stable jobs have been able to invest more in their children's education during the pandemic and have become more involved in their children's learning. As recommendations to try to close this gap, it would be necessary to take advantage of the return to face-to-face teaching to create support and reinforcement groups, endow schools with spaces and resources where students can study and do work outside class hours and prepare professionals to offer educational and psychological attention to students.

63265 11:35-12:00

*Is Inclusive Education Possible in an Unequal Society?*

Sigamoney Naicker, University of Western Cape, South Africa

Education departments across the world are placed under enormous pressure to deliver results in a performance culture which has emerged through a range of tests that are being administered internationally such as the PISA and TIMSS. There is enormous political pressure to perform and compete internationally. In this process many working class children are marginalized and perform poorly since the focus is on well performing schools that are often from privileged communities. Education departments utilize bureaucrats to respond to this challenge. There is a resounding silence on the pedagogic challenges as the bureaucracy continuously reinvents itself amidst much political and social pressure. It is against this background that there is little, or no change as poor communities and poor children are reproduced. Bowls and Gintis (1976) emphasized in the book *Schooling in Capitalist America* that schools reproduce the status quo. That poor children in poor communities are reproduced. The contention of this proposal is that education departments reproduce the status quo rather than schools in an unequal society. The world particularly, the United States and the United Kingdom experience high level of working class participation in their schools. However, there are glowing reports of inclusion from these countries that attempt to provide intellectual leadership about social justice. The world today has become a very unequal space and more children are impacted upon by global economics. We need to produce narratives that calls into question this false leadership. We need a social justice model in education.

12:10-13:25 | Room B

# Thursday Live-Stream Presentation Session 2

Interdisciplinary Humanities

Session Chair: Ka Lok Sobel Chan

62938 12:10-12:35

*Story Metamorphosis in the Age of Metaverse and Artificial Intelligence*

Ka Lok Sobel Chan, Hong Kong Baptist University, Hong Kong

What make a story different or unique in the age of metaverse and artificial intelligence? what is the major difference between the traditional storytelling structure in cinema for decades and the upcoming cinematic experience in future? the paper is an original paper studying the fundamental story archetype in history, its evaluation and contemporary application. the major research outcome would be the significant issues of immersive, interactive and virtual elements of story in metaverse while it is one way directional story making in so-called traditional viewing. secondly, how audience react? how people feel and how their empathy may be changed due to the degree of psychological dislocation? some significant cases like Spider Man-No Way Home, and Interactive adventure programme would be discussed in depth. and it would also talk about the upcoming A.I technology and screening experience, etc. and how humanity is altered or represented with the co-existing with machine/A.I/computer/unknown creature that may exist in metaverse. and finally we may ask the core question, what is human being ? and what make a human being human? what is the fundamental difference between human being and non-human being? it is an interesting, but a bit warning paper, that worth sharing.

64011 12:35-13:00

*Narrating National Identity through Visual Political Communications in Mega-media Events: Imagetextual analysis on Beijing Olympic Games 2008 and 2022*

Xin Fang, Guangzhou Academy of Fine Arts, China

Wenyong Lu, Guangzhou Academy of Fine Arts, China

The opening ceremony of the Olympic Games is a global mega-media event for the hosting countries to demonstrate the national identity, to convey messages to the world audience, and to manifest their core values and stances effectively and efficiently. This paper aims to examine the ways China constructed narratives of the nation in the opening ceremonies of the Beijing Summer Olympic Games 2008 and Beijing Winter Olympic Games 2022, which the approaches of the visual political communication were distinctively different. The previous one showed the unity of the Chinese people, and the latter one demonstrated a sense of "togetherness" of the mankind. The differences in themes, tones and scales of the events may reflect the hosting country's collective identity and the attitude towards the current global issues, including the Covid-19 pandemic and environmental concerns. The research will identify and analyze the differences in the design of the two grand spectacles and the rationale behind the changes. Imagetextual analysis will be applied in this study which images and the script of the narrator of the telecast will both be examined. The study will also evaluate the effectiveness of the above events, with a focus on audience perception, within the context of visual global political communications.

62996 13:00-13:25

*Re-Structuring the Multilayer of Japanese Cultural Agents-Actors Towards Thailand from the 1970s to its Way in the 2010s*

Preechaya Kittipaisalsilpa, Asian Development Bank Institute, Japan

Throughout the studied periods, several Japanese cultural agents-actors have been re-established and suspended under the changes in their interests towards Thailand. Despite large numbers of Japanese cultural agencies and practitioners in Thailand nowadays, this subject still has not been studied as much as it should be. This study applies the agent-structural framework explained by constructivism, and argues that Japanese cultural policy towards Thailand has been developed as a response by Japanese cultural practitioners to different construction of structures between Japan and the international community. The study divides into three parts. Part 1 engages the agent-structural framework into an analytical framework. Part 2 looks into structural changes where Japan defined its place towards Thailand from the 1970s to 2010s. Part 3 discusses four major flagships of Japanese cultural agents; the MOFA, the Japan Foundation, Japanese private institutions, and Japanese private counterparts—how each corresponds to the changing different timeline and social contexts of agent's practice from government-to-private practices. The result shows the adjustments of Japan's national interest towards Thailand that prioritises its cultural relations and activities differently in each period of time. While Japanese governmental agencies are responsible for the conduct of cultural policy at the decision-making level, the shift in the structural context after the late 1990s allows more dynamic operations among non-state cultural actors at the practical level. This shift in the state's identities and national interests bolster better opportunities for non-state actors to build shared expectations of Japanese values and political-social relations among Thai society.

13:35-14:50 | Room B

# Thursday Live-Stream Presentation Session 3

Interdisciplinary Education & Society

Session Chair: Twinkle Panda

63095 13:35-14:00

*Education (Digitalization of Teaching): One of the Difficulties in the Social Inclusion of Children With Disabilities*  
Orneda Gega, Hoxha, University of Aleksander Moisiu Durres, Albania

The number of children with disabilities in Albania is unfortunately increasing and nowadays approximately 1 in 10 children are disabled. This situation is of particular importance when it comes to a country like Albania, where, according to the data of 2019, the poverty rate is 5.2%; one in two people is poor, and one in 20 is extremely poor. The purpose of this study is to identify the challenges that are facing Albanian families (who have children with disabilities) in terms of social inclusion and their integration into society. For the realization of this study, we have been interviewing approximately 15 families who have at least one child with disabilities. The sample was selected according to the general demographic characteristics of the population of children aged from 6-15 years, in Shijak area, who were diagnosed with a type of disability. The results of this study identified a significant shortage of social care services in the area for this category. More than 1/2 of children with disabilities live in low-income households, and the remaining part of them live in middle-income families, while 19.5% of households who receive economic aid from the state have at least one member with a disability. Approximately 80% of the families who have been interviewing consist on 4-6 members, in most of them the female parent is unemployed or employed in informal work and 70% of parents report that the costs required to obtain services for these children are in some way unbearable or completely unaffordable.

63287 14:00-14:25

*Supporting Students With Disabilities Transition From High School to College*  
Pavan Antony, Adelphi University, United States

College education continues to be a dream for several students with disabilities. This session will highlight the life experiences of students with Cerebral Palsy who successfully completed college. All the participants in this study shared that college was not recommended by their guidance counselors during their transition from high school. The daily life experiences of these students will highlight challenges and opportunities they faced during their time in high school and college. All the attendees will have an opportunity to openly discuss the case studies and relate to the experiences of the participants in the study. Several tips will be discussed to help future students with disabilities smoothly transition from high school and consider college as a future option.

62981 14:25-14:50

*Indigenous Sensitized Teacher Education Program: The Missing Aspect*  
Twinkle Panda, National Institute of Educational Planning and Administration, India

Ethnic differences are humanity's most excellent source of innovation. However, aboriginal people are less prioritized, and native learners worldwide have constantly achieved the lowest learning outcome in the last ten years. The learners find themselves in two different worlds due to cultural bifurcation that leads to high student dropout. So the role of a teacher needs to fortify to address that gap, which requires a well-equipped base of indigenous knowledge and pedagogy during pre-service training. As India moves forward to teach traditional and community knowledge systems in the school curriculum, it needs to prepare teachers with an indigenous sensitized curriculum. So the thrust of the paper is to realize how earnestly indigenous knowledge has been placed in the teacher education curriculum. The phenomenological research is designed to listen to the non-indigenous future teacher educators' learning experience to reshape a rational curriculum potentially. Findings revealed the positive attitude of respondents towards local and community knowledge; the curriculum prepares to respect diversity, but how to address the diversity comprehensively is still the missing part. The pupil-teachers only spend five days in any local school by a Multicultural program, which is not enough to understand even the diversified student groups in a classroom. Additionally, no workshops, seminars, summer or winter schools were conducted by the institutions to understand the context even. Inculcation, affirmation, and contextualization of indigenous knowledge and pedagogy may help create culturally responsive teachers.

15:00-16:40 | Room B

# Thursday Live-Stream Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Marco Mandap

62970 15:00-15:25

## *Measuring Digital Readiness among TLE Teachers: An Assessment of the State of New Normal Classroom Setup in Cluster VII*

Marco Mandap, La Consolacion University, Philippines  
Justine Usi, Don Honorio Ventura University, Philippines  
Editha Caparas, La Consolacion University Philippines, Philippines  
Leandro Canlas, Don Honorio Ventura University, Philippines

This study focused on addressing the readiness of the TLE teachers in implementing digital pedagogy among the schools located in Cluster VII. Using a sequential explanatory mixed-method, the researcher was able to determine the problems that serve as hindrances to the TLE teachers' readiness to implement the digital pedagogy in teaching. Data came from 61 TLE teachers residing from different schools in Cluster VII. Findings revealed that in terms of hosting digital content, TLE teachers were assessed as ready. This result may imply that teachers prepared some materials at the start of the pandemic, and they were already re-using or improving their current materials in teaching. In terms of the distribution and delivery, the teachers were already approaching readiness. This finding may imply that in delivering the digital pedagogy, teachers still have miles to improve in terms of creating lesson plans that would suit the online setting and re-adjusting previously set objectives to finish all the competencies at a limited period realistically. Several proactive measures and an action plan to improve the current state of readiness of the TLE teachers in handling the digital pedagogy were also suggested.

62631 15:25-15:50

## *Learning to Teach Online During the Pandemic: Chilean EFL Pre-service Teachers' Experiences in their First Online Practicum*

Diego Monasterio, Universidad Bernardo O'Higgins, Chile  
Mirona Moraru, Universidad Bernardo O'Higgins, Chile  
Julio Marty, Universidad Bernardo O'Higgins, Chile  
Erika Ramirez, Universidad Bernardo O'Higgins, Chile

As a result of Covid-19, educational contexts have been strongly disrupted; consequently, initial teacher training programs have had to find alternative modalities to continue teaching how to teach. One of the strongest affected areas has been the practicum component of these programs, which is usually carried out on-site. The main objective of the present article is to explore the experiences of a group of Chilean EFL pre-service teachers during their first online practicum carried out as a result of the Covid-19 pandemic. Furthermore, it outlines the pre-service teachers' beliefs with regards to the impact that this experience might have on their initial teacher training in the short and long term. This article employs a qualitative design, with an exploratory and descriptive approach; eight in-depth interviews with Chilean EFL pre-service teachers carrying out final practicum in a Santiago-based TEFL program were conducted. The main findings refer to three sets of challenges and opportunities: the focus on technological and pedagogical skills as opposed to content; autonomy in the classroom paired with neglect on the side of the mentor teacher; and the ability to build bonds as opposed to being affected by the pupils' lack of motivation. The importance of the study resides in the exploration of the Chilean pre-service teachers' voices regarding their first online practicum experience, helping to understand the effects of the pandemic in the process of initial teacher training with the aim to rethink and reshape this process for future generations.

63750 15:50-16:15

## *New Teacher Resilience: Impact of COVID-19 on New Teacher Retention and Perceived Supports*

Rebecka Maxkenzie, University of San Francisco, United States

This qualitative study examined teachers, schools, and district approaches to new teacher retention with a COVID-19 spin. In the changing world of a global pandemic and shifting teaching modalities, including distance or hybrid learning environments, teachers reflected on their experiences of adaptation. Interviews with teachers in their first three years in the profession were conducted to share the stories of new teachers amid COVID-19. New teachers were recruited through a snowball sampling technique from a large school district in the San Francisco Bay Area in Northern California. To answer the research questions, participants were interviewed about the presence or absence of school and district-level new teacher supports, including improved working conditions, positive school climate, supportive school administrators, induction and mentoring programs, and PD was described alongside teachers' self-reports of plans for retention or attrition.

63718 16:15-16:40

## *Factors Impacting to Tvet Engineering Students' High Dropout During Remote Teaching and Learning*

Pitikoe Chiloane Glory Moroosi, Tswane University of Technology, South Africa

TVET Colleges have been identified as institutions that can improve unemployment by providing the youth with skills, knowledge and attitudes that are relevant for employment in the labour market. However, research has indicated that TVET students globally and particularly South African TVET college students have battled in class, even with the lecturer physically present in the class. TVET students' dropout rate is a concern, as pass rates over the last period have shown a slow improvement in the National Certificates Vocational (NCV) and Report 191/ National Accredited Technical Education Diploma (NATED) assessments. This study examined the factors impacting to TVET engineering students' high dropout during remote teaching and learning. The quantitative approach was used and a close-ended survey questionnaire was used to collect data from the 141 engineering students. The collected data was analysed using the SPSS software package. The findings indicated that technology experience, lack of technology resources, network connectivity, learning from home and social isolation caused students to dropout. Furthermore, limited learning facilities, death due to Covid-19 at home contributed negatively on their assessments and that lead to high dropout rate. The recommendations indicated that the management of the college needs to develop their lecturers with technological skills and knowledge and support students.

10:20-12:00 | Room C

# Thursday Live-Stream Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Pitikoe Chiloane

63834 10:20-10:45

*Liberty, Equality, Fraternity: Trauma-informed English Language Teaching to Adults*

Victoria Wilson, University of Queensland, Australia

In an era of mass displacement, COVID, and war in Europe, trauma and resilience are more relevant than ever. Post-traumatic stress can impact verbal learning, memory, and engagement, yet teachers of English as a second or additional language (ESL) are rarely trained in trauma-informed pedagogy. In addition, scant empirical literature exists on trauma-informed second language teaching. What little research there is usually lacks student voice, and is more likely to cater for teaching youth cohorts. Additionally, research about trauma-informed second language teaching is often subsumed into research about teaching refugees, where trauma may be just one of many factors – such as severely interrupted schooling – complicating educational success.

This presentation, based on the author's PhD study, examines the perspectives of diverse adult ESL students experiencing post-traumatic stress responses. It will briefly introduce the theoretical framework and methods of the study, before detailing the study's findings and how these can be used in the second language classroom for the benefit of all learners. Three major themes of the study can be summarised as 'liberty, equality, fraternity', as these neatly encapsulate the findings. 'Liberty' includes students having agency and choices; 'equality' refers to the non-hierarchical teacher-student and student-student relationships that lead to learning, and 'fraternity' denotes the care, support, and sense of belonging that are essential for an effective learning environment.

63953 10:45-11:10

*University Students' Perceptions of Using a Communication Platform for English Speaking Courses*

Dylan Sung, Chung Yuan Christian University, Taiwan

Attributable to the fast pace of globalization, demand for effective English speaking skills has been growing rapidly. It is clear that a greater enhancement of the communication skills of university students is a critical mission of English educators. At the current time, an array of communication platforms is being used across different education levels. The purpose of the study was to explore university students' perceptions of the pros and cons of using a chat-based communication platform for English speaking courses. The target population for this study was students at a selected university in northern Taiwan. This study employed a qualitative approach. Specifically, interviews were conducted to gather qualitative data to gain insight into the perceptions of the participating students. Results of the study revealed that students are generally satisfied with the technology for educational purposes due to its accessibility and practicality. However, students pointed out several limitations that prevented the software from being an ideal substitute for actual classroom meetings, especially for speaking courses. It is concluded that despite the usefulness of chat-based communication platforms for online classes, students in speaking courses have a noticeable preference for direct interactions with their classmates and instructor in person. Recommendations are made for instructors of speaking courses to conduct an optimal online learning environment that best resembles the characteristics of actual face-to-face interactions.

63764 11:10-11:35

*Fostering Global Skills in the EFL Classroom through Forms of Online Collaborative International Learning*

Anabela Simões, University of Aveiro, Portugal

Chittima Sangiamchit, University of the Thai Chamber of Commerce, Thailand

In a fast-changing world, characterised by technological advances, physical and virtual mobility for education, training and work, as well as interdependence and global cooperation among linguistically and culturally diverse nations, High Education Institutions are continuously challenged to find ways to better equip students with not only the skills, competences and qualifications required to succeed in an ever more demanding labour market, but also to prepare them to be active citizens, able to deal with change and uncertainty, develop on a personal level, build successful interpersonal relations, and learn how to learn. Collaborative Online International Learning (COIL) aims precisely at fostering the development of this broader skillset. Commonly defined as 'virtual mobility' experiences, COIL projects offer students an opportunity to interact with peers from other geographies, allowing for the development of intercultural competences while working together on subject-specific assignments. The aim of this paper is to present a project concluded in 2022, involving university students from Portugal and Thailand. In addition to consolidating students' intercultural awareness and multilingual competences, this learner-centred approach also aimed to foster personal, social and learning to learn competences – as defined in the EU Recommendation on Key Competences for Lifelong Learning, a framework of the competences individuals need in ever more diverse, mobile, digital, and global societies. A detailed description of the project as well as students' perceptions of the process shall be presented. The data obtained indicates that this perception is generally positive and that both cognitive and personal/interpersonal competencies were successfully addressed.

62879 11:35-12:00

*The Importance of Maintaining a Heritage Language for the Acquisition of French (L3)*

Marina Ruthmann, University of Wuppertal, Germany

Nowadays, the domains of multilingualism and heritage language education play an important role in the sphere of applied linguistics in Europe and especially in Germany. In this presentation, the major advantages of Greek and Italian heritage language knowledge of Greek-German and Italian-German bilingual learners for the acquisition of French will be displayed. The data of the conducted cross-sectional study were collected from January to July 2019 at seven high schools and seven heritage language education centers in the western part of Germany. In total, 50 Greek-German bilingual, 71 Italian-German bilingual and 64 German monolingual students in the age range between 12 and 19 years participated in this research. On the one hand, they filled in a questionnaire focusing on their linguistic background and on the other hand, the participants completed an elicitation test consisting of a comprehension and a production section with three French object pronoun constructions (present tense forms, modal forms and past tense forms). The obtained results reveal positive effects of the knowledge of Greek and Italian of Greek-German and Italian-German bilingual students for their successful acquisition of French pronouns.

12:10-13:25 | Room C

# Thursday Live-Stream Presentation Session 2

Interdisciplinary Arts

Session Chair: Ahlam Othman

64002 12:10-12:35

*Photopoetry as you have never Read/ Seen before: A Study of Alaa Abdel-Hadi's Shagin (2003)*

Ahlam Othman, The British University in Egypt, Egypt

Pairings of poetry and photographs date back to the nineteenth century. However, the name photopoetry, was first used in Photopoems: A Group of Interpretations through Photographs (1936), photographed and compiled by Constance Phillips. Michael Nott (2022) defines photopoetry as "a form of photo-text that takes, for its primary components, poetry and photography" (1). Rather than using photos to illustrate poems or poems to describe photos, however, the poet-cum-artist Alaa Abdel-Hadi uses verbal and visual signs to create an open work, in Umberto Eco's terms, that affords multiple interpretations. In Shagen (Sympatheticus), the homo ludens Abdel-Hadi combines one text with more than one photo, and one photo with more than one text; in addition, his volume lacks pagination and a table of contents, thus inviting the reader/ viewer to play his/ her own game, making connections between, and creating meaning from, text and image. The present study aims at discovering how meaning arises from this dialogic relationship between photos that are raised to the status of linguistic sign, whose relationship to its referent is arbitrary, and texts that are lowered to status of photograph, that is always glued to its referent.

64013 12:35-13:00

*An Ethnographic Study on the Self-identity and Cultural Integration of Overseas Cantonese in the UK in a Multicultural Context*

Yuran Lin, University of Wales Trinity Saint David, United Kingdom

In this present era, people belonging to diverse backgrounds and cultures are no longer a special phenomenon in China, especially in Beijing, Shanghai, Shenzhen, and Guangzhou (first tier-cities). More people have the chance to study, live and work abroad. Compared with previous people, the new generation has more right to choose. In the past, people who wanted to have a better life then may choose to work abroad. Looking back the history, Canton, or widely known as Guangzhou, is one of the biggest first tier-cities in China. The city has always been open to the world, even in the Qing dynasty when much of China was closed. Canton has been a city of commerce for centuries; the people's immigration history could trace back to the same period. For now, those who are born outside China, and the third or fourth generation of immigrants in the UK, may not speak Chinese (Cantonese, Mandarin), yet they still have the Canton culture part in their lives such as diet, customs, habits, language, music, and art. In the context of Globalization, these "ethnic" Cantonese have diverse cultures, backgrounds, and life experiences. How to these people define themselves and their identity is an interesting question and should be studied closely. Interviews, analysis of narrative data and ethnographic observations will be applied to explore issues such as self-identification, the interactions between the multicultural backgrounds; their practices and how they get used to facing the identity issues in society.

63040 13:00-13:25

*Empowering Biracial Identity Through Art*

Jamie Ortolano, Sogang University, South Korea

Biracial people have generally been marginalized in society since they cannot truly fit into one racial identity. They usually are considered as tainted, strange, or alien-like. In some cases, they are forgotten - the forgotten minority, the forgotten other. This leaves biracial people in a state of confusion about their identity and where they belong. They are left unable to reconcile their two racial identities due to their own ambiguity. Identity development has been researched extensively, and art may be a critical tool for that development. Nevertheless, most research focuses on one racial minority group, such as African Americans, and helps them empower their identity. There has not been sufficient research about using art for biracial empowerment. This presentation would explore how art could be used to discover one's hybridity and as a tool to educate others. By creating art with which biracial people can identify, they can, in turn, have a stronger voice in society, thus educating the world. It is a way to recreate their frames of reference and educate others that they are humans also and not just the forgotten "other".

13:35-14:50 | Room C

# Thursday Live-Stream Presentation Session 3

Higher Education

Session Chair: Tingjia Wang

63607 13:35-14:00

*Exploring the Realities of Sexually Diverse Students in Higher Education in the African Context: A Case of a Lesotho University*

Kelello Rakolobe, National University of Lesotho, Lesotho

This chapter explores the realities of sexually diverse learners in higher education in the African context. One perspective suggests that we cannot discuss sexuality without referring to gender. When it comes to gender, Africa is classified as a continent characterized by huge disparities between legislation and lived realities. Africa is also classified as a difficult place for expressing sexuality outside the heterosexual norms. In the era where education is inclusive and a fundamental human right, there is a need to develop and implement legislation that supports education that is inclusive of all, including lesbians, gays, bisexuals, transgender, queer, asexual and plus community (LGBTQIA+ community). A critical qualitative document analysis of the sustainable development goal 4, Constitution of Lesotho, 1993, Higher Education Act, 2004 and Inclusive Education Policy, 2018 was carried out to establish legislative measures taken to include sexual diversity in an institution of higher learning in Lesotho. Couched in Interpretivism, semi-structured interviews with individuals belonging to minority identities to find their lived experiences in higher learning institutions were conducted. The findings are that there are discrepancies between legislation and reality when it comes to the identities of sexuality and gender for minority groups. The author anticipates that there is a need to review legislation to make it more inclusive of the minority sexuality identities.

63678 14:00-14:25

*The Negotiation of Academic Citizenship and Identity in Research Universities: Experiences of UK and Philippine Academic Staff*

Joclarisse Albia, Edge Hill University, United Kingdom

The performative culture in higher education institutions, particularly in research universities have been noted in literature as one of the causes of a weakened academic citizenship. This invites a questioning not only of the understandings of this notion of academic citizenship, but also how it is being negotiated and its links with academics' identities. Drawing upon perspectives of citizenship as practice and conceptual frames on social identity, the paper presents the experiences of selected UK and Philippine academic staff as they navigate tensions emerging from this research focus both in their institutions and wider HE settings. The case study reveals that participants draw from certain perceived ideas of autonomy and academic freedom as they participate in academic work, to negotiate and enact academic citizenship in their contexts. These in turn have encouraged reflections on the university as a managed institution versus a "community" academics identify and share values with, and how they as citizen-participants position themselves as members. This comparative examination likewise opens further understandings of research universities and the nuanced culture in these institutions as shaped by wider contextual frameworks, and consequently, how it informs academic staff's views on their academic work, citizenship and identity.

63647 14:25-14:50

*Developing Teaching and Learning Resources for L2 Learners' English Academic Writing: Preliminary Findings in a National University in Japan*

Tingjia Wang, Hiroshima University, Japan

This presentation showcases the preliminary findings of a material development project conducted in a national university in Japan. This project aims to develop teaching and learning resources about English academic writing for L2 learners in a non-English speaking, tertiary context. Drawing on the stratification framework in systemic functional linguistics (SFL), this research has structured L2 learners' English academic writing at four levels: word level – clause/sentence level – section/text level – context level. The preliminary observation focuses on students' academic writing and reflective writing collected from four courses in the academic year of 2021, including English Composition I, Academic Writing I & II, and Pedagogical Approaches in Academic Writing in English. Preliminary observations identify key challenges in L2 learners' development of English academic writing skills: (a) L2 learners are unaware of the difference between academic and general vocabularies; (b) L2 learners rely on Conjunction like However and Moreover as the only resource to create inter-sentence cohesion; (c) some L2 learners are lack of knowledge about the Abstract structure and the writing outline. To address these challenges, this research has adapted SFL-informed tools like Reading-to-learn approach and Theme-Rheme structure to assist L2 learners' teaching and learning of English academic writing. This research project has been recently funded by the Japan Society for the Promotion of Science (JSPS) Early-Career Scientists Grant (April 2022 – March 2024). The design of the next-round data collection and the progress of the material development based on the preliminary findings will also be discussed in this presentation.

15:00-16:40 | Room C

# Thursday Live-Stream Presentation Session 4

Curriculum Design & Development

Session Chair: Nancy Everhart

63722 15:00-15:25

## *The Wonders of Customized and Present Virtual Reality within the Curriculum*

Renaldi Gondosubroto, Columbia University, United States

Ya-Ching Chan, University of California San Diego, United States

The pandemic has created many challenges for education. Despite many schools now having already returned to instruction in-person as opposed to the challenge of doing so virtually, many have adapted to the new normal of having hybrid modes of instruction. With the trend Meta is trying to put through of the Metaverse, we will certainly see hybrid modes with more interactive methods further explored for best teaching virtually or in-person. One of these methods is through VR/AR technology. This presentation will discuss how custom VR/AR applications can be used for education; particularly on how to design a curriculum which incorporates pre-selected research areas that can be made by teachers through educational software to be visualized in VR/AR in order for students to directly experience the areas and how students can also be directed to model these areas as part of their learning. It is easier to gain knowledge and experience from a project if they get first-hand, hands-on exposure towards it as such. How this and leveraging available resources for learning for common subjects such as Chemistry from seeing 3D visualizations of molecules can create an interactive classroom, whether it be in-person or virtual, would be engaging to students will be discussed. As part of this, I will also include a case study as to how I can create a custom VR application based on a research area that students currently researching the area need and how it can become a core part of the course's curriculum.

63567 15:25-15:50

## *Spotlighting Student Success: A Stakeholder Approach to Analyzing and Improving Student Performance Through Program Reviews*

Evelina Atanassova, University of Massachusetts Global, United States

Laura Galloway, University of Massachusetts Global, United States

The purpose of every academic program is to deliver to students a set of courses for the achievement of specific learning outcomes. Universities engage in program reviews to assess the effectiveness of a program and to identify needs for curriculum revisions and updates. In this paper we will discuss a program review approach that zooms in on student success through two lenses. The first is a multi-stakeholder approach to collecting data, including administration, student support, full-time faculty, adjunct faculty, students, external stakeholders, and industry experts. The second lens is an assessment approach that focuses not only on analyzing student performance related to learning outcomes, but also on currency of the offered knowledge, relevance of learning outcomes to industry needs, connection between curricula and novelties in the field, and ultimately - on the student positioning as an expert in their chosen profession after successful completion of the program. We will offer a discussion on the importance of each stakeholder group for analyzing student performance and on the diversity of thought and discoveries they convey regarding improving students' success. We will further discuss the data collection tools we developed for each stakeholder group, the way we operationalize the variables of interest, and the triangulation approach we adopted to data analysis. We will next present our findings from the multi-stakeholder program research and how they influence our decision-making on program improvements from a system approach - from updating the program learning outcomes to creating more current and practical learning activities.

62941 15:50-16:15

## *Personal Viewpoint Ethnography Utilizing GoPro™ Cameras to Capture Student Information Seeking in School Libraries*

Nancy Everhart, Florida State University, United States

This exploratory study investigated, through the first-person perspectives of an autistic student and a neurotypical peer, supports and services academic libraries currently provide that assist in the fulfillment of information needs. Utilizing wayfinding, think-aloud protocol (TAP), retrospective think-aloud protocol (RTAP), and a GoPro™ camera, the actions, thoughts and feelings of an autistic college freshman and a neurotypical peer are recorded as they navigated their campus library in search of materials. The library website, virtual maps to resource locations, and library workers served equally as enablers and barriers to both students in their information seeking. This proof of concept study demonstrates that participant viewpoint ethnography is a viable research methodology that could be applied in school libraries and specific adaptations and examples are provided.

62589 16:15-16:40

## *"The Art of Seeing" and Envisioning Cultures in VR*

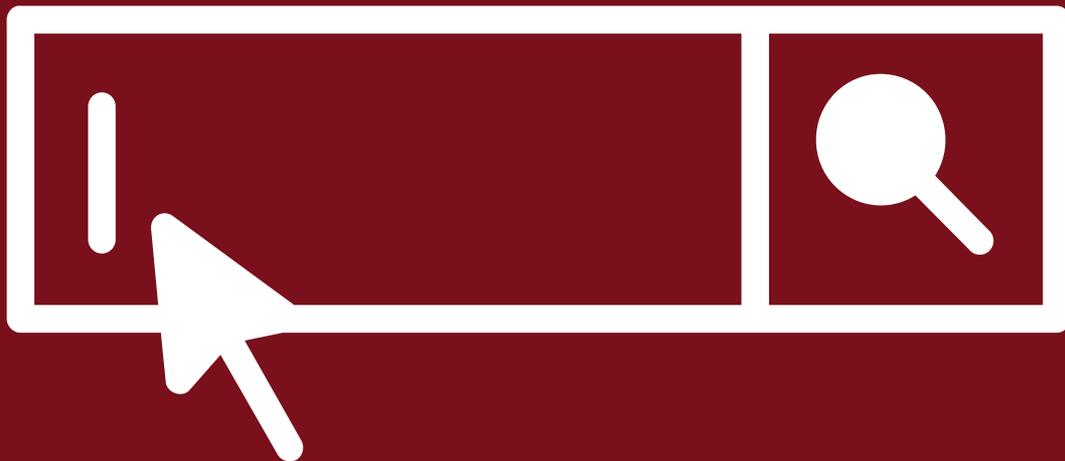
Nicole N Mills, Harvard University, United States

The concept of vision is described as "the sensory experience of a future goal state" (Dörnyei & Chan, p. 455). When foreign language students envision their future goals, they create vivid mental representations of "what success looks like and feels like" (Levin, 2000, p. 95). Vision has been described by language learning psychologists as one of the strongest predictors of long-term commitment, effort, and motivation in foreign language learning (Dörnyei, Henry, & Muir, 2016). The experiential and multisensory dimensions of virtual reality can immerse students in distant cultures and allow them to "see impossible things" (Bailenson, 2018) which may "enact profound and lasting changes." As Marguerite Duras has long posited, however, "the art of seeing has to be learned," for students to "see the world through the eyes of other cultures" (MLA report, 2007). This presentation will showcase the VR experiences designed for the beginning French course Paris in Virtual Reality. The VR experiences and their accompanying teaching materials, designed to encourage both peripheral vision and narrow focus, allowed students to observe diverse facets of Parisian culture and more vividly envision their future role as participants in Parisian communities. Amateur and professional VR films showcasing Parisian life were also mediated by one-on-one 30-minute discussions between Parisians and students. These conversations were designed to help students train their untrained eyes, uncover cultural phenomena, and bring into focus what they may not see.

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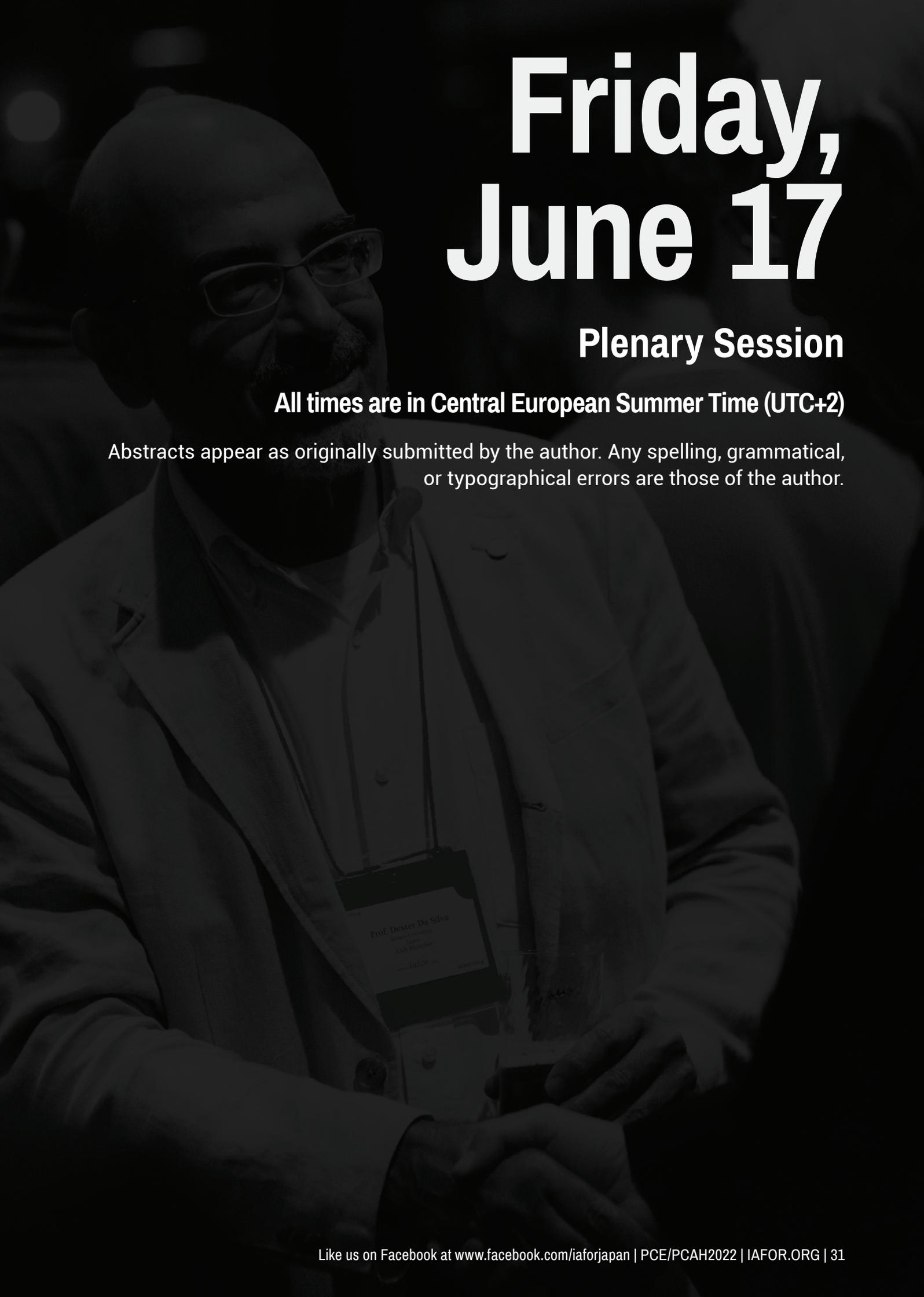
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# Friday, June 17

## Plenary Session

**All times are in Central European Summer Time (UTC+2)**

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

# Keynote Presentation: Tim Gore

## Knowledge sans Frontières

Friday, June 17 | 15:15-16:00 | Salle 262 | Central European Summer Time (UTC+2)

The global knowledge community can be justifiably proud of some of the achievements of the last few years. Vast undertakings have attempted to grapple with knotty problems that do not respect national boundaries. Two prominent examples are the work on understanding and combating both climate change and COVID-19. Universities and their knowledge communities are crucial actors in this space and how successfully they engage in such globalised undertakings is and will affect us all.

Universities are unique institutions with remarkable longevity, their origins date back many thousands of years. Universities pride themselves on global engagement and their ability to cross frontiers. However, they are not global institutions in themselves as they remain tied in complex ways within national boundaries and preoccupations and are themselves buffeted by forces and challenges that are difficult to navigate. What are the challenges and opportunities facing universities and their epistemic communities? How can they better address the building and sharing of knowledge that benefits global development and all of society?

This talk looks at the nature of universities and their international strategic approaches; it considers how knowledge is created and shared through research and higher learning and teaching but also how it is threatened by events in the environment surrounding them and their own strategic or ad hoc decisions. Some ways forward and promising developments will be considered.



### Tim Gore

Tim Gore is Chief Executive Officer of the University of London Institute in Paris (ULIP). He has held senior leadership positions in career postings in France, UK, India, Jordan, Dubai, Singapore and Hong Kong with experience in higher education; cultural relations; diplomacy and commercial enterprise. He has worked closely with a range of government organisations in the countries he has served in receiving the OBE for his work in India-UK bilateral relations while he was leading the British Council's education work in India. ULIP has been a part of Franco-British academic relations since the end of the 19th century and is in a unique

position as a research-led British campus in France offering a range of UK degree programmes. Tim recently co-authored *The Evolution of Transnational Education* with Routledge publishers.

# Panel Presentation: Judith Lehmann, Harald A. Mieg & Grant Black Presentation and International Discussion on *The Cambridge Handbook of Undergraduate Research*

Friday, June 17 | 16:00-16:30 | Salle 262 | Central European Summer Time (UTC+2)

In conjunction with the release of *The Cambridge Handbook of Undergraduate Research*, IAFOR is delighted to host an exclusive panel discussion with the editors Judith Lehmann of the Heinrich Böll Foundation, and Harald A. Mieg, (honorary) professor of Metropolitan Studies and Innovation at Humboldt-Universität zu Berlin along with several Europe-based chapter authors. The panel discussion, titled "Presentation and International Discussion on *The Cambridge Handbook of Undergraduate Research*", will be led by Grant Black, an IAFOR VP, associate professor at Chuo University in Tokyo, Japan and a co-author of the Japan chapter of the book. Their discussion will explore current issues in the development of undergraduate research for the next generation in Europe with attention to both theory and practice in various academic disciplines. The interview will be followed by a Q&A session.



## Judith Lehmann

Judith Lehmann taught literature, cultural studies and philosophy of science, steered cross-faculty projects at various universities, directed the editorial department of a Swiss publishing house, and the Argentinian office of the German Academic Exchange Service (DAAD). Currently she heads the international scholarship division at the Heinrich Böll Foundation, Berlin.



## Harald A. Mieg

Harald A. Mieg is (honorary) professor of Metropolitan Studies and Innovation at Humboldt-Universität zu Berlin and also affiliated to the Swiss Federal Institute of Technology, Zurich. The focus of his research is on planning processes in cities, research methodologies, and inquiry-based learning. Main book publications: "*The Social Psychology of Expertise*" (2001) and "*The Cambridge Handbook of Undergraduate Research*" (2022).



## Grant Black

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

of the English Section at the Center for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Dr Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the UK. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Grant is President of Black Inc. Consulting (Japan), a business & university global strategic management firm based in Tokyo which helps individuals and organisations achieve their global targets. He is the director of the newly formed Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2021). He serves as Vice-President for the International Academic Forum (IAFOR) and is a member of the Business & Economics section of the International Academic Advisory Board.

# Panel Presentation: Georges Depeyrot, Anne Liskenne & Guido Gryseels Whose Heritage? Reconsidering the Museum as a Global Commons

Friday, June 17 | 17:00-18:30 | Salle 262 | Central European Summer Time (UTC+2)

The modern museum is a product of a mania for collecting, cataloguing, documenting and archiving that reached its zenith during the nineteenth century, as the spoils of trade, conquest and colonisation began to pour back to the great European cities, and be housed in great palaces of culture and learning. Museums and galleries were places where the rich could show off with generous loans or donations as contributions towards the collective cultural wealth and prestige of the nation. These p(a)laces and their collections were recognized as of importance not just to the citizens of the countries, but to those overseas. Later this concept would be understood in the universalist language of world heritage.

Museums are unquestionably positive participants in the public good and in that of education and arts. However, how and what is presented is subject to increased questioning. A lot of what is now housed in museums is effectively the result of theft, plunder, or unfair contracts, or of dubious provenance. From colonial wars, through genocide and plunder, these great objects often hide problematic or dirty pasts. If this is the case, then what are the political, ethical and issues surrounding the righting of past wrongs, and of return of items, and how should their stories shape the positioning or works and our appreciation of them?



## Georges Depeyrot

Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. He began his scientific career in the 1970s studying coin finds and joined the CNRS in 1982. After some years he joined the Center for Historical Research in the School for Advanced Studies in the Social Sciences (EHESS) and is now a professor at the École Normale Supérieure. After his habilitation (1992), he specialised in international cooperative programs that aim to reconsider monetary history in a global approach. He has directed many cooperative programs linking several European countries,

including those situated at the continent's outer borders (Georgia, Armenia, Russia, and Morocco). Professor Depeyrot is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

[Continued on the following page.]



## Anne Liskenne

Anne Liskenne has been the archivist of La Grande Chancellerie de la Légion d'Honneur since 2019. For almost ten years previously, she was the Head of Looted Art Archives at the French Ministry for Europe and Foreign Affairs. She made it possible for the public to get access to and make the most of the Finding Aids on the Internet fund. She has also participated in many work groups in France and Germany: the "Musées nationaux récupération" (2013-2015) within the French Ministry of Culture; the international Task Force "Schwabinger Kunstfund" created by Germany in 2013 to investigate on the origin of Cornelius Gurlitt's

collection; the reissue of Rose Valland's book *Front de l'art* in 2014, which has been an essential work to help comprehend the Nazi plunder under the Occupation; and finally the publication of Hermann Goering's collection catalog in 2015.



## Guido Gryseels

Guido Gryseels has been Director General of the Royal Museum for Central Africa (RMCA) since 2001. The RMCA is a federal scientific institute. It conducts research both in human and natural sciences, has a major program in development cooperation in 12 African countries and is active in information dissemination and projects to promote world citizenship. The AfricaMuseum has colonial origins but has been subject to a major renovation in 2018. In recent years, the AfricaMuseum has been in the middle of controversies surrounding the colonial past of Belgium and restitution issues.

Previously, Guido Gryseels was service chief on International Agricultural Research at the Food and Agricultural Organisation of the United Nations in Rome, Italy. Between 1979 and 1987, he was a scientist and assistant to the Director General at the International Livestock Centre for Africa in Addis Ababa, Ethiopia. He has a PhD in Agricultural Economics from the University of Wageningen, Netherlands, and has graduate degrees from the Universities of Leuven, Belgium, and New England, Australia. Guido Gryseels has been chair of the European Ethnology Museums Directors Group. He is also a member of the Board of Trustees of the Belgian Development Cooperation Agency Enabel and is chair of the Program Committee of Food and Business Research at the Netherlands Foundation for Scientific Research.

Keynote Presentation: Anne Liskenne

# From Nazi Spoliations to Ongoing Restitutions in the 21st Century: An Official French Cultural Point of View

Friday, June 17 | 17:10-17:40 | Salle 262 | Central European Summer Time (UTC+2)

From June 1940, the Germans occupied Paris and the whole of France in 1942. They immediately looted cultural goods - works of art, books and archives - belonging to Jewish families, galleries, Freemason associations and French services, and sent them to Germany, the main depot being in Bavaria.

In May 1945, Germany surrendered unconditionally. From this year onward, the entire restitution policy implemented by the Allied governments of the Western bloc has been based on the "London Inter-Allied Declaration Against Acts of Dispossession committed in Territories under Enemy Occupation or Control" of January 1943. In France, several services were shortly created to recover more than 100,000 looted works of art and more than 10 million books.

But in this terrible disorder, with the dispersion of hundreds of thousands of individuals, how was it possible to identify their owners? For art dealers, governments and museums, this question is still open. In an ever-changing international context, the cooperation between governments has helped the provenance research. I shall present from an official cultural perspective how this work can be done nowadays.



## Anne Liskenne

Anne Liskenne has been the archivist of La Grande Chancellerie de la Légion d'Honneur since 2019. For almost ten years previously, she was the Head of Looted Art Archives at the French Ministry for Europe and Foreign Affairs. She made it possible for the public to get access to and make the most of the Finding Aids on the Internet fund. She has also participated in many work groups in France and Germany: the "Musées nationaux récupération" (2013-2015) within the French Ministry of Culture; the international Task Force "Schwabinger Kunstfund" created by Germany in 2013 to investigate on the origin of Cornelius Gurlitt's

collection; the reissue of Rose Valland's book *Front de l'art* in 2014, which has been an essential work to help comprehend the Nazi plunder under the Occupation; and finally the publication of Hermann Goering's collection catalog in 2015.

# Keynote Presentation: Guido Gryseels Restitution of African Cultural Heritage and Its Challenges

Friday, June 17 | 17:40-18:10 | Salle 262 | Central European Summer Time (UTC+2)

The Royal Museum for Central Africa (AfricaMuseum) was established in 1898 as a colonial institute by King Leopold II. From the start, it was both a museum and a multidisciplinary research institute. The permanent exhibition of the museum remained unchanged from 1956 until the beginning of the 21st century. The AfricaMuseum was, until its renovation, often labelled as the last colonial museum in the world. In 2013 the AfricaMuseum embarked on a major renovation program that ended in a new permanent exhibition and a renewal of its infrastructure. The new permanent exhibition focuses on contemporary Africa, has a very critical view of the colonial past of Belgium, focuses on themes with a direct link to sustainable development and puts the African voice as central in the exhibition. In developing the new exhibition, the inputs of African experts, members of the African diaspora in Belgium, were very important. The renovation program also included the renewal of the museum's infrastructure with a doubling of spaces for the public, the construction of a new entrance pavilion with conference facilities, and a total renovation of the museum building. The AfricaMuseum was closed between 2013 and its reopening on December 9, 2018. In its first year, it received nearly 400,000 visitors and more than 800 journalists from 45 different countries. Since the reopening of the museum, the Belgian society has given major attention to issues related to the colonial past, leading to the creation of a special parliamentary commission on the colonial past and reconciliation. The AfricaMuseum has one of the largest ethnographical collections of African cultural heritage and is therefore also in the centre of the debate on restitution issues. The AfricaMuseum has large and diverse collections of African cultural and natural heritage, such as 128,000 ethnographic objects, 10 million zoological specimens, 4 km of archives, 80,000 tropical wood samples, and 15,000 rocks and minerals.

An overview will also be given on current approaches on restitution in Belgium and other European countries.



## Guido Gryseels

Guido Gryseels has been Director General of the Royal Museum for Central Africa (RMCA) since 2001. The RMCA is a federal scientific institute. It conducts research both in human and natural sciences, has a major program in development cooperation in 12 African countries and is active in information dissemination and projects to promote world citizenship. The AfricaMuseum has colonial origins but has been subject to a major renovation in 2018. In recent years, the AfricaMuseum has been in the middle of controversies surrounding the colonial past of Belgium and restitution issues.

Previously, Guido Gryseels was service chief on International Agricultural Research at the Food and Agricultural Organisation of the United Nations in Rome, Italy. Between 1979 and 1987, he was a scientist and assistant to the Director General at the International Livestock Centre for Africa in Addis Ababa, Ethiopia. He has a PhD in Agricultural Economics from the University of Wageningen, Netherlands, and has graduate degrees from the Universities of Leuven, Belgium, and New England, Australia. Guido Gryseels has been chair of the European Ethnology Museums Directors Group. He is also a member of the Board of Trustees of the Belgian Development Cooperation Agency Enabel and is chair of the Program Committee of Food and Business Research at the Netherlands Foundation for Scientific Research.

# Saturday, June 18

## Featured Presentations & Parallel Sessions

**All times are in Central European Summer Time (UTC+2)**

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

Featured Presentation: Jared Baxter

# Vincent van Gogh and the Allegory of the Road

Saturday, June 18 | 11:50-12:30 | Salle 269 | Central European Summer Time (UTC+2)

Paris, 1886 – Broke, Vincent van Gogh moves in with his younger brother Theo, a successful art *gérant*. Over the next two years, Vincent meets the Impressionists, their secular influences well-documented.

Vincent's original stint as a Parisian denizen, however, came a decade earlier while being groomed for the role Theo would assume. Vincent's last chance to prove himself a capable art dealer, he was too distracted and obsessed with the scriptures. He hoped, like his father, to spread the gospels; bringing consolation to the suffering. After five years with his uncle's firm, Vincent was fired, admonished to never set foot in *Goupils* again.

Vincent retreated to London. On Sunday, October 29th, 1876, he delivered his first sermon at the Wesleyan Methodist Church. He borrowed heavily from John Bunyan's *A Pilgrim's Progress*. The homily was impassioned with Vincent's belief that we are all pilgrims on earth, on a long, upward road to reconnect with God. Today, art historians are fortunate that he recorded the entirety of his thoughts in a letter to Theo.

This presentation seeks to refine and redefine Vincent's complicated Christology, exploring the allegory of the road in dozens of his later sketches, drawings and paintings; arguing, while his style and aesthetics constantly evolved over his ten-year career as an artist, Vincent's desire to visually spread the gospels remained his *raison d'être*.



## Jared Baxter

Jared Baxter is an independent researcher living in Washougal, Washington, United States. Over the last six years, his research has focused on Vincent van Gogh, in particular, how Vincent's enduring embrace of Christianity manifested itself in his later life and artwork. His research has been published in the January, 2014 *Art History Supplement*, and the July, 2014 *Anistoriton Journal of History, Archaeology and Art History*. Numerous mainstream outlets have also commented on his work including *The Huffington Post*, *ArtNet News*, *The Siouland Observer*, and *The Da Vinci Code* author Dan Brown.

Mr Baxter has participated in several previous IAFOR conferences, including as a Featured Speaker at the 2015 & 2021 Asian Conference on Arts & Humanities (ACAH) and as the Keynote Speaker at the 2019 European Conference on Arts & Humanities (ECAH). He has accepted invitations to other academic conferences, including the 2015 Dutch Association of Aesthetics and the 2016 International Conference on The Arts in Society. He is currently filming a documentary, learn more at [www.jaredbaxter.com](http://www.jaredbaxter.com).

09:00-10:15 | Salle 269

# Saturday Onsite Presentation Session 1

Arts - Teaching and Learning the Arts

Session Chair: Susana Barreto

63014 09:00-09:25

## *Examining Music Teacher Identity: Reassessment on Perceptions of Stringed Instrument Teachers During a Pandemic*

Elizabeth Reed, Miami University, United States

The original purpose of this study was to investigate the perceptions of music teacher identity (MTI) among stringed instrument teachers (SITs) who are alumni of the University of South Carolina String Project authentic context preservice teacher education program. Initially this study used SITs (N=3) reflective review of preservice and inservice teaching video stimuli to examine their perceptions of similarities and differences in MTI to reveal professional growth over time. Results indicated that post-second stage music teachers continue to be reflective and to adapt to their contextual environment as they strive for expertise. While some aspects of preservice and inservice teaching are the same, their MTI has evolved over time. The current study, five years later, reassessed the SITs perception of MTI during a global pandemic. The SITs reflected on their continued adaptability to teach music in a virtual or hybrid setting and discussed if the pandemic changed their focus of MTI within Beijaard et al.'s (2000) aspects of being a subject matter, didactical, or pedagogical teaching expert.

62362 09:25-09:50

## *Collaboration in Asynchronous Learning Networks: An Investigation of Effective Pedagogical Practices in the Musical Ensemble Setting*

Justin John Moniz, NYU Steinhardt School of Culture, United States

Academic institutions continue to explore online learning, asynchronous communication, and its impact on the pedagogical process. Asynchronous communication "enables groups that are separated in time and space to engage in the active production of shared knowledge" (Gunawardena, Lowe, & Anderson, 1997, p. 410). Music educators, in particular, are tasked with considerable challenges as musicians have traditionally relied upon in-person collaboration to fully realize the art of music-making. Thus, the purpose of this study was to determine whether participation in an online asynchronous musical ensemble would be beneficial to both the individual and collective unit. Over the course of one academic semester, the NYU Pop/Rock Ensemble was conducted remotely in an asynchronous setting. The objective of the study was to measure the impact and effectiveness of asynchronous instruction and musical collaboration in the academic setting. Quantitative and qualitative analytics were measured amongst ensemble musicians, each designed to evaluate overall satisfaction, individual level of engagement, and future interest in virtual musical collaborative experiences. The anonymous study had a 100% response rate amongst ensemble participants. All musicians felt engaged, intellectually stimulated, and eager to partake in future asynchronous collaborations. Undergraduate and graduate student participants awarded perfect scores to each question based on their own unique experience in the asynchronous learning community. As the findings indicate, the pedagogical value of asynchronous musical collaboration is incredibly valued by student musicians. Furthermore, students are able to self-regulate, engage cognitively, and adopt a high level of ownership for their individual learning and collaborative contributions.

63111 09:50-10:15

## *Creative Ageing: Research Methods With Older Artists at the School of Fine Arts in Porto*

Susana Barreto, University of Porto, Portugal

Cláudia Lima, Lusófona University, Portugal

Eliana Penedos Santiago, Esad - Caldas, Leiria Polytechnic, Portugal

This paper describes and puts forward a five step-plan that informs researchers intending to involve older people in a research study. This work is informed by the methodology used in the project Wisdom Transfer: towards the scientific inscription of individual legacies in contexts of retirement from art and design higher education and research. The two year project (2018-2020) aimed at establishing the groundwork for an acknowledgment, communication and activation of contributions to culture and society from knowledge and experience by retired art and design academics.

In the course of this study, 50 interviews were conducted. The ethnographic methods used in this research included: life stories' interviews, visual analysis, observation and collective memory in the context of focus group sessions. After a systematic analysis of methods, strategies and facilitators, emerged a five-step plan on how to involve older people in research. The expected outputs of this research lie in a description of the methods used and a set of recommendations for conducting research with ageing informants, based on a five-step plan: 1. Reach, 2. Location, 3. Building trust, 4. Flexible approach, 5. Follow-up after interview.

10:30-11:45 | Salle 269

# Saturday Onsite Presentation Session 2

Media, Film Studies, Theatre, Communication

Session Chair: Daniel Gilmore

63624 10:30-10:55

*The Influence of Instagram on Consumer Behavior and Brand Community: Effect of Location on Brand Positioning in Northern Cyprus*

Zeki Aykol, Eastern Mediterranean University, Cyprus

Nowadays, technology has started to take place in all areas of our lives. Social media has become a part of our lives through this developing technology. One of these popular social media tools is Instagram. These days, Instagram has a huge impact on consumer behavior and brand community. Mardo is a brand that produces ice cream and desserts in Northern Cyprus. This brand has branches in many cities and this year opened a new one in Famagusta old city (Kaleiçi). This article examines how the posts shared on Instagram create a brand community for Mardo's new branch, how consumers are affected by it, and whether it changes consumer behavior. The problem observed here is whether Instagram really creates a brand community and has an impact on consumer behavior. This study aimed to measure the effect of Instagram on consumer behavior and its effectiveness in creating a brand community. This study was carried out with a qualitative content analysis method and a quantitative survey method. Also, the theoretical framework of the study was created with the social identity theory. The findings of this study are that Instagram has an impact on consumer behavior, brand positioning, and brand community.

63044 10:55-11:20

*Indonesia's Elimination of Sexual Violence Bill: A Framing Analysis of Coverage by Foreign Online Media*

Deborah Simorangkir, Swiss German University, Indonesia

Indonesia has been experiencing an increase in the number of sexual violence cases and this number has spiked even more during the Covid-19 pandemic. The Elimination of Sexual Violence Bill (RUU PKS) was drafted by the National Commission on Violence against Women and the Service Provider Forum, and was initially proposed on January 26, 2016 to the House of Representatives (DPR). It focuses on preventing sexual violence, giving more rights to victims, as well as acknowledging marital rape. This Bill was then incorporated into the 2016 Priority National Legislation Program (Prolegnas). However, in July 2020, the Bill was dropped by the DPR, stating 'difficulties' to further discuss the matter. Since 2016, there have been numerous petitions, demonstrations, and protests demanding the immediate ratification of the RUU PKS. All these events have attracted media attention. The way these media cover news about Indonesia has a big effect on the international public perception about Indonesia. This research seeks to answer: How do online foreign media frame news about Indonesia's Elimination of Sexual Violence Bill?; and, How has the framing of news about Indonesia's Elimination of Sexual Violence Bill shifted over time (2016-2021)? This study involves a framing analysis using codes in accordance with Robert Entman's (1993) four framing levels: Definition of the problem; Diagnosis of cause; Moral judgment; Treatment recommendation. The research population consists of all English language news articles on Indonesia's Elimination of Sexual Violence Bill covered by non-Indonesian online news outlets from 2016 to 2021.

63815 11:20-11:45

*Mediums, Messages, Massages: Perceptions of Conflict in Social Media Engagement of the Russia-Ukraine War*

Daniel Gilmore, New York University, United States

It is well established that one of the primary spaces through which an increasing number of people encounter the world are social media platforms. And as the trajectory of social media has evolved over the previous 15-20 years, moving from spaces heavily dominated by the user-generated content of unaffiliated individuals to ones that now exhibit much more parity between that and legacy media affiliated content, social media platforms are now spaces where entertainment, correspondence, and information are engaged with in habits of consumption marked by fluidness, hybridity, and overlap. This phenomenon is most clear when it comes to how news about important events is disseminated and consumed on these platforms, especially during their initial onset. This paper focuses on the beginnings of the February 24th, 2022 Russian invasion of Ukraine and the succeeding days after that as a frame through which to explore this dynamic more deeply. It proposes the following questions: how and from whom did information about the initial days of this conflict reach broad audiences? What impact did a mix of first-hand accounts and official reporting have on perceptions? And in what ways did dissemination/consumption of images of conflict intersect with social media conventions, including the utilization of memes and pop culture frames to help shape meaning-making around these events as they occurred. While Twitter is the platform that is primarily focused on for this examination, other platforms (TikTok in particular) will also be discussed in order to contrast their own dynamics and effects.

13:30-14:20 | Salle 269

# Saturday Onsite Presentation Session 3

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

64041 13:30-14:20

*Crossing Borders: How to Overcome Institutional Barriers to a Pedagogy for Social Justice*

Charles Cabell, Toyo University, Japan

Corporate and state domination of university education in Japan has stunted the ability of institutions to cultivate in students an alternative to ethno-national identities centered on profit and consumption. Issues of oppression, violence and ecological collapse go largely unaddressed, while politically passive students, subjected to standardized assessment as "global human resources", are left to struggle alone with feelings of powerlessness, alienation and despair. I demonstrate how to respond to the crisis in education by helping students develop personal values within a nurturing community. Five years ago, I and a colleague restructured the International Association of Japan Studies (IAJS) to create a yearly conference that brings together students, academics, and activists in participatory activities such as round-table discussions, leadership booths and poster sessions. I show how to design courses that empower students by offering choice, attuning them to regional and global crises, and helping them engage with committed activists from around the world. One primary goal is to prepare them to facilitate interactive workshops that are grounded in student lives and focused on equality and justice in the time of ecological disaster. The conference structure connects students to activists who operate outside of direct state or corporate control, and allows students to imagine alternative identities for themselves. Students from multiple nations gain experience in building democratic communities that acknowledge various forms of historic oppression. They learn to value diverse voices, engaging in activism, and imagining responses to the ecological crisis beyond those offered within globalized, industrial capitalism.

14:35-15:25 | Salle 269

# Saturday Onsite Presentation Session 4

Interdisciplinary Arts & Humanities

Session Chair: Daphne Voormolen

63988 14:35-15:00

## *Art for Perinatal Loss*

Daphne Voormolen, University Medical Center Utrecht, Netherlands

The World Health Organization published an extended report in 2019 on the relevance of the arts on improving health and well-being. It clearly supports the implementation of art interventions and research in the arts and health. It calls for strengthening structures for collaboration between the culture, social care, and health sector.

Perinatal loss is a major life experience and often involves a difficult period of bereavement. Healing interventions focus on validating the grief, memory making, and expression of feelings. Another key component of perinatal bereavement is meaning making. With our art project we try to capture all different features.

In our maternal-fetal division of an academic hospital we are conducting a project called 'out of love'. Art made by and for women who lost a pregnancy. Women who lost their baby during pregnancy or around birth are invited to make a card in memory of their child. All the artworks are placed together on a large canvas mother-board that is placed on the outpatient clinic. This provides women with a way of non-verbal expression, with memory-making and acknowledgment of the baby. Furthermore, it facilitates in meaning making since they help provide comfort and support to women who see the art and know they are not alone. Responses so far are impressive and underline the value of art as a therapeutic medium in this specific area.

62609 15:00-15:25

## *A Perspective of Love: Possible Misconstruction of Loving-Kindness*

Shimo Sraman, Wat Mai Amataros, Thailand

Emon Barua Ananda Sree, Mahamukut Buddhist University, Thailand

This paper discusses the possible problems in interpreting loving-kindness as an objective energy that exists outside of consciousness. It is suggested that interpretation may be a reification of loving-kindness. Understanding benevolence as empirically sensed energy might be a modern interpretation of an ancient concept. A scientific explanation of this concept, as something that is evident in the environment might not be what "the Buddha" - well known as "Enlightened One" intended when describing it. Instead, the Buddha may have meant that loving-kindness is simply a quality of consciousness that promotes love to all beings from the perspective of the observer. Later on, in this paper will be discussed that how can we apply it by ethical way in a society for fetching peace and harmony not only human beings also animals.

16:05-17:45 | Salle 269

# Saturday Onsite Presentation Session 5

Interdisciplinary Arts

Session Chair: Fazilat Soukhakian

63857 16:05-16:30

*The Curious Case of a "Lady Oriented Film" From India: Feminist Films, Film Censorship and the Nature of Indian Democracy*

Anisha Datta, Western University, Canada

The paper will focus on the political and cultural controversies surrounding the attempted censorship of the feminist Indian film *Lipstick under My Burkha* (2016), in order to critically examine the patriarchal anxiety that plagues the functioning of Indian democratic state institutions. This Hindi language feature film, directed by Alankrita Shrivastva narrates the interconnected struggles for freedom and desire of four women of various class, age and religious backgrounds in India. The leitmotif that runs through their stories of struggle and resilience is how they challenge male control over their sexuality and body. The film upends the mainstream Indian morality, which is predicated on the power structures of patriarchal family and class. Although, it encountered opposition from the Censor Board of India, the film went on to win international accolades at the Tokyo and Mumbai Film festivals. Besides, after battling the Censor Board, when the film was released it was a commercial success in theaters across India. Deploying the method of critical discourse analysis, and drawing on postcolonial feminist theories the paper will demonstrate how the goal of women's emancipation from the shackles of patriarchy cannot be achieved through espousing abstract axioms, but through active participation by women with agency.

62966 16:30-16:55

*Through the Lens of Contemporary Photographers: Aspiration Towards Modernity, a Resistance from Behind the Scenes in Iran*

Fazilat Soukhakian, Utah State University, United States

Contemporary Iranian society is still struggling in its search for freedom and democracy despite a period of over 150 years since its modernization process initiated. In the 19th century, the King of Persia's interest in photography led to the revealing of images of the forbidden bodies from within the most intimate and private places of *andarun*. This is how the private realm became public, and its hidden subjects became unveiled for the first time. The photographs of women from the harem in 19th century Persia could mark the birth of modern women in Iranian society. In the Naseri period, at a time of conservative culture, the concept of private was intensely guarded by the notion of male honor. The camera brought the private atmosphere into the public realm when forbidden images of unveiled women helped the invisible become visible in Iranian society. By contrast, how is an Iranian modernity being crafted in contemporary times by the country's younger generations and how are its women able to establish an identity of their own? How are they reconstructing a new way towards modernization which balances between tradition and modernity? I will argue in this paper how photography in contemporary Iran is again bringing images of the private life into the public realm, this time showcasing the hidden society of the youth's *andarun* as a means for revolting against their government. Despite the will of the State, these images of a new modernity are being constructed and spread throughout Iranian society.

63591 16:55-17:20

*Digital Black Counterpublics: Leveraging Technology for Impact, Engaged Research, and Territorializing the Freedom Colony Diaspora*

Andrea Roberts, Texas A & M University, United States

Valentina Aduen, Texas A & M University, United States

Jennifer Blanks, Texas A & M University, United States

Schuyler Carter, Texas A & M University, United States

Kendall Girault, Texas A & M University, United States

After Emancipation, formerly enslaved African Americans in Texas, a state in the U.S., founded historic Black settlements known as freedom colonies. Since their founding, their populations have dispersed, physical traces have disappeared, and memories of their locations, borders, and founding vanish as descendants die. Surviving descendants around the world, steward what remains of freedom colonies in Texas because of cultural practices and commemorative acts through which identity is reproduced. Our research shares insights from our interactions with the freedom colony diaspora—geographically dispersed descendants—during a crisis. Their greatest challenge—intangible heritage—is also the source of their persistence and cultural agency. Culturally rooted approaches and memory transfer, for example, have prevented the complete erasure of freedom colonies which are often unmapped and unrecorded in public records or archives. A now more challenging endeavor, when contending with twin pandemics—COVID-19 and racial violence. Our team has leveraged technology to engage, collect, spatialize, and secure place data alongside traditional ethnographic methodologies. Though not a new idea in the humanities, using a digital Black Commons focused on recording Black feelings, memories, and affect is a novel approach to public engagement in urban planning. After being forced to conduct collaborative research and heritage conservation planning with our community partners entirely online, we analyzed transcripts of interviews from our online engagement during 2020-21. We examined freedom colonies' descendants' conceptions of identity, how they define community and emergent cultural resilience strategies when contending with COVID-19, and the racial uprising after the murder of George Floyd.

16:05-17:45 | Salle 269

# Saturday Onsite Presentation Session 5 (cont.)

Interdisciplinary Arts

Session Chair: Fazilat Soukhakian

63248 17:20-17:45

*Narrators of the Historical Memory of San Basilio de Palenque: A Decolonial Project of the Kuchá Suto Collective Youth*

Valentina Aduen, Texas A&M University, United States

Luis Ricardo Navarro Diaz, Universidad Simon Bolivar, Colombia

Diana Barrios, Independent Researcher, Colombia

Rodolfo Palomino Casiani, Kuchá Suto Communication Collective, Colombia

Northern Colombia's "Palenquera" community is known for its unique ways of interpreting the world, local knowledge, and Africana narratives. This research aims to evidence the reconstruction process of this African descendant community after being impacted by armed conflict. Through decolonial theory and ethnic education, we analyze the social impact of youth participation in the Kuchá Suto communication collective. We interpret their communication for social change projects as a decolonial theory in praxis, "knowledges from below" that resist "western ontological totalitarianism." Through qualitative and ethnographic methods, such as semi-structured interviews, focus groups, and patchwork quilts, the team conducted an interpretative study of the communication experiences of the youth. The community interpreted and adopted these methods to design and systematize their communication processes and historical memory. We examine how they create sustainable social change for the displacement of the population and the high unemployment index of the area. They led audiovisual production training to support and make visible existing local knowledge. They developed oral tradition projects to recover and sustain lost local knowledge and produce new knowledge rooted in their heritage. Palenqueros communicate in emotional and imaginative ways. Kuchá Suto's decolonial project gives us a road map of how to document and share the elements and dimensions of local inquiries founded in the transformative power of the human condition, the recognition of the other, and communicative processes that build memory, culture, and peace. More than a theory of resistance, this is a theory of peace, a long-life project of survival and reconstruction.

09:00-10:15 | Salle 234

# Saturday Onsite Presentation Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Laila Mohebi

63991 09:00-09:25

## *Could the Advancement of Artificial Intelligence Replace the Role of Teacher in 21st Century Educational System? A Critical Review Analysis*

Bevo Wahono, University of Jember, Indonesia

Bayu Taruna Widjaja Putra, University of Jember, Indonesia

This study aims to deal with the big and frequent question when people talk about artificial intelligence in the education field; whether or not artificial intelligence (AI) could replace the role of a teacher in the 21st-century educational system. AI is unavoidable because, in many circumstances, modern AI is more effective and much more efficient than people, including in education which promises to deliver the highest goal of teaching and learning, wise and caring direction for each student, accommodated to the individual's needs, as well as potentially provides customized learning environments. An initial critical review analysis extracted from 12 reputable journal articles was done to address the complicated question. The result indicates that AI could not replace the role of an "experienced teacher". However, all of the references agreed that AI is beneficial in the modern era of teaching and learning. A teacher has an unchangeable role as a well-curriculum designer of diverse individual characteristics and learning styles in the classroom. Besides, although AI could be a good predictor and advisor, it is weak in precisely recognizing human mental status and creativity. In addition, if the data are scarce and corrupt, the benefits of AI are littlest. Therefore, the teachers should consider how to do the best to utilize AI techniques for students' academic success rather much more worry about the challenge since many other jobs are being replaced by automation.

64007 09:25-09:50

## *What Are the Patterns Between Personality and STEM Attitudes? A Pilot Study With Educational Data Mining Approach*

Ülke Balci Yeşilkaya, Uludağ University, Turkey

İlker Yeşilkaya, University of Balıkesir, Turkey

Salih Çepni, Uludağ University, Turkey

Salih Tutun, Washington University in St. Louis, United States

This research is a pilot study that examines the relationships between vocational preferences and personality types of secondary school students in terms of their attitudes towards STEM by using data mining techniques. Educational Data mining is an important approach in terms of detecting hidden patterns among data and modeling student behaviors. The sample of the study consists of 97 secondary school students in Turkey. In the research, Holland personality types based personal sphere inventory short form and attitude scale were used as data collection tools. Misleading answers were removed with the Fast Minimum Distance Covariance method. Similarities among students were calculated using the Heterogenous function. Two different adjacency matrices were created according to the STEM and RAISEC scale scores. The intersection values of the students in the adjacency matrix define the relationships between them. These relationships form the edges between nodes. Each student is defined as a node. By using these nodes and edges, a graph theory-based network topology is created. In this network, the communities to which the students belong were determined using the Luvian Algorithm. As a result, students representing the communities within the models were determined. The values of these students' STEM attitudes and RAISEC Personality types were compared. Significant patterns were observed in individuals within the communities. The findings suggest that comprehensive studies are needed to better explain these patterns.

62905 09:50-10:15

## *Students' Online Engagement and Usage of Discussion Boards on BlackBoard®: A Study from the UAE*

Laila Mohebi, Zayed University, United Arab Emirates

The heart of online learning is students' participation in online discussion forums. Online education should be developed to get students actively engage in the online class. This qualitative study explored students' online engagement in the Blackboard's discussion forum. The study aimed to investigate students' perceived benefits of discussion forums and their views on improving their engagements in the discussion boards. The current study used a qualitative approach where seventeen students in a federal university in UAE reflected on their engagement in a discussion form by using SWOT analysis. Thematic data analysis technique was used for the data analysis. This study revealed that students perceived the benefit of discussion forum in number of areas, (1) sharing their experiences, (2) reflectioning on other students' opinions and giving feedback, (3) improving students' satisfaction with the course. However, the results indicated that students' engagement in discussion forms can be enhanced by improving the system and working on students' traits. The study recommended training students properly and use other potential apps in online classes.

10:30-11:45 | Salle 234

# Saturday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Mimi Melkonian

62700 10:30-10:55

*Teaching Arabic To Gen Z During The Pandemic*

Mimi Melkonian, Brunswick School, Greenwich, United States

Teachers have responded globally to the challenges of the COVID 19 pandemic, but now is the time for us to reassess our pedagogical priorities. In this presentation, successes and challenges in teaching and learning Arabic in the independent High School setting in the U.S.A. with alternative delivery methods will be shared and discussed -- addressing students' learning and social and emotional well-being by adopting new technology for interacting and working. Examples of students' work will be shared using Sutori, virtual reality, Vlogs, Piktochart, Google Earth, and Blogs in the target language. In conclusion, schools must migrate to flexible teaching and learning platforms, re-evaluate the curriculum, capacitate the faculty, provide innovative and resilient tools and solutions in times of crisis, and adopt new technology to maintain continuity in teaching and learning.

62123 10:55-11:20

*The Relationship Between Cognitive Linguistic Approach and Right-hemisphere of the Brain in Developing EFL Learners' Pragmatic Proficiency*

Masahiro Takimoto, University of Cambridge, United Kingdom

The present study explored how the metaphor awareness-raising approach affects the involvement of the right hemisphere in developing EFL learners' knowledge regarding the different degrees of politeness embedded within different request expressions. The study results show that the metaphor awareness-raising group performed significantly better than the control group with regard to acceptability judgment and speaking tests at post-test. These data revealed that the metaphor awareness-raising approach could promote L2 learning because it aided input enhancement and concept projection; through these aspects, the participants were able to comprehend an abstract concept: the degree of politeness in terms of the spatial concept of distance. Accordingly, the proximal-distal metaphor enabled the study participants to connect the newly spatio-visualized concept of distance to the different politeness degrees attached to different request expressions; furthermore, they could recall them with the left side of the mouth being wider than the right. This supported certain findings from previous studies that indicated the possible involvement of the brain's right hemisphere in metaphor processing.

63966 11:20-11:45

*Can a Multimedia Educational Website Enhance Phonetic Training? Benefits, Challenges and Learners' Perceptions*

María de los Ángeles Gómez González, University of Santiago de Compostela, Spain

Alfonso Lago Ferreiro, University of Vigo, Spain

Prior research has established that phonetics and pronunciation have been marginalized within applied linguistics and in regular language teaching, proving to be particularly challenging for learners in EFL contexts. This paper presents EPSS Multimedia Lab (EPSSML), a multimedia e-learning platform designed within Mayer's (2009) Cognitive Theory of Multimedia Learning to upskill the phonetic and pronunciation competence in English of L2 and L3 learners. In addition to contrasting the uniqueness of EPSSML based on a survey with 76 EFL/phonetics instructors, we examined its efficiency as an educational tool as well as the students' perceptions of it, in compliance with Clark's (2009) framework. The scores obtained by 504 Spanish EFL learners in an obligatory phonetics and phonology course in an English degree were analysed comparing performance before and after EPSSML-assisted instruction. In addition, online questionnaires were administered to 127 Spanish phonetics students that used EPSSML in their training to test their perceptions of the tool. The analysis of rated results showed that there was a significant difference between the means of scores of those learners that used and those that did not use the application. Experimental results also revealed that 83% of the students enjoyed and were very interested in EPSSML. These findings demonstrate the importance of web-assisted learning as an educational resource facilitating blended and flipped methodologies. The advantages and challenges involved in phonetic and pronunciation training in digital environments are also discussed.

13:30-14:20 | Salle 234

# Saturday Onsite Presentation Session 3

Education & Difference: Learning Difficulties & Disability

Workshop Presentation

62312 13:30-14:20

*Senses and Sensibilities: An Inside View on Recognizing and Supporting Individuals with Sensory Issues*

Stephen Shore, Adelphi University of New York, United States

The inclusion of sensory issues in the narrative of the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), suggests greater formal recognition of sensory processing dysfunction as a characteristic of the autism spectrum. Following a brief introduction of the presenter, the workshop opens with an activity giving participants a sense (pun intended) of what sensory overload may feel like to a person on the autism spectrum. Focus then turns to the neurology of sensory processing and how dysfunction contributes to sensory issues that many on the autism spectrum experience. Using personal examples from the presenter, others on the autism spectrum, and case studies, the next portion of the presentation examines what teachers, social workers, professionals in allied fields, and others supporting those with autism will notice when sensory processing dysfunction occurs for an individual in school, at home, at work, and in the community. These observations are followed by easy to implement, practical solutions for developing accommodations to help these individuals regulate their sensory system. The workshop ends with a review of the numerous books, DVDs, equipment, and assessment instruments such as the Sensory Profile by Winnie Dunn and Catana Brown that exist for helping to support a person with autism in determining a person's sensory profile in order to develop appropriate accommodations and treatment for ameliorating sensory issues.

14:35-15:50 | Salle 234

# Saturday Onsite Presentation Session 4

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Najwa Saba 'Ayon

63755 14:35-15:00

*To What Extent Lebanese University Students Perceive Themselves as Intercultural Communicators*

Najwa Saba 'Ayon, Rafik Hariri University, Lebanon

Grasiella Harb, Rafik Hariri University, Lebanon

Globalization has removed all constrained borders and distances among business corporations. With this fundamental change, there has been an increasing demand for intercultural competent communicators to secure success in the 21st-century marketplace. In fact, Winstead (2021) states "as more and more company leaders prioritize diversity and inclusion in their workplaces", effective intercultural communication (IC) becomes a must in today's workplaces. However, some universities in Lebanon, if not all, seem not to have IC as a part of their curricula, or if they do, it is considered as an elective social science course students might take to fulfill a general requirement. As such, students may not become aware of the importance of developing intercultural communication skills. Hence, it becomes essential to find out about students' perceptions of IC. To this end, the researchers aim to investigate the extent to which students in private Lebanese universities perceive themselves as culturally competent speakers and the strategies they follow to develop their intercultural communication competence (ICC). The theoretical framework used for this research is Byram's model of intercultural competence (1997). Using a mixed-methods design, the researchers survey 200 participants conveniently sampled from different private Lebanese universities. The quantitative data is complemented with three focus groups of 5-7 participants. The collected data (still in progress) will be analyzed quantitatively and qualitatively. The derived conclusions from both analyses will be triangulated. Based on the conclusions, the researchers will present recommendations to both the students and the higher education institutions to help students develop ICC.

63338 15:00-15:25

*Representation of Ethnic Minorities in Textbooks: 'Multicultural Education' in China*

Liz Jackson, Education University of Hong Kong, Hong Kong

Yan Fei, Education University of Hong Kong, Hong Kong

Multicultural education (understood here as education that responds to issues related to diversity in society) is implemented across societies to help students understand cultural and related forms of social difference. However, discourses of multicultural education are often based on views and practices from western societies, while others, including Asian and Chinese perspectives, are commonly neglected. This paper examines how ethnic minorities in People's Republic of China (PRC) are represented in recent primary and secondary textbooks for social studies subjects. By doing so, this paper aims to explore how diversity is negotiated and formulated in a non-western social and political context, thus enriching our perception of theories and practices of 'multicultural education'.

62710 15:25-15:50

*Using Undergraduate Research Experiences to Foster Transdisciplinary Education in Hawaii'*Najwa Saba 'Ayon,

Rafik Hariri University, Lebanon

Camonia Graham-Tutt, University of Hawai'i-West O'ahu, United States

The Student Research and Creative Works Symposium was developed as a transdisciplinary educational experience to prepare island students for 21st-century careers. With fewer opportunities for undergraduate students to be exposed to research on the West side of the island of O'ahu, the symposium has become an environment of research and scholarship that immerses students in research whereby meeting the need for more comprehensive problem solvers in Hawaii's workforce. To date, over 550 undergraduate students have presented in 10 symposiums. The symposium continues to provide a broad range of learning experiences that support undergraduate students in 1) identifying and solving complex research problems, 2) exploring cultural issues, and 3) evaluating challenges that affect people in Hawai'i. The symposium serves as an impactful setting that allows students to identify, design methods, critically evaluate data, and creatively disseminate information. These higher-ordered problem-solving skills are necessary to meet the needs of Hawaii's rising workforce demands. As the sole transdisciplinary research event on-campus, the symposium not only showcases student knowledge in the art of research methodology, scientific reasoning, and giving skillful presentations, it also allows for faculty to work together from divisions across campus. Faculty have redesigned their course curricula in creative ways both for in-person classes as well as virtual courses to give students the agency, confidence, and skills to present their research to the broader campus and the community. This poster presentation will include data from 10 symposiums to demonstrate the effectiveness of transdisciplinary education in research for undergraduate students.

16:05-17:45 | Salle 234

# Saturday Onsite Presentation Session 5

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Emre Deniz

63939 16:05-16:30

## *Implementing Multicultural Teacher Education- Lessons Learned From One University*

Cara Djonko-Moore, Rhodes College, United States

In Canada, Black Canadians continue to call out the lack of representation in society including their schools (Wong, 2020). There is some evidence that opportunities have been missed to utilize culturally responsive teaching strategies with other Canadian ethnic minority groups as well (Skidmore, 2016). As Canada's diversity increases via immigration and acceptance of refugees, teacher educators need to consider how to meet the needs of the increasingly diverse population. This poster presentation will share insights, strategies, and resources that address effective multicultural teacher education. A qualitative research project that involved semi-structured interviews with teacher education faculty along with visits to cultural sites and conversations with local informants was completed in March 2022 as part of the Fulbright Global Scholar Program. The focal institution, located on the ancestral and unceded territory of the Mi'kmaq, was selected due to it being located in the most diverse province in Canada, having a collegiate program focused on the academic study, research, and teaching of the Mi'kmaq First Nation, and being centered in a diverse community including Gaelic-speaking immigrants and their descendants, Acadian immigrants and their descendants, enslaved Africans and their descendants, Caribbean immigrants and their descendants, Polish immigrants, South Asian immigrants, and the Mi'kmaq First Nation among others. Some strategies this presentation will highlight include a focus on reconciliation, incorporating an indigenous perspective of two-eyed seeing, and bringing under-represented voices to the forefront in class discussions and assignments.

63464 16:30-16:55

## *Using Empathy as a Core Teaching Strategy: From Persona Profiles to VR Experiential Learning*

Tulio Maximo, The Hong Kong Polytechnic University, Hong Kong

Justina Liu, The Hong Kong Polytechnic University, Hong Kong

Empathy is the ability to share someone else feelings or experiences by imagining what it would be like to be in that person's situation. The three essential qualities of a creative leader are Empathy, Clarity and Creativity. Empathy helps students to gain first-hand insight into the experiences of a diverse population. As a teacher, I believe empathy is the key to forging creative leaders of tomorrow towards a more equal and diverse society. In this presentation, I will explain how I have been using empathy as a core teaching strategy to deliver theoretical content closer to people's lives, for students to practice those theories, and for me to stand in students' shoes and improve my teaching. Examples range from using persona profiles to put theory into context, creating do it yourself wearable simulators for students having first-hand experience of people lacking capabilities and co-creating a virtual reality assisted experiential learning to see, feel, and create an age-friendly society. The approach has rendered an average score of 4.4 on a scale of 5 in the student feedback questionnaire in the accumulated survey from the previous 3 years.

62497 16:55-17:20

## *The Relation Between Bullying at School and Cyberbullying – Risk and Protective Factors*

Ifigenia Stylianou, University of Cyprus, Cyprus

Stavrinides Panayiotis, University of Cyprus, Cyprus

Recent literature suggests the commonalities between school bullying and cyberbullying. However, there is lack of evidence regarding the risk to get involved in cyberbullying after engagement in bullying incidents that were not effectively managed by the school environment. Study aims to test (1) the effect of being involved in traditional bullying in the past on current cyberbullying, and (2) the role of school-related factors in this relationship. A sample of 917 Cypriots students aged 15-18 years, completed the Personal Experiences Checklist, the Questionnaire on Teacher Interaction, the School Climate Bullying Survey and the Inventory of Parents and Peer Attachment, and rated the frequency of past involvement in conventional bullying and victimization. We used AMOS 24.0 to run structural equation models and test the study hypotheses. Negative school climate, as defined by the low willingness to report bullying and seek help and alienation from peers were the only school-related factors that mediated the relationship between involvement in forms of past school bullying in present cyberbullying. Results showed that there are common grounds on the mechanisms behind conventional and cyber forms of bullying, which may increase the potential of programs applied in schools that aim on cyberbullying reduction.

63074 17:20-17:45

## *A Longitudinal Study of Sibling Bullying and Mental Health in Adolescents with Autism Spectrum Conditions: The Role of Self-Esteem*

Emre Deniz, University of York, United Kingdom

Umar Toseeb, University of York, United Kingdom

This study aimed to test the mediating role of self-esteem in the longitudinal associations between sibling bullying and negative and positive mental health in adolescents with Autism Spectrum Conditions (ASC). Using data from a UK-based nationally representative cohort study indicated a sample of n=416 adolescents aged 11 to 17 who have previously been diagnosed with ASC and had at least one sibling when they were aged 11 and 14 years old. The findings indicated that nearly 50% of adolescents were involved in at least one type of sibling bullying, either as the victim or perpetrator, suggesting that sibling bullying is prevalent in adolescents' lives. Additionally, increased rates of sibling bullying in early adolescence were associated with lower levels of self-esteem in mid-adolescence, and, in turn, lower levels of self-esteem in mid-adolescence predicted poorer negative and positive mental health in late adolescence. Hence, self-esteem in mid-adolescence served as a significant mediator between sibling bullying in early adolescence and negative and positive mental health in late adolescence. While the majority of our results align with previous studies' findings, this study is the first in reporting the mediating role of self-esteem between sibling bullying and negative and positive mental health in adolescents with ASC.

09:00-10:15 | Salle 233

# Saturday Onsite Presentation Session 1

Nurturing Creativity & Innovation: New, Innovative & Radical Education

Session Chair: Jarema Drozdowicz

63984 09:00-09:25

## *Creative Ideas of Rural Students in Indonesia Toward the Mask Waste Issue Through STEM Activity in the Post COVID-19 Pandemic*

Slamet Hariyadi, University of Jember, Indonesia

Bevo Wahono, University of Jember, Indonesia

Yuliati Yuliati, Junior High School No.1 Panti Jember, Indonesia

The COVID-19 pandemic has a side impact; the accumulation of medical mask waste daily due to health protocol rules. This condition arises as a concern from students at Junior High School No. 1 Panti, a school in the rural area of Jember, to deal with the problem of mask waste, which impacts the environment. The data in this study derived from students' creative ideas were taken using a questionnaire and an interview with a sample of 10 students. This participant number is limited because the school is located in a rural area. Data result in this current study were analyzed qualitatively. According to students' perception, the result shows that masks polluted the environment (92.9%), thereby increasing disease caused by viruses (78.6%). Students argue that the condition needs to be handled by creating products made from used masks that have been sterilized (78.6%) into handicraft products (21.4%), for example, flower pots (78.6%). In addition, mask waste can be created into ornamental flowers (53.8%), smartphone pockets (7.7%), trash bins (7.7%), bags (30.8%), frames (7.7%), and calligraphy (7.7%). Therefore, the simple recycling and ideas through STEM activities from the students could reduce the pile of medical mask waste in the post-Covid-19 pandemic.

63840 09:25-09:50

## *Pedagogy of Creativity: Preparing Educators for Innovative Teaching and Learning*

Todd Kettler, Baylor University, United States

If we want students to engage in creative thinking and creativity inducing learning, then teachers need to understand, model, scaffold, and articulate creative outcomes they seek when designing learning spaces. However, recent work indicates that teachers struggle in their knowledge and skills associated with creativity and their beliefs about the importance of teaching for creativity. The educational disruption associated with the pandemic reinforced the need for new ways of thinking about education and student outcomes. Our research team recently launched the Learning Reimagined project with two goals, equipping teachers with the tools of creative pedagogy and designing learning spaces rich in creativity, problem-solving, and innovation. Creative pedagogy is adaptable, inventive, and perhaps even revolutionary as it departs from traditional teacher-centered education. Our work explores new horizons for deep learning where creative thinking and creative outcomes enhance domain-specific knowledge and skill acquisition. Our focus is preparing educators to implement creative pedagogies while achieving deep learning outcomes with engaged learners. This presentation provides an overview of studies we have conducted and our current work on teacher behaviors associated with creative pedagogy. We apply an integrated behavioral model to understand teacher behaviors and factors that influence teaching in innovative ways. Variables in the model include (a) teachers' attitudes toward creative teaching, (b) teachers' perceived norms about creative teaching, and (c) teachers' personal agency related to creative teaching. Additionally, we are studying how teachers acquire the knowledge and skills of creative pedagogy and aspects of the school environment that support or constrain creative pedagogy.

63090 09:50-10:15

## *Retrolearning as an Educational Strategy and Practice*

Jarema Drozdowicz, Adam Mickiewicz University in Poznan, Poland

The impact of new technologies on learning processes is a phenomenon hard to ignore. One of the consequences of application of various IT tools, remote education or AI in the educational domain is the emergence of new learning strategies and practices. One of the striking examples of such approach is retrolearning. This term covers a wide array of various learning practices, ideas, tools and socio-cultural movements combining the latest tech and web connections to create, change and reformulate the existing reality into an innovative learning environment. The key terms which relate to this emergence are however linked often to the past, like nostalgia and analog cultures. This paper presents the most significant aspects of the aforementioned phenomenon and highlights possible its applications in the future. In order to do so an ethnographic and qualitative approach must be used in the description and interpretation of particular aspects of retrolearning. The outcome of the research in retrolearning must be therefore related to a much wider cultural transformation represented by the young generation such as Gen Z for example.

10:30-11:45 | Salle 233

# Saturday Onsite Presentation Session 2

Professional Training, Development & Concerns in Education

Session Chair: Patrícia Ferreira

64049 10:30-10:55

## *Teacher Training in Non-formal Science Learning Contexts: Contributions to Elementary Teachers' Knowledge and Motivation*

Isabel Borges, University of Lisbon, Portugal

Isabel Chagas, University of Lisbon, Portugal

The relevance of non-formal contexts for science education, encompassing social, environmental, current, and critical issues, has been recognized by numerous studies which recommend integrated and interdisciplinary practices, starting at children's early age. However, according to recent international reports, too many students show poor scientific literacy, and many teachers do not integrate non-formal approaches into their practice. Besides, there is a lack of studies on teacher training programs focused on these contexts. The purpose of the study was to appraise a science teacher training course offered by a network of science centers in Portugal since 2015 concerning its relevance to elementary teachers' professional development. The European Space Agency supported the design of both the syllabus and the educational kit. The course is framed in the interdisciplinary STEM (Science Technology Engineering & Mathematics) approach, promoting inquiry-based science learning of a set of themes associated with Astronomy and Space. A qualitative and interpretative approach was followed. Participants were 143 elementary teachers throughout seven editions of the course. Data collection procedures were a final questionnaire, participant observation, content analysis of the participants' individual written reflections, and the lesson plans they designed during the course. Most teachers showed knowledge improvements about the course subjects and how to teach them, which was evident when analyzing their lesson plans and observing their presentations. Most teachers revealed higher motivation and enthusiasm towards science and a willingness for more professional development. Three schools where participants taught had the initiative to disseminate the program contents to other teachers in school.

62386 10:55-11:20

## *Life Dynamics as Language Education and Intercultural Communication Method for Graduating Liberal Arts and Education Students of Jose Rizal University*

Jonathan Chiong, Jose Rizal University, Philippines

Students' language and communication skills and leadership abilities in today's times are focused on strengths management. Life Dynamics begins by identifying the individual's basic orientation to life, or personal style. Based on this foundation of self-knowledge, powerful strategies are manifested and these enable individuals and groups to work more effectively together as they achieve better results in teams. Graduating students of liberal arts and education of Jose Rizal University are encouraged to maximize their potentials by use of their soft-skills. Graduating students of Jose Rizal University are given a series of context specific surveys in language and communication. The surveys measure behavioral style preferences as it is essential to establish context. As the graduating students manage their communication skills, they become aware of their preferences in managing their strengths as they begin to implement the developmental strategies that will have an immediate impact on productivity. In coordination with the Student Development Office (SDO) and the College of Liberal Arts, Criminology, and Education (ACE) of Jose Rizal University, Life Dynamics resulted to learning activities that are carefully sequenced so that graduating students can build confidence in acquiring relevant language and communication skills, leadership, perspective, and insights. The program termed as ASCEND (Achieving Excellent English, Self-Awareness for Behavioral Management, Communicative Competence for Professional Purposes, Enhancing People's Capacity, Nature of Communication, Discipline of Communication) yields enormous productivity improvements that can be realized using common language to communicate, enhancing productivity among graduating students of Jose Rizal University to develop soft skills for campus sustainability.

62988 11:20-11:45

## *Grammatical Laboratories as a Tool for Innovative Grammar Teaching Practices*

Patrícia Ferreira, Polytechnic Institute of Lisbon, Portugal

Antónia Estrela, Polytechnic Institute of Lisbon, Portugal

Cristina Silva, Escola Superior de Educação de Paula Frassinetti, Portugal

Sónia Rodrigues, Faculdade de Letras da Universidade do Porto, Portugal

Isabel Sebastião, Centro de Linguística da Universidade do Porto, Portugal

This paper aims at presenting a case study that led to the design of an in-service teacher training intervention that could contribute to the transformation of grammar teaching practices. The study is integrated in the project Inductive and reflective approach to grammar: Research, training and intervention pathways (G-Lab) and has the participation of four primary teachers and one 5th and 6th grades' teacher. Data were collected through observation of classes introducing a grammatical content or topic, questionnaires, interviews and document analysis (of lesson plans, exercises, students' resolutions, etc.). The results point to a prevalence of prescriptive and limited grammar teaching practices, with little presence of didactic paths consistent with an inductive and reflexive approach to grammar, such as grammatical laboratories, despite the participants' speech sometimes points to other direction. In fact, one of the conclusions which emerged from this study was that there are some limitations and inconsistencies identified in teachers' practices and beliefs as far as grammar is concerned, enhancing the need to address these issues in the teacher training sequence that is being designed.

13:30-14:20 | Salle 233

# Saturday Onsite Presentation Session 3

Professional Training, Development & Concerns in Education

Workshop Presentation

62045 13:30-14:20

*Moving Professional Development Training for In-service Teachers Online: Complications and Accomplishments in Project Talent*

Jane Elizabeth Casey, Texas A & M University - Central Texas, United States

Project TALENT, Transforming Agricultural Literacy-learning & ENhancing Team-teaching, is a USDA grant-funded project designed to provide an innovative Professional Development (PD) opportunity for in-service 5th through 9th grade STEM teachers working in rural, central Texas and serving underserved (i.e., rural, Hispanic, economically disadvantaged, ELLs, at-risk, migrant/transient) students. Due to Covid-19, the planned PD training in 2020 moved to an online format, which changed the nature of the training and preparation of in-service teachers. Through the development of the online modules, the lengthened time-frame, and the learning in isolation, PD training was not as successful as it might have been. Although there were accomplishments, there were also a number of complications. The TALENT Model was developed to train teachers in a pedagogical approach that aligned content with identified real-world issues, with support from agricultural experts and business leaders. In practice, experts would become part of the teaching; and students would learn how to investigate identified problems as teachers incorporated these issues into classroom instruction through simulation, replication, and problem-based learning undergirded with co-teaching, AVID strategies, and the 5E model. In this fashion, instruction was designed to increase students' agricultural literacy. However, teacher-participants were introduced to the TALENT Model in a digital format, and this greatly changed the nature of the interactions with agricultural experts. In 2021, a hybrid approach produced better results and incorporated innovative technology into the PD design. Online and hybrid PD training for Project TALENT had many accomplishments, but there were also some complications when training moved online.

14:35-15:25 | Salle 233

# Saturday Onsite Presentation Session 4

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

Session Chair: Camille Wilson

62912 14:35-15:00

*Do We Need a Paradigm Shift in Social Work Education? Make Empowerment Happen*

Anna Broka, Riga Stradins University, Latvia

Anette Nielsen, University College South Denmark (Emeritus), Denmark

Doris Scheer, Independent Scholar, Germany

In our research paper presentation we argue that social work and social work education need to revise their theoretical base and teaching practice in order to address the deepening social divide locally and globally. Participatory social work and teaching approaches contribute to a just, coherent society and enhance professionalisation. Both foster innovative ways of learning, sharing knowledges and co-creation. Our transnational project work has illustrated that empowerment, as conceptualised by Paolo Freire, is an underestimated concept in social work theory and teaching. Being aware that it evokes specific challenges, questions, and dilemmas, we intend to elaborate on how empowerment facilitates reflexivity, different ways of knowing and learning of students, teachers and service users alike. We take a closer look at the concepts and relations of and between empowerment, resilience and co-creation while questioning traditional approaches which often neglect the social change potential that these relations can unfold. We claim that transformation of educational institutions involves action learning and teaching practices which recognise the expert knowledge of users in service design and delivery. Our reflections are contributing to a much wider debate which is needed for the social work discipline to be well equipped for new and already existing challenges such as the pandemic and globalisation. If social work wants to be an actively involved actor, who is dealing sustainably with such demands, it must be open for professional change which, as we intend to argue, entails a paradigm shift.

63057 15:00-15:25

*School Shuttering, Racial (In)Justice, and the Fight for Equitable Educational Access*

Camille Wilson, University of Michigan, United States

Tonya Kneff-Chang, University of Michigan, United States

In this paper, authors discuss their School Shuttering and Equitable Educational Access (SEEAS) Study. This is an exploratory, comparative case study of two, predominantly Black, Midwestern school districts in the U.S. that have been dissolved by state officials or threatened with shuttering. These school closure developments are intimately connected to contemporary state policies and interventions, including many conditions that predate the COVID-19 pandemic. They are also part of the historical fight for educational access, equity, and racial justice across the U.S. As such, the SEEAS ("sees") study bridges historical and contemporary contexts to explore the roots, processes, and effects of permanent school and district closure. The study also examines political debate over these closures and analyzes community proposed alternatives that are designed to ensure Black students experiencing poverty can access high quality, equitable public education. Authors draw upon a range of policy and historical documents, education artifacts, funding and academic data, and ongoing interviews with educators, civic officials, youth, and other community members in their discussion. Implications of this study pertain to segregation, school choice policies, the global impact of neoliberalism, and local strategies of community resistance.

16:05-17:45 | Salle 233

# Saturday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Dana Dobrovská

63387 16:05-16:30

## *Nurturing Resilience Amongst Pre-service Teachers: Critical Reflections of Teacher Educators in the South African Context*

Suriamurthee Moonsamy Maistry, University of KwaZulu-Natal, South Africa  
Sylvan Blignaut, Nelson Mandela University, South Africa  
Lesley LeGrange, Stellenbosch University, South Africa  
Prevanand Ramrathan, University of KwaZulu-Natal, South Africa

A distinguishing feature of developing nations like South Africa is the extent of socio-economic inequality. The COVID-19 pandemic has certainly exacerbated conditions especially for learning, in all sectors of education. The higher education sector, plagued by neoliberal accountability imperatives continues to demand performance from the agents (teachers and students) that have to give effect to its market-oriented enterprise. The teacher education sector is presented with particular challenges as it relates to programme delivery, especially given that pre-service programmes are designed to include a significant practical teaching component. Yet despite these constraints, both teacher educators and pre-service teachers have endured. In this paper we draw on Freirean inspiration to explore how this resilience and non-defeatism has come to manifest, with the view to developing insights into how to better nurture resilience, as well as resistance to unwavering neoliberal pursuits. Methodologically, we apply the tenets of collaborative autoethnography (CAE), a methodological approach involving two or more researchers combining their intellectual insights, energy and data to produce richer datasets (using personal memory data, reciprocal interview data and observations and analyses of each other's narratives). We draw attention to critical incidents of resilience and resistance and offer theoretical (and practical) insights for nurturing and re-imagining in a time of ongoing uncertainty.

63606 16:30-16:55

## *The Impact of the COVID-19 on Teachers' Sense of Efficacy and their Attitudes Towards Online Learning*

Hanh Nguyen Ly, Yola Education Joint Stock Company, Vietnam

Teacher's sense of efficacy has been pinpointed in a rich array of recent studies to determine the teachers' readiness and success in adapting themselves to online teaching during the abrupt school closure amid the pandemic. With attempts to ensure the quality of teaching and learning, acknowledgement of teachers' self-efficacy and attitude towards the new form of education is crucial for school leaders and trainers to provide appropriate training, supportive policies, and changes in curriculum development. By employing Teachers' Sense of Efficacy Scale (TSES; M. Tschannen-Moran & A. Woolfolk-Hoy, 2001) and Test of e-Learning Related Attitudes scale (TeLRA; DH Kisanga and G. Ireson, 2016) followed by semi-structured interviews, this paper unravels the practices of teaching during the Covid-19 from the perspective of language teachers (N = 109) in Vietnam from different levels and educational sectors. The impact of prolonged school closure on teachers and their perception technology in education is also discussed. Finally, suggestions for school leaders and teachers are proposed to accommodate the thrive of virtual classes.

63635 16:55-17:20

## *Post Pandemic Issues and their Effect on Teacher Retention in the United States*

Julie Smith, Loyola Marymount University, United States

The public education system is facing a teacher retention crisis in the United States, post pandemic. Estimates that as many as one out of every two teachers in American public education are actively seeking to leave the profession in 2022. Since many educators have already left the profession, district administrators have been scrambling to find ways to cover classes. As well, school districts are having significant difficulties hiring and retaining new and substitute teachers. Teacher workload, stress and respect issues stemming from changes in laws supporting classroom management and post-pandemic parent – student accountability, have changed the desirability of teaching as a profession. According to teacher surveys, there has been a significant deterioration in student behavior since the end of lockdowns in various states. In those states which experienced the longest lockdowns, educators report an increase in serious behavior issues and a decrease in parental support. Teachers also cite changes to the curricula that place them in untenable positions whereby they are caught in the middle of parent and school district disputes. Citing stress and better opportunities elsewhere, there has been a huge uptick in mid-year resignations. Incidence of teachers willing to break their contract, no matter what the cost, have skyrocketed. This presentation will examine data from an educator poll, and a survey of American educational media reports.

62314 17:20-17:45

## *Teacher Attitudes Towards Online Teaching in the Covid Pandemic*

Dana Dobrovská, Czech Technical University in Prague, Czech Republic  
David Vaněček, Czech Technical University in Prague, Czech Republic

Introduction: Online teaching transition elicited new situations for teachers. As schools shut down, remote teaching brought stressors for teachers. The aim of our study was to investigate teacher opinions about the new teaching environment and the occurrence of the Burnout Syndrome. Methods: We used a questionnaire divided into 4 sections (personal data, teacher attitudes towards online teaching, teacher opinions about BS formation and its diagnostics). Sample: 337 elementary school- and 155 secondary school teachers participated in our study. Results: 1) Online teaching: 95 % of elementary school and 96 % of secondary school teachers introduced within a short time full online classes, the rest combined online teaching with other methods. 90 % of elementary school and 82 % of secondary school teachers had no previous experience with distant teaching. 2) Most teachers did not go down well with online teaching, but held the view online teaching had both positive and negative aspects. 3) Most teachers needed lots of self-training. They felt exhausted, their preparation was more demanding compared with standard classes. 4) Burnout Syndrome was confirmed in the emotional exhaustion dimension (36 % of elementary school teachers, 35 % of secondary school teachers), but not in depersonalization and personal accomplishment. Conclusion: Teachers declared emotional discomfort. Using the ICT for teaching created tension, anxiety and exhaustion of many respondents. Teachers needed more time to prepare distant classes for next day, but they admitted new technologies brought some innovative aspects for their practice.

09:00-10:15 | Salle 232

# Saturday Onsite Presentation Session 1

Higher Education

Session Chair: Lana Hiasat

63519 09:00-09:25

## *Utilizing Co-creation Method in Learning Marketing and Design Skills – Experiences of Made in Maaseutu Project During the Covid-19 Pandemic*

Heidi Alander, Oulu University of Applied Sciences, Finland  
Minna Virkkula, Oulu University of Applied Sciences, Finland

Co-creation, generally used as a part of development process in business, can also be utilized in teaching and learning, for one in topics related to marketing and design. Made in Maaseutu -project organized eight co-creation workshops for over 70 higher education and business school students with 21 micro-businesses to get improvement ideas for companies and real life business cases for students. The aim of the project was also to develop a method combining co-creation and enhanced learning. Considering the pandemic most of the workshops were held entirely online or as hybrid events. The workshops were based on a user-centric approach including keynote lectures to enhance skills and to give inspiration. As a conclusion, based on the experiences of the workshops, both parties saw co-creation beneficial and efficient. The micro-businesses received tangible advice to implement immediately or subsequently as a part of their usual development process. The workshops increased the know-how of substance, customer insight and co-creation method enabling micro-businesses to perceive new service or product opportunities. For students, the workshops appeared as real worklife reference projects strengthening their marketing and design related skills, confidence and interaction skills. Besides, the workshops enabled micro-businesses to find students to be their possible employees and students to get networked with micro-businesses. Considering the experiences of the past two years, it is probable that co-creation workshops will be utilized and developed further also after the Covid-19 pandemic at our university.

63891 09:25-09:50

## *Rising Out of the Ashes: A Case Study on Teacher Preparation During a Pandemic*

Sheilah Marion Paul, Medgar Evers College, CUNY, United States

At the onset of the Coronavirus pandemic, New York City recorded one of the highest infection rates and the highest daily death rate for three months, earning the distinction as the pandemic epicenter in the US. A shelter-in-place mandate in March 2020 that led to the closure of schools and businesses ushered in the era of total remote learning in higher education institutions. New York's public higher education institutions that pride themselves on meeting the needs of diverse students, while providing opportunities and services to local communities relied mostly on in-class instruction and campus-driven administrative and support services as staples of their educational practices. The ongoing pandemic and increased uncertainties catapulted public colleges into a new normal that resulted in decreased enrollment and retention, as well as poor student learning outcomes. How did teacher education programs survive? This case study looks at the Medgar Evers School of Education during the period of distance learning education to evaluate its performance during the pandemic, shelter-in-place period. Using data on admissions, persistence, and graduation, in conjunction with instructional methods and engagement, progress monitoring strategies, and student learning outcomes, this case study will identify what worked, and what areas can benefit from improvement. The purpose is to ultimately ensure that in-person academic institutions are able to transition from one modality to another, while maintaining the highest standards of education during periods of crisis.

63712 09:50-10:15

## *The Future of Well-being in Higher Education: New Directions from Students' Perspectives in the UAE*

Lana Hiasat, Higher Colleges of Technology-Dubai, United Arab Emirates  
Leilani Radaideh, Maastricht University, Netherlands

What does it mean to live well? Can we expand our imagination to explore how living well could be like 50 years from now? The authors share the findings of their focus group research of youth in the United Arab Emirates (UAE) as the youth have expanded their imagination, rethought the future of wellbeing, and connected these elements to the focal issue of higher education. In a practical workshop and through focus group interviews, university youth in the UAE from a variety of disciplines including law, fashion, engineering, and international relations and politics engaged in thinking about the future of well-being; and their collective intelligence was leveraged to invent new frameworks for resilient futures of well-being and happiness. As a result, energized youth have a roadmap for implementing changes, and capitalizing on innovation for achieving shock-resilient well-being. By working together to imagine the future, this consultative focus group approach provided an opportunity to better understand the origins of what the youth imagine, why and how they create the images of the future, and crucially the powerful influence such images have on their fears and hopes, perceptions, and choices. The authors of this presentation provide a summary of the opportunities, key concerns of well-being in higher education and make several recommendations for the way forward in higher education.

10:30-11:45 | Salle 232

# Saturday Onsite Presentation Session 2

Higher Education

Session Chair: Katy Campbell

63956 10:30-10:55

*Outdoor Fieldwork for Multidisciplinary Undergraduates in Singapore: Design, Implementation and Outcomes*

Linda Sellou, National University of Singapore, Singapore

Yu Si Yue, National University of Singapore, Singapore

Shi Yun Lau, National University of Singapore, Singapore

Experiential learning is a great teaching strategy to help students become lifelong learners. Outdoor fieldwork is an example of experiential learning, and it was implemented as a project in a module entitled "The Earth" taught in the Special programme in Science (SPS) at the National University of Singapore (NUS). A fieldwork project on seagrass was organised for second-year undergraduate science students from SPS. The project was designed, facilitated, and supported by staff and students from SPS, the department of Statistics and Data Science at NUS, and researchers from St John's island national marine laboratory. Most students (especially from Chemistry and Physics) were unfamiliar with outdoor fieldwork and seagrass research. This project aimed to expose students to fieldwork research (as opposed to laboratory research), develop project design and planning, and, most importantly, promote reflective thinking and inquiry. Students conducted their planned fieldwork, analysed their results, and reflected on their personal experiences. In addition, data were collected from class and fieldwork observations, students' questionnaires, and reflective writing. This presentation will share the tools and strategies used to design and implement this fieldwork activity (e.g., multidisciplinary staff and student collaborations, peer learning) and show its impact on students' learning.

62915 10:55-11:20

*Leading University-Community Engagement: Female Leaders, Disruption and Resilience*

Katy Campbell, University of Alberta, Canada

David Peacock, University of Alberta, Canada

This presentation explores the social identities and social change agency of fourteen female leaders of institutionalized university-community engagement in Canada, the U.S., the U.K. and Australia, from the multi-year study "Institutionalizing University-Community Engagement: Sociocultural Contexts". Using a feminist narrative approach we explored the disorienting dilemmas and identity jolts related to women's participation in institutional leadership of social justice. Themes of disruption, resistance and resilience to neoliberal institutional cultures and practices in which university-community engagement is situated will be shared through participants' stories of praxis. Participants are invited to share their own narratives of leadership, disruption, and identity transformation.

62716 11:20-11:45

*'You're Getting Two for One With Me': Community Engagement Professionals and the Carnegie Classification*

David Peacock, University of Alberta, Canada

Katy Campbell, University of Alberta, Canada

The emerging literature on community engagement professionals (Dostilio), who occupy a 'third space' (Whitchurch) between academics and professionals within higher education, has helped construct a potentially unifying identity among staff leading community engagement activity within contemporary post-secondary institutions. This presentation critically engages this literature, and profiles the professional identities of Australian and Canadian postsecondary staff leading the adaptation and adoption of the elective Carnegie Classification for Community Engagement in their institutions. Drawing from interview data of 15 staff responsible for the Carnegie Pilot within their institutions across both Australia and Canada, and employing a narrative inquiry method sensitive to feminist analyses of power and institutional misrecognition (Fraser), we probe the tensions and frustrations of those leading the work of community engagement. We find that although exercising considerable leadership of academic engagement functions, these staff, regardless of their own more hybridized identities as practitioner-scholars or 'prac-academics', are often misrecognized through institutional designations as professional staff. Two staff portraits in particular highlight two sources of misrecognition: gender intersecting with race, and from the relegation of community engagement to an external relations function that runs parallel to the core academic purposes of the institution. The Carnegie Pilots in Canada and Australia represent a valuable attempt to institutionalize community engagement as the critical third mission of higher education. Yet the experiences of these staff also attest to an ambivalence about community engagement within the academy, and the people leading this work, particularly in the most research-intensive and most established universities in each nation.

13:30-14:20 | Salle 232

# Saturday Onsite Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

## Workshop Presentation

63115 13:30-14:20

*Student Achievement is Elevated within a Positive Learning Environment through Proven, Research-Based Classroom Management Strategies*

Colleen Harrison, Oregon State University, United States

A significant body of research attests to the fact that the "lack of" classroom organization and behavior management competencies cause educators to have high levels of stress and one reason why educators leave the profession. Therefore, effective classroom management is very important for any educator. Whether you are the new teacher excited to take on the world or the seasoned veteran who has probably experienced about every type of student there can be, effective classroom management can make a significant difference for teacher and student success. And as we know, achievement gaps can occur for many reasons. One significant cause is due to the disruption of the classroom instructor, but without the ability to manage the classroom, the best lessons remain undelivered. Consequently, effective and consistent classroom management strategies are proven to save instruction time and improve the school climate. Many school administrators who have implemented research-based classroom management strategies have experienced a reduction in office referrals and out-of-school suspensions. In addition, low achieving schools have increased student achievement by gaining back valuable teaching time that is so often lost to matters of discipline. This lively, interactive workshop presentation will provide educators with evidence-based, field-tested techniques and strategies that can be used immediately in the classroom. These strategies are proven to eliminate challenging student behaviors by 70-90%, and to catapult student achievement to "new" and higher levels. No longer will educators have to be constantly dealing with classroom discipline disruptions. Instead, they will have what is really important---time to teach.

14:35-15:25 | Salle 232

# Saturday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Sridevi Raghavan

63831 14:35-15:00

## *How Cultural Orientation Influences Culturally Responsive Teaching Attitudes and Practices Among Early Childhood Teachers in the United States*

Cara Djonko-Moore, Rhodes College, United States

Jenna Roulan, Rhodes College, United States

Andrea Shoman, Albuquerque Public Schools, United States

Shan Jiang, Baylor University, United States

With the United States' population becoming more diverse, many teacher preparation programs are working to better prepare pre-service teachers to serve children and families who identify and participate with a wide range of cultural backgrounds. Culturally Responsive Teaching (CRT), as defined by Gay (2002) as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively", is one of the methods some teacher preparation programs are choosing to incorporate in their curricula to achieve this goal (p. 106). This project stems from the desire to understand the personal characteristics of early childhood teachers in the United States that influence them to teach in culturally responsive ways. The researchers collected and analyzed data from 139 early childhood teachers across the United States that measures culturally responsive teaching attitudes, early childhood classroom practices, and cultural orientation. Preliminary results suggest that 1) early childhood teachers of color were positively associated with horizontal individualism and negatively associated with horizontal collectivism; 2) the horizontal individualism and horizontal collectivism orientations were both positively associated with stronger culturally responsive teaching outcomes expectancy; and 3) horizontal collectivism was the only cultural orientation positively associated with culturally responsive teaching practices. Additional planned data analysis includes multiple regressions and a profile analysis on teachers who fit strongly into a cultural orientation profile.

64179 15:00-15:25

## *Post-Covid Infant and Toddler Nursery Environments: Innovations in Early Education That Support Resilience*

Sridevi Raghavan, Babilou Family, France

Claire Illiaquer, Babilou Family, France

When nurseries reopened post prolonged COVID closures, mask mandates and strict sanitary protocols made settling-in challenging for young children. Educators noticed heightened anxieties among children, presumably because of masked educators and children returning from stressed home environments. It was critical to address the challenge of potential "toxic stress" among children returning to the nurseries. This presentation demonstrates the actions initiated in nursery environments upon re-opening post-COVID that reduced anxieties of children and accelerated their settling-in.

Methodology: Our research is drawn from observations at our network of 400 nurseries across France, US and UAE. We have documented the evidence, observations and analyzed findings to draw conclusions.

Findings: 1) Using sign language to communicate with infants and toddlers reduced communication barriers caused by mask-wearing. Sign language instructions when shared with parents evolved to a strong communication and bonding tool between children and parents. 2) Allowing children to spend more time in animal and nature-based environments enabled children to develop self-regulation, reduce anxiety and develop relationship with educators. 3) Sharing COVID information with children developed resilience. Children designed their own masks, supported in cleaning tasks, and began to look forward to their regular handwash schedules, and COVID became less scary (toddlers and preschoolers) 4) Giving parents tools to follow through at home (sharing songs, stories, etc) helped parents develop a sense of positivity and resilience which passed on to children.

Significance: This study has implications for educators to understand connections with children in a post-Covid world and offers support to nurseries world-wide in practice.

16:05-17:45 | Salle 232

# Saturday Onsite Presentation Session 5

Interdisciplinary

Session Chair: Evelina Atanassova

63700 16:05-16:30

*Use Free Research-Supported Resources to Improve Learning Environments, Ensure Academic Integrity and Help All Students Succeed*

Yaping Gao, Quality Matters, United States

As the result from the disruptive impact of the COVID pandemic worldwide, institutions are making big investments to offer online/blended/digital learning in different formats to meet the needs of an increasingly diverse student population. What free resources are available to help faculty ensure that students are achieving the desired learning outcomes during remote teaching? What checklists, guidelines, recommendations, standards, and best practices can be used by faculty and instructional support staff to pivot from remote teaching to quality online education and digital learning? Participates in this presentation will be engaged to review, exam, and reflect on 1) a research-supported quality assurance system adopted by over 1500 institutions globally, 2) an Emergency Remote Instruction Checklist, a tiered list of tips and actionable strategies to enact during emergency remote teaching, 3) a Quality Online Course Design Guide, a phased, iterative approach to be best applied to design online or hybrid courses. The workshop will conclude with reflection from participates on what strategies and resources are needed and available to ensure quality teaching and learning at their own institutions and help their students succeed in the digital learning environments.

63881 16:30-16:55

*iBEARS: An Interdisciplinary Method for Teaching Young Students to be Scientists*

Tracey Sulak, Baylor University, United States

Alex St. Louis, Texas Christian University, United States

Science interest predicts educational and occupational outcomes in science, technology, engineering, and mathematics (STEM). The United States is not alone in its goal to encourage broader participation in STEM pursuits, but despite the funding allocated for studying and promoting STEM education, we have seen little change in metrics related to diversification and excellence in these areas. We propose a unified, interdisciplinary method for bringing science to the students who need it most and creating opportunities for developing interest through active learning in STEM fields. Our program, iBEARS or Inclusive Biologists Exploring Active Research with Students, uses technology to bring active learning into science classrooms with the goal of providing teaching opportunities for university undergraduate science majors, called mentors, while creating learning and research experiences for school-age students. The undergraduate mentors facilitate a 12-week research project from conceptualization through communication of results at a research conference with a classroom of school-age students; the students learn scientific processes, which serve as the context for instruction in mathematics, technical writing, and presentation skills. Classroom teachers receive sustained professional development in inquiry-based teaching in science and gain self-efficacy in instructional and classroom management practices. Preliminary results show increased communication, collaboration, and problem-solving skills for both undergraduate mentors and classroom students in addition to increased knowledge and skills related to science. All participants teachers, students, and undergraduate mentors demonstrate enhanced science identity after participation. iBEARS interdisciplinary approach to science education offers a portable method for removing barriers to high-quality science experiences.

62978 16:50-17:20

*Using Hybrid Language in Scientific Process Instruction as Perceived by Teacher Educators – TE's Self-study*

Ilana K. Ronen, Kibbutzim College of Education, Technology and the Arts, Israel

Dana Sachyani, Kibbutzim College of Education Technology and the Arts, Israel

Helping preservice teachers use hybrid language representations in science is important if they are to become scientifically literate and able to engage in the discourse for understanding scientific issues. Using hybrid language representations based on the framework of computer-supported collaborative learning, the teacher educator applied the 5Es instructional model to conduct a scientific literacy inquiry. The goal was to promote 13 PSTs' understanding of the Krebs cycle in a biochemistry course, using the representational language of emojis which is common in the Z generation's social interactions, to engage their attention and facilitate their understanding of the complex biochemical process. Although the PSTs demonstrated that they understood the relationship between the specific reactions in the Krebs cycle, there was no evidence that they could generalize this mode of thought and representation to other biochemical inquiry topics. Nevertheless, the study provides insight into the ways the use of the 5Es instructional model enhanced PSTs' motivation, interactions, and involvement during collaborative learning and acknowledges the vital role of a self-study.

63972 17:20-17:45

*Rethinking University Agendas in an Uncertain World: Implications for Curriculum Design and Delivery*

Catherine Montgomery, Durham University, United Kingdom

Jeanine Gregersen-Hermans, Zuyd University of Applied Sciences, Netherlands

The 'volatile, uncertain, complex and ambiguous world' (Stein, 2021) with which we are now faced requires radical and new ways of thinking if we are to build back better, stronger and fairer. The perspectives and positions of non-dominant groups, and indigenous knowledges are still largely being ignored (Clifford & Montgomery, 2017), despite the increasing need for local solutions to our greatest challenges. Combined agendas can more powerfully provide integrated solutions to the challenges we now face therefore this paper aims to consider the overlapping dimensions of internationalisation of the curriculum, education for sustainability, international development, English Medium Instruction and decolonising curriculum agendas in higher education with a view to understanding how curriculum can engage with the volatile world we now find ourselves in. We present a new narrative around the converging agendas of a new internationalism, where a research-based interdisciplinary, multidisciplinary and transdisciplinary curriculum can help us to identify and address the most salient challenges we currently face. We present the outcome of five reflective conversations with key thinkers in these five intersecting fields. These conversations suggest the need for a radical and holistic redesign of curricula, promotion of critical and systems thinking and a sea change towards a civic discourse in higher education as crucial starting points. The conversations also highlight some of the barriers to this integrated form of internationalism, which include the need to engage all levels of our institutions, shift the pillars of disciplines and highlight the cultural positionality of staff and their engagement with curriculum.

# Panel Presentation: Martín Aiello & Harald A. Mieg

## Undergraduate Research – Best Practices from an International Perspective

Saturday, June 18 | 17:55-18:40 | Online | Central European Summer Time (UTC+2)

In conjunction with the release of *The Cambridge Handbook of Undergraduate Research*, IAFOR is delighted to host an exclusive panel discussion on best practices in implementing undergraduate research viewed from an International Perspective. The panel will be moderated by Harald A. Mieg, Humboldt-Universität zu Berlin, the lead editor of the Undergraduate Research Handbook. We will start with input from Dominique M. Galli from Indiana University-Purdue University Indianapolis (IUPUI), United States. She led the Handbook section on experiences and models of undergraduate research implementation and will provide a brief overview. Also visiting is the author of the Argentina chapter, Martín Aiello, and the authors of the Brazil chapter, Paul Voerkel, Monica Freitas, and Marcos Verissimo Alves. They will share their experiences from their countries. The discussion will focus on the international diversity of undergraduate research implementation. A Q&A session is included.



### Martín Aiello

Martín Aiello is a full professor at the National University of Tres de Febrero (UNTREF) and is in charge of the Institutional Development Project. He is also Senior Researcher and teacher of the postgraduate courses on Education, and ex-Director of the PhD on Education.

Previously, Dr Aiello worked at the International Institute for Educational Planning, UNESCO and was Research and Development Coordinator at the Latin American Regional Center in Buenos Aires, Argentina. He was also a full professor of the Higher Education Department, Academic Director of the Master

and PhD programs on Higher Education and UNESCO Chair on "History and Future of the University" at the Social Sciences School at the University of Palermo, Argentina.

Dr Aiello has also served as the Researcher and Academic Programmes Coordinator at the Laboratory of Interactive Media (LMI), University of Barcelona, Spain, and as General Secretary at Buenos Aires Center of the University of Bologna, Italy.



### Harald A. Mieg

Harald A. Mieg is (honorary) professor of Metropolitan Studies and Innovation at Humboldt-Universität zu Berlin and also affiliated to the Swiss Federal Institute of Technology, Zurich. The focus of his research is on planning processes in cities, research methodologies, and inquiry-based learning. Main book publications: *"The Social Psychology of Expertise"* (2001) and *"The Cambridge Handbook of Undergraduate Research"* (2022).



# Sunday, June 19

## Parallel Sessions

**All times are in Central European Summer Time (UTC+2)**

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

09:00-10:40 | Salle 269

# Sunday Onsite Presentation Session 1

Language Development & Literacy

Session Chair: Xiao-lei Wang

63839 09:00-09:25

*Modern Multimedia Language Labs in Foreign Language Education*

Tomas Botlik, Charles University, Czech Republic

This research presents the results of the development of speaking skills in a multimedia language lab (SmartClass system), which have been learned in this process: (1) input record and its analysis, (2) activities in a multimedia lab (speaking, grammar, vocabulary exercises) and (3) output record and its analysis. Student recordings have been analysed as (i) self-evaluation (students listen to their own recordings and give feedback themselves), (ii) peer-feedback (students give feedback to one another), and (iii) feedback from the teacher. A modified scale for the school leaving examination was used as an evaluation tool during this research. It demonstrates how a multimedia language lab can be used for free speaking development using student-driven learning. It was conducted among 70 Czech secondary school students, divided into three groups of 12-14, aged 15-19, over the period of almost three months. From the teacher's point of view, there was visible improvement in the students' free speaking skills, most of the students saw a huge improvement in their own speaking skills, at least in some of the analysed areas (content, grammar and lexical competencies, pronunciation). In addition, this research describes one tool which could be used for the development of free speaking skills.

62587 09:25-09:50

*To Kill More Birds with One Stone: Re-examining the Functions of Cross-linguistic Mixings Used by Multilingual Children*

Xiao-lei Wang, Adelphi University, United States

This study examines the cross-linguistic mixings (CLMs) of two siblings who simultaneously acquired three languages from birth. A longitudinal study (from age one to age nineteen) was conducted. The study yielded several interesting results. First, CLMs produced by the siblings was functional from the very beginning and became increasingly dynamic over the years. Second, the CLMs produced by the siblings had distinct developmental characteristics: instrumental function was more noticeable in early childhood; representational and heuristic functions were more visible in middle childhood and interactional, personal, regulatory and divertive functions were more prominent in adolescence. Third, although the communicative functions of the siblings' CLMs largely reflected the commonly recognized functional categories reported in the language research literature, the siblings progressively interweaved more than one function in one single CLM through phonological manipulation and nonverbal cues to achieve different communicative purposes and negotiate their multilingual and multicultural identities. The study suggests that multilingual children can capitalize their multilingual resources to leverage their intents to maximize their communicative potential.

63652 09:50-10:15

*Text Summarization of News in Tamil Epaper Using Machine Learning*

Vellingiriraj Erode Krishnasamy, Nandha Engineering College, India

Balamurugan M, Christ University, Bengaluru, India

Nalini S, PSG College of Technology, India

Saraswathi K, Kongu Engineering College, India

Renukadevi NT, Kongu Engineering College, India

Automatic text summarization is the process of reducing the size of original content to reduced computational burden of handling original large volume of data. There are many research works has been introduced earlier for the automatic text summarization. In the existing work Machine Learning based Automatic Text Summarization (MLATS) is introduced for the automatic summarization outcome. However, this research work doesn't focus on semantic properties and interrelationship between different contents. This is resolved in the proposed work by introducing the method namely Ranking based Hierarchical Clustering Summarization Technique (RHCST). Initially, hierarchical clustering method is introduced to cluster the sentences which provide the similar meaning. And then optimal summarization is performed using Modified GA and Adaptive PSO method. Here accurate text summarization is ensured by adapting the ranking method along with modified GA and Adaptive PSO method. The overall implementation of the research work is done in the matlab simulation environment from which it is proved that the proposed method attains better outcome than the existing methodology. In this paper, two variations of programmed text summarization model are introduced. The proposed approach utilized distributional semantics of the words present in the sentences of the message and involved hierarchical clustering procedure for gathering comparative sentences. GAHC applied GA for streamlining the aftereffects of extricated features while RPSO involved PSO for upgrading the consequences of separated features. From this research, it is proved that the proposed RHCST shows 98.2% accuracy with 1.2% increased than MLATS.

63813 10:15-10:40

*How Does CEFR-B2 Relate to IELTS Band Scores and Academic Vocabulary Scores?*

Marcus Warnby, Stockholm University, Sweden

Many non-English university courses – taught in the majority language – include a large number of mandatory English texts in the literature lists. This globalized use of English as a reading language calls for our ability to identify the academic English proficiency level required by students to cope with academic tasks. One well-spread required standard for university admission is the B2-level of the Common European Framework of Reference (CEFR). Another prominent standard is a band-6 score on the academic IELTS-test (International English Language Testing System). Such standards may indicate students' preparedness for university. There is little empirical validation of what a CEFR-B2 means in terms of other standards, e.g., an IELTS-score or educational achievement. Moreover, the IELTS-band 6 is contested for being a too low requirement. Additionally, vocabulary is a key predictor of reading ability, and, thus, academic vocabulary knowledge may be a good indicator of academic preparedness. This study sets out to provide new information to this research gap. With reference to the increased use of English as an academic reading language and to the importance of vocabulary knowledge, 323 CEFR-B2 upper-secondary English-as-a-foreign-language (EFL) students took an IELTS-reading task and two academic vocabulary tests. The results indicated that a large proportion of CEFR-B2 students fall far beneath the recommended IELTS-band 6, and, thus, question the applicability of CEFR-B2 as a valid standard. Academic vocabulary scores correlated positively with reading and achievement grades. Furthermore, it is discussed whether IELTS-band 7 may provide a higher probability of students' academic preparedness.

10:55-12:10 | Salle 269

# Sunday Onsite Presentation Session 2

Interdisciplinary Arts & Paris

Session Chair: John Williams

64009 10:55-11:20

*East Versus East: The Failure of Ilya Repin's Parisian Cafe at the 1875 Paris Salon*

Ariela Shimshon, Ben-Gurion University of the Negev, Israel

In 1875 the Russian realistic painter Ilya Repin exhibited his massive work Parisian Café at the Paris Salon. The painting depicts a typical café in Paris. Repin was confident that the work would be a success. But the work was a failure: it was described in the December 1876 issue of the magazine *La Voix* as depicting vulgar characters and crucified by the criticisms of influential Russian painters and art critics. At that period the Russian milieu in Paris consisted of individuals who were highly influential on Russian culture. One of these was Ivan Turgenev, the leading realistic author, and a cultural icon. From 1874–5 Turgenev was the subject of two massive and, at first sight, very similar paintings. The painting from 1874 was by the young Ilya Repin, and that of 1875 by painter Alexei Harlamoff, a member of the Russian Academy and pupil of Léon Bonna. This lecture is an attempt to use the two portraits to uncover the reasons for the failure of Repin's Parisian Café. I will maintain that due to Turgenev's championing of Harlamoff, Western art-lovers formed a concept of *la Russe* in art, which for many years afterward determined an Orientalist perspective through which Russian artists were viewed

63011 11:20-11:45

*New Revolutions in the Arts, Humanities and Education: Past, Paris 2022 and Future*

Albert Pizzaia, Independent Scholar, United Kingdom

The Covid-19 pandemic is one of those humongous events that places the whole of humanity into uncharted waters, paralysing and inhibiting society, yet artists often have rebelled against these new conditions by offering revolutionary works, and in Paris not least. Such recent massive crisis has just impacted on experts, professors and teachers, and they in turn have just only begun to comprehend, discuss and debate the matter leaving ample room to theorising possible new revolutions. This paper fills that gap of knowledge by demonstrating hands-on how to seize this post-crisis moment and turn it onto 'new revolutions' founded on the legacies of great art works, and aided by the humanities' syntheses and educative practises. Specific material presented in this paper includes a diagonal approach across cultural synchronic and dialogic axes, supplemented by a 'Triple Dare' theory derived from the author's *La Rose En Vie* (London, 2022) - based on case studies in the philosophy of history of the arts - foreseeing a future still in human/humane/humanistic hands. This paper argues that the arts, humanities and education are the best candidates to be launching new revolutions as they have amongst their ranks: 1) the best subjective founders for a new order, 2) the best experts of theory implementation, and 3) the most goodwilled educators.

64251 11:45-12:10

*Coffee and Protest: The Origins of the New Left and Student Protests Movements of the 1960s Against the Status Quo*

John Williams, Collin College, United States

This research examines the rise of the New Left amongst disillusioned and disenchanted college and university students in the United States, England and France in the late 1950s and early 1960s. This research serves three purposes: first, it will identify core issues which resonated with young people in the late 1950s and 1960s resulting in mass protests and demonstrations in places of higher learning. These issues included complacency by governments towards the prevention of future wars, unabated consumerism and its impact on the middle class, the plight of minority populations and lack of effort by governments to advocate social justice on their behalf. Second, it will discuss the impact of these protests and demonstrations and examine the reaction of the status quo, namely governments in power and their supporters to these protests. Finally, this research will briefly correlate the protests of the late 1950s and 1960s and their relationship with protests and demonstrations of the first two decades of the twentieth century.

14:15-15:55 | Salle 269

# Sunday Onsite Presentation Session 4

Literature & Arts

Session Chair: Fiona Hayward

62807 14:15-14:40

*Teaching Pride and Prejudice in New Media Forms Utilising Critical Literacies*

Fiona Hayward, University of Western Australia, Australia

I hated Jane Austen at school – another dead author. Why did I hate her novels at school when I now get so much enjoyment from them? I got that it had young female heroines, easily understandable themes, excoriated the nature of manners and social ritual- as a teenage feminist I was up for all that. I think rather was it due to outdated teaching - to a somewhat boring and superficial reading by the teachers. Jane, bless her, has not changed but her audience and their teachers have. So how to teach Jane Austen and give my students the same pleasure I now have without them waiting decades to catch up with her. Education authorities and leaders often talk about 21st Century education as being connected, dynamic and operating in a digital space. Technologies are already in our classrooms and in the lives of our students. Jane Austen is still there, we just need to connect our students with her. Teachers can introduce new forms of text without reinventing their pedagogy. Making full use of a Critical Literacy pedagogy teachers and students can connect with these new forms of story-telling: becoming both critical consumers and critical creators of text and meaning. I want to explore critical literacies in the literature classroom using the Lizzie Bennet Diaries vlog and the idea of Pride and Prejudice told in a series of Tweets. Yes, I am serious and Yes, I do think it will be fun.

64113 14:40-15:05

*The Creative Writing Workshop in the Virtual Space*

Alana Leilani Narciso, The Chinese University of Hong Kong, Hong Kong

The first of its kind and the longest-running workshop in Asia, the Silliman University National Writers Workshop in the Philippines, initially patterned after the Iowa Workshop, has offered over six hundred fellowships to writers for sixty years now, becoming a 'rite of passage' for the country's finest writers. It has endeavored to serve writers uninterrupted until the onset of the pandemic. After one-year hiatus, it recommences its yearly workshop in 2021 but via the online space. This paper, part of a longer project, explores how the online set-up and space affects the discussions in the workshop, whether the virtual space enables or disables. Whereas the physical workshop reveals a community and a space of negotiation (censorship versus expression, cultivation of creativity vis-a-vis regulation of it), meaning-making, and consensus, the virtual creative writing workshop remains uncharted. This paper hopes to contribute to the exploration of literary arts practices in the new normal.

62885 15:05-15:30

*Evolving Mango Metaphor in Diaspora Literature*

Constance Kirker, Pennsylvania State University, United States

This paper examines examples of the shared use of mango references as a culinary metaphor in the works of diaspora authors from a variety of regions of the world, including South Asia, the Caribbean and Africa, and across a variety of genres, including novels, culinary memoirs, and children's books. There has been past criticism of so-called sari-mango literature, suggesting that use of the image of mango is a cliché, even "lazy," attempt to "exoticize" and sentimentalize South Asia in particular. A broader review across national boundaries reveals that diaspora authors including those beyond South Asia, write nostalgically about mango as much about the messy "full body" tactile experience of eating a mango as about the "exotic" quality of mango representing the "otherness" of their home country. Many of the narratives detail universal childhood food experiences that are more shared than exotic, such as a desire to subvert the adult societal rules of neatness and get very messy, or memories of small but memorable childhood transgressions such as stealing mangoes from a neighbor's tree. In recent years, food technology has evolved, and mangoes have become more familiar and readily available in Europe and America, from smoothies and baby food to dried fruit snacks. The meaning associated with the imagery of mangoes for both writers and readers in diaspora literature evolves as well and authors do not have to heed Salman Rushdie's command, "There must be no tropical fruits in the title. No mangoes."

64039 15:30-15:55

*Re-reading Japanese Literature in the Anthropocene: Escaping from Empire and Moving toward Gender Equality and East Asian Community*

Charles Cabell, Toyo University, Japan

In several notable literary works by postwar writers ENDO Shusaku (1923-1996), KOJIMA Nobuo (1915-2006) and NOSAKA Akiyuki (1930-2015), Japanese male protagonists eager to embrace European and American culture run up against the ideology of White supremacy integral to modernity. As they struggle to gain proximity to White privilege even while being humiliated by White Western men, they imagine themselves belonging to a Japan severed from its Asian roots. The purity of this autochthonous Japanese identity attests to their superiority to other groups similarly excluded from White, male privilege. Just as feminists have highlighted a persistent pattern of gender inequality, the global rise of the Black Lives Matter movement has stimulated a belated discussion of how anti-Blackness and other forms of racial and ethnic bias are experienced by 'invisible' minorities in Japan. In this paper, I argue that, before the nation can respond adequately to the danger of societal collapse posed by the climate and ecological crisis, Japanese must wean themselves from the desire to share in the privilege enjoyed as a client state of the waning American empire. The US has one of the worst ecological footprints per capita on the planet. Confronting the misogyny and racism inherent in postwar male Japanese identity constructed under American domination would facilitate awareness of the folly of continuing to seek happiness through corporate work, profit and consumption; and allow the rediscovery of communal bonds with Chinese, Koreans and Southeast Asians during the contraction of the economy and reduced consumption necessitated in the Anthropocene.

09:00-10:40 | Salle 234

# Sunday Onsite Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Munienge Mbodila

64268 09:00-09:25

## *Changing Trends and Attitudes After Online Education*

Renáta Nagy, University of Pécs, Hungary

Alexandra Csongor, University of Pécs, Hungary

Vilmos Warta, University of Pécs, Hungary

The presentation aims at eliciting insight into the results of an ongoing research regarding evolving trends and attitudes after experiencing offline, online and hybrid education at the higher education level, at Medical Schools. The focus pinpoints online as one of the most trending forms available during the global pandemic. The study was first initiated in 2019 in which its main target was to reveal the intriguing questions of students' and assessors' attitudes towards online and hybrid education. The research questions the attitudes towards the latest trends, possible online and offline educational methods, task types, their advantages and disadvantages through an in-depth experimental process currently undergoing implementation. Material and methods include surveys, needs and wants analysis and thorough investigations regarding candidates' and assessors' attitudes towards offline, online and hybrid education. The research has been carried out with the participation of both Hungarian and international student volunteers at the Medical School of the University of Pécs, Hungary. Over 400 respondents from more than 28 countries participated in the survey, which gives us an international and intercultural insight into how students with different cultural and educational background deal with the evolving online world. The results show the pandemic's impact which brought the slumbering online world of assessing roaring alive, fully operational and now bears phenomenal relevance in today's global education. Undeniably, the results can be used as a perspective in a vast array of contents.

64052 09:25-09:50

## *A Pilot Study of Nursing Students' Use of Mobile Devices in Online Learning*

Rick Roder, Athabasca University, Canada

Lynn Corcoran, Athabasca University, Canada

Consider the contexts in which online learning occurs. What devices students use, where learning takes place, and when students learn are all important considerations. These factors have implications for online course design, especially as the pandemic has pushed more students to fully online learning. A pilot study was undertaken in the Bachelor of Nursing (BN) program at Canada's largest online university. Data was collected over 12 months using a self-reported survey embedded in two online courses. Descriptive statistics were used to analyse data. All subjects in this study were working as Licensed Practical Nurses while undertaking BN studies. The objectives of this pilot study were to determine: (1) what devices nursing students were using to complete coursework; (2) locations in which coursework was occurring; (3) time of day chosen for learning. Preliminary results indicated students were using laptops for assignments and smartphones for emailing. Urban students learned at home using reliable high-speed internet while rural students accessed their courses where connectivity was more reliable such as the local library. As all students were nurses working shifts, they completed coursework at any time. The context of the digital learning environment should inform the course designs. For example, situating videos on streaming platforms outside of the course can address connectivity issues and cueing students to the length of time needed to complete an activity enables them to plan appropriate time for their learning. The presentation will use the data gathered to provide strategies used to address the needs of our students.

63038 09:50-10:15

## *Marketing Strategies in the Literature Class to Create Active Learners*

Aaron Hahn, University of North Carolina Chapel Hill, United States

Jamie Ortolano, Sogang University, South Korea

Research has shown that there is a significant decline in early adolescent learners' academic motivation after the transition to middle schools due to traditional or teacher-centered instruction (Eccles, Wigfield, Midgley, Reuman, Mac Iver, and Feldlaufer, 1993). This is because learners are likely to be bored and shy away from voicing confusion or misunderstandings when they are less involved in and cannot relate to their learning experience. In particular, middle to high school students generally dislike or resist literature classes due to their role as passive learners (Bojesen, 2016). Moreover, the notion that the learner's mind is tabula rasa (blank slate) and all knowledge comes from teachers or other external sources has been challenged by psychologists (Maslow and Vygotsky) as well as educators (Freire, Dewey, and Rosenblatt). Thus, there has been consistent demand for the inventive "salesmanship" of literature teachers in secondary education. In other words, today's teachers are expected to perceive learners as active consumers of education and may act as marketers of educational contents instead of merely focusing on the traditional mode of teaching. However, there is not much research on the types of marketing strategies that can be used in literature classes and how they can be utilized. Therefore, this presentation is designed to serve as an introduction to identify the most effective marketing strategies for instructional purposes in literature classes and promoting student engagement.

63118 10:15-10:40

## *The Use of Technology to Overcome Transitional Challenges of First Year Students from Face-to-Face to Online*

Munienge Mbodila, Walter Sisulu University, South Africa

Universities around the world and South Africa, in particular, have been involuntarily forced to transit from face-to-face to online learning and teaching as a result of the nationwide lockdown due to the coronavirus pandemic (COVID-19). Online learning and teaching are classified as the use of digital technology to deliver tuition in synchronous mode, meaning allowing live interaction between the teacher and the learners or asynchronous mode which is basically delaying the time of delivery between teacher and learners. However, numerous challenges hinder First-Year Students in transitioning to the online platform to realise the full potential of e-learning, especially those from disadvantaged schools background considered as under-prepared, educationally underprivileged and had little or no access and skills to technology usage prior to their enrolment at the university. This paper, introduced a module called First Experience Computer Literacy (FeCOL) to facilitate students transition from face-to-face to online platforms at the university. The main objective of this study was to provide students with basic training skills needed in terms of technology-related use to enable them to engage and participate effectively in the online platform. Data were collected among a group of first-year students in the department of information technology systems in one rural institution in South Africa. The results show that the majority of learners have not used computers or had experience with technologies for teaching and learning in their previous schools. However, learners showed interest in basic IT training in terms of hardware functionality and software application for their learning.

10:55-12:10 | Salle 234

# Sunday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Daniel Pelletier

63996 10:55-11:20

*Grade Repetition in Spain: Exploring the Reasons Behind an Ineffective Educational Measure*

Inés Sanguino, University of Oxford, United Kingdom

Grade repetition is an educational intervention in which students repeat a school year instead of moving to the next grade. This practice has not only proven to be costly and ineffective, but also one of the greatest predictors of school dropout. Despite several policy reforms, Spain continues to have the highest rates of grade repetition among OECD countries. Given the lack of a clear underlying explanation, experts have highlighted a potential "culture of repetition" among teachers as the main cause. This study aims at exploring the attitudes of teachers, school counsellors and high-school headteachers towards grade repetition. Following a QUAN QUAL mixed-methods approach, which includes a quantitative survey (N=297) followed by one-to-one interviews (N=10), the results bring some light to the experiences and beliefs of high school staff members and untangle the reality behind the "culture of repetition" concept. Despite the disparity in opinions, teachers are more inclined to this measure, linking its use to a "fair system" in which effort is rewarded. Relevant measures and policy recommendations are suggested to put an end to the high rates of grade repetition in Spain.

63053 11:20-11:45

*Policy Consultations: Do Communities 'Really' Participate in Making the Decisions That Matter to Them? – Finding Evidence of the Evidence*

Deepta Sunil Valliyil, University of Oxford, United Kingdom

We see today, more than ever, that the solutions to problems are not as much with those who provide them but with those who receive them. A vaccine is only as good as the number of its beneficiaries. Similarly, educational innovations and policy reforms are only as good as the extent to which they are applied and used. The role of communities in educational practice has been a well-researched academic domain. However, the more specific case of the community's role in policymaking is sparsely studied, particularly in developing countries. Stakeholder consultation is regarded as an essential element of community-driven policymaking efforts (Kingdon, 1995; Viennet & Pont, 2017). Civil society has been persistently proven to be the link between research and policy (Court & Maxwell, 2005). However, studies also suggest that consultation has always been treated as a 'superficial exercise', owing to the pressures and politics in everyday policymaking processes (Court & Maxwell, 2005). Drawing on the unfailing quote, 'The good news is that evidence can matter. The bad news is that it often does not' (Sutcliffe & Court, 2005), I aim to investigate three questions in this study: Firstly, how much of 'policy consultations' actually happen in policymaking? Secondly, what are the evidences of these occurrences? Thirdly, what does it say about the success or failure of chosen policies? Within the limited scope of this research, I analyze educational policy documents released in India in the past decade using policy analysis and constant comparison, to arrive at constructive insights.

62916 11:45-12:10

*Managing Schools for Success: A Multi-source Inquiry*

Daniel Pelletier, Université du Québec en Outaouais, Canada

Isabelle Green-Demers, Université du Québec en Outaouais, Canada

The relationship between school effectiveness and managerial behaviors or practices of school directors is a very contemporary topic. Many researchers have tried to link one to the other, but with mixed results. The aim of this research was twofold: 1) to present an inventory of school directors management practices as assessed by different sources (directors, parents, professionals and teachers); 2) to study to what extent variations in the managerial style of directors have an impact on student achievement. Data was collected for a period of three years in four major school boards, in the province of Quebec (Canada). Instruments included an inventory of school directors managerial practices, sociodemographic and educational achievement statistics for the majority of students, as well as socioeconomic indicators for each school. Results indicated managerial practices as assessed by different sources do not overlap, with large between sources discrepancies being associated with overall lower school achievement.

13:10-14:00 | Salle 234

# Sunday Onsite Presentation Session 3

Higher Education

Workshop Presentation

63849 13:10-14:00

*Flipping the Virtual Classroom: Tools, Techniques, and Strategies for Enhancing the Online Experience*

Layla Shelmerdine, Duke Kunshan University, China

There are a plethora of benefits to the flipped-classroom approach for students and teachers such as improving learner performance and learner engagement; promoting collaboration; encouraging better preparation before class; and providing opportunities for peer-based learning. However, as education, particularly higher education, has increasingly moved to an asynchronous, online medium, some teachers and lecturers are struggling to implement flipped-classroom activities such as student-led discussions, peer-based learning activities, and group projects in a virtual environment. To that end, the objectives of this workshop are to discuss and practice ways teachers and students can utilize different technologies in an online learning environment. Firstly, the workshop provides an example lesson that demonstrates how to teach students to use different technologies to maximize their engagement with the lesson. Secondly, the workshop will illustrate different ways teachers could adapt various facets of their lessons for the online environment. Finally, the workshop will provide an opportunity for hands-on practice with technology such as different types of Zoom polls to encourage student discussion and encourage participation; screen annotation for brainstorming; and creative and engaging ways students can present and share information from assignments completed outside the classroom with their peers during their online lesson.

14:15-15:55 | Salle 234

# Sunday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Michelle J. Cummings-Koether

63999 14:15-14:40

## *Exploring a Standardized Training Framework that Provides Individualized Student Experiences*

Michelle J. Cummings-Koether, Deggendorf Institute of Technology, Germany

Oscar Blanco, Deggendorf Institute of Technology, Germany

James Larson, Deggendorf Institute of Technology, Germany

Ayelen V. Tocano Juanes, Deggendorf Institute of Technology, Germany

Since modern workplaces and universities are becoming increasingly diverse, there is mounting pressure for universities to provide intercultural competency training for students. Various approaches for teaching intercultural competencies exist and are reliant on intercultural experts. Not all universities can provide intercultural experts to deliver training internally. Meanwhile, outsourcing to external trainings may not adequately address context-specific theory or practice. To address this need, the UNIT FOUR framework was developed to provide a repeatable, standardized one-day workshop teaching intercultural competencies for university students. The modular framework's combination of theory and practical components were designed to allow any qualified instructor to teach intercultural competencies and provide a regular positive educational experience while maintaining sufficient flexibility for individualized cultural experiences for students. The UNIT FOUR framework was intended to be taught virtually to accommodate modern teaching during the ongoing COVID-19 pandemic and beyond. This framework was implemented at one of the most internationally diverse campuses in Germany to explore instructors' and students' experiences. Students reacted positively to the UNIT FOUR framework in terms of learning new information and having an individualized cultural experience. Interculturally-trained and non-interculturally trained instructors reported varied experiences with this novel training format while students reported positive experiences with both types of instructors. This early exploration into a standardized training format hints at an effective and repeatable format to support instructors in a virtual teaching environment.

63882 14:40-15:05

## *Digital Humanities and Maker Pedagogy to Teach the Shoah in 2022*

Melanie Peron, University of Pennsylvania, United States

To engage her students in the particularly difficult topic of the Shoah in WWII Paris, a senior lecturer in French embarked upon digital projects that allow students to connect with course material through critical making. Starting with the making of digital maps and timelines, moving to 360° virtual reality video projects and the creation of a website dedicated to victims of the Shoah, instructor and students stitch together fragments of the past, create social artifacts intended to preserve a cultural memory that future students will build upon. Students' work is founded upon maker pedagogy and an ethic of care that allows them to step into others' perspectives. The back and forth movement between past and present, historical narratives and individual testimonies, reading and making encourage them to not only consider the time period but also to be considerate towards those who lived it. They learn to take into consideration the humanity of others, to recognize themselves in others and others in themselves despite any spatial, temporal or cultural distance that may separate them. A philanthropic knowledge they can further apply to other invisible, voiceless individuals from other places who live around us today. Last but not least, in the past two years, the survivors' stories have taught the meaning and shown paths to resilience to young people often navigating through hopelessness and disenchantment. The collective experience enabled by the projects provide students with a sense of purpose and remind them how they all have a role to play in history.

64050 15:05-15:30

## *A Novel Approach to Problem Solving – The Use of Sustainable Development and Circular Economy in Project-based Method (Integrated Design)*

Anna Laska-Leśniewicz, Lodz University of Technology, Poland

Aleksandra Jastrzębska, Lodz University of Technology, Poland

Krzysztof Jastrzębski, Lodz University of Technology, Poland

Katarzyna Znajdek, Lodz University of Technology, Poland

Integrated Design (ID) is a new methodology that has taken the best from well-known project approaches and has included additional crucial aspects of the modern world. ID integrates creative thinking, innovative designing, problem-based learning, learning by doing, and a philosophy of sustainability and circular economy. Integrated Design is a mindset that allows future designers to solve real problems of real people, create innovative solutions and take care of sustainability, our environment and the well-being of future generations. ID encourages to find even simple ideas to existing challenges but always in consideration of sustainable development (SD) goals. Integrated Design is a process that consists of several steps: Discover, Define, (Re-Discover), Ideate, Implement. While designing, it is necessary to iterate steps and refine the solution. The Implementation step includes rapid prototyping of the solution and testing it with potential users. Results of the ID process are created with the match of SD goals and human needs. Integrated Design methodology is elaborated in the frame of "High5" Erasmus+ project (Higher Education Sector) entitled "Transdisciplinary methodology for Integrated Design in higher education" realized by 5 European universities. This novel approach is implemented in the student projects during High5 international summer schools and currently conducted courses. The ID materials are tested and further enhanced. The main goal of this study is to present the elaborated approach with a bunch of teaching and learning materials (such as a textbook, an online course for teachers, useful worksheets to implement during the designing process, and evaluation tools). Moreover, selected innovative solutions created according to ID methodology are analyzed in order to highlight the advantages of the ID approach in project-based learning.

14:15-15:55 | Salle 234

# Sunday Onsite Presentation Session 4 (cont.)

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Michelle J. Cummings-Koether

63181 15:30-15:55

*Teaching Real-Time Programming for Embedded Microcontrollers by using Cloud-Based Simulator*

Samuel Kosolapov, ORT Braude Academic College of Engineering, Israel

In "normal" times electronic students enrolled in the course "Real-Time Digital Signals Processing" (RT-DSP) use real hardware – dedicated development boards containing microcontrollers and additional electronic components, and dedicated software (installed to the personal computer) to program those development boards. However, because of COVID 19 limitations, the distribution of development boards and dedicated software to the students became problematic. Even more, technical assistance in case of installation and/or hardware problems became practically impossible. Learning real-time algorithms and their practical implementation is an important part of Electronic Engineer' education, hence it was decided to adapt the RT-DSP course to distant learning by using a cloud-based TINKERCAD simulator. It was found, that by using some tricks and simplifications, reasonably sophisticated electronic projects can be implemented. Additionally, it was found that cloud-based TINKERCAD simulator can run in parallel with ZOOM session, while the Internet' speed of the lecturer' computer is at least 50 Mbps – which means that providing frontal lectures and exercises (containing plain PowerPoint presentations and live simulations demonstrations) is feasible, at least for the groups of 30 students. After evaluating and grading homework and micro-projects, created by students in the frames of this course, we may conclude, that the professional level of the designed systems is good enough to continue this course in the frames of distant learning, while "normal" options are not available.

09:25-10:40 | Salle 233

# Sunday Onsite Presentation Session 1

Higher Education

Session Chair: Lisa Lambert Snodgrass

63530 09:25-09:50

*Cross-cultural Learning Experiences Among Graduate Students in France and the United States: A Case Study*

Pavan Antony, Adelphi University, United States

Jessica Lament, INSHEA, France

This session will highlight the cross cultural educational experiences of graduate students enrolled in teacher preparatory programs in the United States and France. A total of 27 graduate students enrolled in a teacher preparatory program at a higher education institution in France were paired with graduate students in the United States. All the students in the US who are finishing up their Masters degree in teaching met online with the French students during the course of the semester. Students from both countries interviewed one another regarding the education system and culture of both parties. The class discussions and analysis of written student responses led by lead professors in France and the US reveal several benefits to cross cultural dialogues among graduate students in higher education. This session will highlight the benefits of international cross cultural dialogues and ways to implement similar models in countries around the globe.

63138 09:50-10:15

*A Hybrid PhD: Preparing Globally Responsive Higher Education Leaders*

Lisa Lambert Snodgrass, Purdue University, United States

Christine Rienstra-Kiracofe (Kiracofe), Purdue University, United States

The field of higher education has changed rapidly in recent decades. The COVID pandemic has heightened the importance of flexibility and availability of rigorous doctoral level education available to students worldwide who will teach and lead in higher educational institutions across the globe. As the world becomes increasingly globalized, there is a need for responsive PhD programs that prepare scholars and leaders for the future in the field of higher education. This presentation outlines a dynamic, responsive PhD in Higher Education re-envisioned for the 21st Century including: student co-authored peer-reviewed publications, international collaboration experiences, and a project-based internship. This rigorous four-year PhD program, offered by Purdue University in West Lafayette, Indiana, United States, will welcome its fourth cohort in Fall 2022. This presentation, delivered by the Program Director and Associate Director of this new program, will engage participants in a discussion of what doctoral students need to be adequately prepared to teach and lead international institutions of higher education in the years to come. Best practices and lessons learned will be shared, and input will be solicited. The program, and presentation, will focus on international collaboration and partnership efforts in a post-COVID environment.

62620 10:15-10:40

*Entrepreneurship Education as Part of Higher Education Reform in Egypt*

Mona Mersal, The American University in Cairo, Egypt

Higher education can contribute to developing societies' economies through providing graduates with the competencies needed to become successful leaders and entrepreneurs in today's rapidly-changing labor market. Entrepreneurship education is a vehicle for job creation, innovation, critical thinking and economic growth. The aim of this study was to explore the views of higher education stakeholders about the economic, socio-cultural and pedagogical implications of entrepreneurship education at the American University in Cairo (AUC). Moreover, the study investigated some of the obstacles and best practices of entrepreneurship education at the AUC. The study adopted a qualitative case study design to answer the study questions. Semi-structured one-on-one interviews were utilized to gather the required data. Purposeful sampling was used to select 14 stakeholders from the AUC. Clarks' (1998) theoretical framework of the entrepreneurial university provided the lenses from which the study results were analyzed and interpreted. The results showed that there is a direct correlation between entrepreneurship and economic growth, innovation and job-creation. Moreover, entrepreneurship education plays a key role in tackling social issues and changing learners' mindset to take risks, pursue opportunities and become job-creators. In this presentation, I will share with the attendees the results of my thesis project. I will start with highlighting the significance of entrepreneurship education which has recently received considerable attention by academics, policy makers and education and business researchers owing to its positive impacts on societies. Moreover, I will shed light on the study's aims, questions, theoretical framework, methodology, findings and conclusions.

10:55-12:10 | Salle 233

# Sunday Onsite Presentation Session 2

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

Session Chair: Rudy Pugliese

63841 10:55-11:20

## *Academic Self-Concepts and Social-Emotional Factors in Gifted Identified Children and Adolescents*

Celeste Sodergren, Baylor University, United States

Todd Kettler, Baylor University, United States

Tracey Sulak, Baylor University, United States

Maryann Hebda, Baylor University, United States

The role of self-beliefs in academic performance is one of the keys to unlocking future success and happiness. Academic self-concept (ASC) is one of these crucial self-beliefs, developed in social contexts, dependent upon relationships to peers and environment, and setting a pattern that solidifies over time. While we understand some of the experiences that cause academic self-concept to form, and some that may cause it to falter, we know little about the socio-emotional factors that contribute to its early construction. Understanding these may lead to bolstering early development of self-concept for students and protecting against negative experiences, some of which are more serious for gifted adolescents. Liu et al. (2005) developed an academic self-concept scale consisting of two parts: effort and confidence. The data for this study was collected during the first wave of remote learning during the COVID-19 pandemic. It is hard to say how this may have changed the impact on ASC, yet still yielded interesting results. In structural equation modeling of academic self-concept and socio-emotional variables in gifted students, we found predictive relationships between complexity and shyness to academic confidence, but no relationship to academic effort. We considered possible reasons why gifted students may rely on confidence in their abilities rather than self-reported efforts. Chadi et al. (2019) found a strong negative effect of ability on the self-reported effort they called the lazy genius phenomenon, and others found similar beliefs in the primacy of ability over effort among gifted students (Siegle et al., 2010; Siegle & Reis, 2018).

63116 11:20-11:45

## *Becoming More Resilient through Social Media: Deaf Users of Reddit*

Rudy Pugliese, Rochester Institute of Technology, United States

Charlotte Deering, University of Oregon, United States

The deaf and hard of hearing (DHH) face many challenges when it comes to matters of health, education, and communication. A marginalized community, the DHH constitute a sub-culture. In the US, many DHH individuals are educationally mainstreamed and face difficulties in finding resources and other information about deafness, education, and accessibility services. However, many DHH individuals reject the use of assistive hearing technology and view their deafness as a cultural trait marked by the use of American Sign Language. Deaf epistemology relies heavily on personal testimonies, experiences, and accounts to document knowledge. Consequently, social media are considered legitimate sources of news, information, and knowledge. Reddit is the 17th most used website globally and the seventh most used website within the United States (Alexa, 2020). This online space provides an area for users to share news, generate content, add comments, and vote on proposals. Topics are broken into separate forums called subreddits, or "subs" that users can "join" through their account. In the midst of the pandemic, postings on the r/deaf and r/hard of hearing subreddit were analyzed during the first two months of the 2021 school year in the U.S. The present study downloaded 12,430 postings on the r/deaf and r/hard of hearing subreddit, selected a random sample, and content analyzed them. The categories included health, education, communication, technology and identity. The question "What types of information do DHH individuals need to know?" is addressed quantitatively and qualitatively.

64176 11:45-12:10

## *Resilience and Extreme Situations*

Ivica Ancic, University of Rijeka, Croatia

Lidija Runko Luttenberger, University of Rijeka, Croatia

Zlatica Colja-Hrsak, OS Petra Zrinskog, Croatia

Resilience, as the ability to respond appropriately in crisis, can be learned, practiced and developed in different situations. Particular role here plays the education system, i.e. schools, which should prepare children for such events. Experience in Croatia from 2020 shows that the education system did not meet these expectations. During the crisis caused by the COVID-19 pandemic, children were asked to stay at home. On March 23, the entire school system was set to go online. But on March 22 a strong earthquake struck Zagreb and found the entire system, already impacted by the pandemic, unprepared for such extremes. Both children and teachers were at a loss, not knowing whether to stay at home, or to go outside. Many fled the capital to rural areas without Internet access and unable to attend the school online. The experience of teaching in such extreme situation is presented in this paper. The paper highlights the importance of developing school curriculum and educating the educators on how to prepare children from early childhood to respond appropriately in extreme situations. To strengthen the resilience in children, focus should be placed on deeper learning about local knowledge, on stimulating local sustainability, systems thinking, integrating teaching about the environment and responsible citizenship into all school subjects.

13:10-14:00 | Salle 233

# Sunday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Workshop Presentation

63006 13:10-14:00

*Engage Your Students to Respond to Instruction Through Differentiation Strategies That Promote Self-efficacy, Connectedness and Relevancy, Attention and Interest*

Colleen Harrison, Oregon State University, United States

Educators throughout the globe work diligently to seek tools that improve their craft and deepen their impact on students. However, one of the challenges for educators rests on the fact that students learn differently. Therefore, educators need to implement differentiation strategies that engage and motivate students in every classroom, every day. In this lively, interactive workshop session, participants will learn strategies that maximize learning for every student. Upon returning to their classrooms and schools, educators will have learned strategies to challenge students who are advanced, reach struggling students, and support a student's learning modality with equity, positive feelings, connectedness and relevancy, self-efficacy, attention and interest, and best practices. Since educators are often asked to do more for less, close achievement gaps, and increase learning that has been lost due to Covid, educators have a challenging job. This workshop session will provide educators with research-based, differentiated instructional strategies that maximize student achievement, motivation, and engagement. Educators will walk away with relevant lesson designs that include responsive activities to instruction. These relevant lessons and activities will capture a student's interest and catapult student achievement to a higher level.

14:15-15:55 | Salle 233

# Sunday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Roxana Toma

64118 14:15-14:40

*Language Assessment Literacy: Mainstream Teachers' Knowledge and Practice With English Learners in the USA*

Tunde Szecsi, Florida Gulf Coast University, United States

Janka Szilagyi, State University of New York, United States

This presentation reports on a qualitative phenomenological study that explores mainstream classroom teachers' language assessment literacy as it relates to English learners in the USA. In Southwest Florida, 55 teachers were interviewed about their knowledge and use of English language proficiency assessments in mainstream classrooms. We conducted content analysis of the individual interviews and field note data. The findings indicated that teachers' knowledge of language proficiency assessments includes: (a) awareness of language proficiency assessments, (b) one size fits all: misuse of content assessment, (c) language proficiencies confined solely to reading skills, and (d) preference for formative assessment. Findings also indicated that teachers' limited use of language assessment results for guiding instruction, and some teachers' deficit views of English learners. These findings call attention to further professional development in language assessment literacy and to a more systematic deconstruction of negative views of English learners.

63904 14:40-15:05

*Resilience and Advocacy: Exploring the Legacy of Slavery With International ESL/EFL Students*

Judy L Miller, Columbia University, United States

This presentation offers classroom material designed to help teachers discuss the importance of resilience and advocacy in the history of the United States and how this tradition impacts today's situation. It will deal with the life of American slaves, the interracial abolition movement, the Underground Railroad, and the agency of slaves in freeing themselves before and during the Civil War. It is especially important to include ESL materials to help international students navigate not only the language of this history but also the context of the discussion: resilience against all odds in the survival of the enslaved community and culture, advocacy in the more than 30-year fight to end slavery including civil disobedience, the "bright shining moment" (DuBois) of emancipation and the backlash of progress denied during the Jim Crow era of legal segregation. The presentation will begin with a brief look at material on slavery for elementary and more advanced ESL/EFL levels, testimony from the former enslaved people collected in WPA Project interviews in the 1930s, material accessible to intermediate students on escaping slaves and the political organization of free blacks and whites, the meaning of emancipation and citizenship, and the backlash against rights for blacks in the South. What is the meaning of progress? What is the takeaway from history? Only advocacy and fighting for change can save our society: from Frederick Douglass to George Floyd, history is not a mausoleum but a call to action.

63523 15:05-15:30

*Exploring Resilience in Indigenous Pewuenche Teachers in Alto Bío Bío, Chile – Sharing Experiences From Four Case Studies*

Patricia Lagos, University of Nottingham, United Kingdom

Teaching is considered one of the most stressful and demanding jobs (Kyriacou, 2000), especially when teacher performance is delivered in vulnerable settings and groups such as Indigenous people. Generally, Indigenous students carry historical traumas and long-term mental sufferings. In many cases, they have endured discrimination and structural violence. This last aspect is manifested in social and educational systems that do not acknowledge their culture but rather suppress it. Such is the case of teachers in Pewuenche communities in Alto Bío Bío, in southern Chile. This group inhabits a disputed land rich in natural resources. Because of the same, they have undergone a long story of violence and repression stretching as far back as the first Spanish conquerors, which continued during Pinochet's dictatorship and the return of democracy to the country. Nowadays, they endure the constraints of the economic globalisation process and COVID-19. For teachers working in Pewuenche communities, dealing with these historical circumstances requires a tremendous resilience capacity. They have conveyed and reinforced this emotional ability through oral Pewuenche traditions, the use of their language, and a strong sense of community. These characteristics are placed at the core of this particular group of teachers. This presentation will offer a comprehensive review of the current empirical work on teachers' resilience by introducing the cases of four teachers working in a Pewuenche community. The main aim is to shed some light on how teachers working in Indigenous communities can resist, cope and thrive in adverse historical circumstances.

62965 15:30-15:55

*The Power of Synchronous Sessions in Distance Education: Building Community and Resilience in the the Age of COVID-19*

Roxana Toma, State University of New York Empire State College, United States

Ali Ait Si Mhamed, State University of New York Empire State College, United States

The COVID-19 disaster has come to college with astonishing speed. Within weeks of reopening, many universities in the U.S. had reported clusters of cases, forcing schools to frantically backtrack on their plans of reopening face-to-face and suspend in-person classes. The shift online has also accelerated fundamental questions about the future of higher education in light of globalization and the emergence of a 'global education policy field'. While online courses have been increasingly gaining credibility, many argue that with online classes, learning outcomes often disappoint, and that virtual instruction runs counter to the most important asset at a major university: personal interaction with faculty and their peers. This is where we come in. We bring social capital theory and Bourdieu's work on the sociology of education in the often-misunderstood, one-sided narrative of online learning, which is seen as both an isolated and deeply isolating experience. Our contribution is threefold. First, we introduce the idea of building social capital in an online environment. Second, we look at praxis – informed, committed action, to address socially differentiated educational attainment, which is perceived to be more pronounced in online learning. Lastly, we draw on our experience teaching online courses to highlight the powerful added benefits of holding regular synchronous sessions in online courses, particularly for teaching research-based and analytical subjects in the graduate programs.

09:00-10:40 | Salle 232

# Sunday Onsite Presentation Session 1

Adult and Continuing Education

Session Chair: Patricia Brockmann

62500 09:00-09:25

*Using AI to Boost Labour Market Correspondence After Receiving a Diploma in ITC Industry*

Jussi Okkonen, Tampere University, Finland

This paper presents AI driven competency development service that provides students or persons already in labour market a way to match one's competencies against existing or future competency requirements, and thus being valid employee or applicant. In information technology and communication (ITC) industry the technology advances are unexpected and moving mysterious ways causing significant mismatch between demand and supply in labour market. To some extent the mismatch is due to emergence of new technologies replacing the old ones. But on other hand, it is also due to lack of capability and capacity of educational system to provide up to date and spot on graduates. On the other hand, the operating model discussed in the paper is also a tool for giving input for forecasting future labour needs. Further, the service also serves as mid- and long-range planning apparatus for education provider when making decisions on what academic modules best serve the needs of society and individuals. The paper presents study based on data collected in development and use of the service during 2020 to 2022. According to the results, the service discussed in this paper could help the users to identify better their skills, creating an overall picture of competence as well as mapping out future opportunities. The paper is also normative as it provides guidelines for novel lifelong education scheme as well as how the presented process can be utilised in competency development.

63907 09:25-09:50

*A Critical Analysis of Initial Assessment Procedures in Adult and Community Learning in the UK*

Piotr Zychowicz, Hong Kong University of Science and Technology, Hong Kong

This presentation examines and makes recommendations to the initial assessment procedures in Adult Education in the United Kingdom. Teachers and learners are constantly making opinions about their development and formative assessment is one of the tools used to recognise it. In Adult Education, in addition to formative assessment, learners are expected to undergo initial assessment testing their level of knowledge/abilities in Language, Literacy or Numeracy. Within the Adult Education context, there are several initial assessment methods available. However, it is the providers who decide which methods are most appropriate for their learners, as different methods may be appropriate in different areas. This research project focuses on an Adult Education provider based in the Midlands, United Kingdom, and offers findings that test and sometimes refute the current theory about initial assessment. Two research methods were employed to achieve the aim and objectives. Firstly, secondary data was researched, secondly, the qualitative primary data was collected using in-depth focus groups. The research included both practitioners and learners who either conducted or experienced needs analysis processes in the adult learning context. The findings and recommendations of this research project propose the use of a more ethical and reliable way of conducting initial assessment in the Adult and Community Learning context.

62986 09:50-10:15

*The Rising Importance of Soft Skills for IT-Students: Working Online in Agile Globally Distributed Teams During the Pandemic*

Patricia Brockmann, Nuremberg Institute of Technology, Germany

Yana Moroshan, Nuremberg Institute of Technology, Germany

During the current pandemic, globally distributed software development teams have had to adapt their communication strategies. IT-students will need to learn new soft skills during their university studies. This work presents results from qualitative interviews of IT professionals during the current pandemic. Specific problems in adapting to remote, online work were identified. Language barriers, including different levels of English proficiency among non-native speakers of English, were increased by online communication. In spite of cultural awareness seminars, cultural differences between teams members remained a challenge. All of the interview partners reported difficulties in knowledge management. Information could not be evenly communicated between team members. This lack of transparency decreased acceptance of decisions. One of the biggest changes reported was the lack of in-person contact. Informal communication between co-located team members, which used to take place over lunch or coffee, had previously helped build trust between team members and to integrate new employees. Team-building measures, such as online game nights, or "chat-roulettes" with randomly selected team members, were introduced. Advantages to remote work, such as the reduction of travel times, were also identified. Some employees moved home, even back to their original countries. Shorter meetings resulted from strict agendas. Remote work helped parents with children, especially when many child care facilities were closed due to the pandemic. These results will be used to define requirements for a university course to teach students the skills necessary to work in globally distributed, agile software development teams.

09:00-10:40 | Salle 232

# Sunday Onsite Presentation Session 1 (cont.)

Adult and Continuing Education

Session Chair: Patricia Brockmann

64025 10:15-10:40

*Empowering Vocational Students to Meet the Future Job Market Needs by Applying Project-based Methods in TVET Education*

Aleksandra Jastrzębska, Lodz University of Technology, Poland

Krzysztof Jastrzębski, Lodz University of Technology, Poland

Anna Laska-Leśniewicz, Lodz University of Technology, Poland

Katarzyna Znajdek, Lodz University of Technology, Poland

In the modern, dynamically developing world, a particularly important aspect is the use of practices related to the circular economy. Moreover, green skills for employees, especially in the production and service sectors, are often sought. Every year, more and more professions require the development of circular skills and "greening" everyday work methods and job profiles. In the face of climate change and the ever-changing world of the economy, solutions are often sought that will support the drive towards a more sustainable, "green" world. Erasmus+ project, Design4Climate, tries to address the needs of dynamically developing education needs in the vocational education (TVET) sector. The project aims to empower students of vocational schools aged 16-21 through effective training in the field of re-designing production towards a circular, environmentally sustainable economy. The project is generally oriented toward the field of vocational education due to the cross-sectoral nature of the circular economy (i.e. waste from one sector is used in another). The project aims to develop basic skills in the field of green economy, which are widely used in TVET. Schools children and students will face the challenge of turning the traditional manufacturing process into a cyclical one through the principles of design thinking in learning scenarios inspired by real-world cases. All project teaching activities are carried out based on the Design Thinking methodology, and all the developed tools have been implemented into a digital collaborative platform.

10:55-11:45 | Salle 232

# Sunday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Jamie Ortolano

63042 10:55-11:20

## *Discussing "Self" Through Process-Focused ESL Writing Lessons*

Jamie Ortolano, Sogang University, South Korea

Aaron Hahn, University of North Carolina Chapel Hill, United States

Writing lessons in ESL courses are often challenging for both students and teachers due to the complexity of the writing task and students' errors. Unlike reading lessons where the learner's problem is clearly observable and measurable, writing classes can be ambiguous and elusive. Thus, it is common for the teacher to succumb to the use of a template, so that students can copy useful expressions and the standardized organization of a model essay. Although there are some benefits in this approach, this may lead to meaningless lessons where students just regurgitate what the teacher instills in them. To combat this issue, we suggest that the teacher focuses on the step-by-step process of writing by enabling students to discuss their own life experiences and observations in the writing class. This shift of instructional approach will allow students to think for themselves without too much pressure and personalize English as a second language, not a foreign language, contributing to their self efficacy and continuous creative development.

63119 11:20-11:45

## *Influences of Literature-to-film Adaptations in TEFL Undergraduates' Reading Interest*

Valeria Riveros Fuentes, The University of York, United Kingdom

Part of the body of research suggests there is a close connexion between motivation, self-efficacy and reading abilities, and attainment in a first and second language (Wigfield et al., 2004; Wigfield & Eccles, 2000). This means that learners who perform negatively in reading in their first language might not only be due to the limited opportunities given to develop their reading skills but also because of their low reading self-efficacies (Bandura, 1977; Wigfield et al., 2004) and their lack of enjoyment in their reading process. Thus, it has been revealed that students who enjoy reading perform better than those who do not (Mol & Jolles, 2014). As the majority of research has focused predominantly on L1 reading, little research has been conducted to explore EFL learners' extensive reading experiences of interest in connection with their reading identities, motivation, and reading self-efficacies. Hence, this presentation will describe and disseminate preliminary findings of a pilot study conducted in April 2021 as part of the presenter's doctoral main study, which aims to contribute to the field of FL literacy by investigating the reading identities, motivations for reading in English, as well as the reading experiences of interest among two groups of TEFL Chilean undergraduates who participated in an intervention, which consisted of two extensive reading sessions with the use of literature-to-film adaptations.

13:10-14:00 | Salle 232

# Sunday Onsite Presentation Session 3

Education & Difference: Special Education, Learning Difficulties & Disability

Workshop Presentation

63379 13:10-14:00

*"You Don't Look Like You Have a Disability": Putting a Spotlight on the Spectrum*

Kerry Magro, Independent Scholar, United States

When inclusion works, it means getting everyone's voices to the table. In this presentation, you will hear from self-advocates who are actually disabled about their stories, what helped them in school, and what would help reduce biases for people like them. "You have a disability? You don't look like you do" is something the presenter has heard ever since becoming a disability advocate when he was a College Freshman at 19. In this presentation, you will understand the importance of acceptance, the neurodiversity movement, and educating about those with indivisible disabilities. He will share case studies of self-advocates he interviews as part of his video series called 'A Special Community,' who range from those with less significant challenges to very substantial challenges. This will give educators a better understanding of ways to include visuals to describe and normalize the human condition.



# PCAH Virtual Presentations

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# PCAH2022 Virtual Poster Presentations

## Mind, Brain & Psychology

63943

### *Envisioning the Future: Ten Keys to Enhance Resilience Predictors Among Inmates*

Giulia Perasso, Fondazione Patrizio Paoletti, Italy  
Tania Di Giuseppe, Fondazione Patrizio Paoletti, Italy  
Alessandro Maculan, University of Padua, Italy  
Francesca Vianello, University of Pauda, Italy  
Patrizio Paoletti, Fondazione Patrizio Paoletti, Italy

This study examines the impact of the program Envisioning the Future, created by Fondazione Patrizio Paoletti, on the predictors of resilience among the inmates of Padua prison (Italy). EF offers neuropsychopedagogic intervention constituted of ten keys encompassing the main neuroscientific findings and daily practices for resilience (Korb, 2015; Tabibnia & Radecki, 2018; Paoletti, 2019; Tabibnia, 2020). Since EF was implemented between March and May 2021, during the Covid-19 pandemic, it was structured in 9 online group sessions led by trainers in Pedagogy for the Third Millennium (PTM) (Paoletti, 2008). Inmates completed anonymous scientific questionnaires (Resilience Scale-14, RS-14, by Wagnild & Young 1993; Connor Davidson Resilience Scale-10, CDRISC-10, by Connor & Davidson, 2003; the Self-efficacy Scale in managing Positive and Negative Emotions, APEN/A – APEP/A, by Caprara & Gerbino, 2001; Coping Orientation to the Problems Experienced, COPE-NVI, by Sica et al., 2008) at the beginning and the end of EF. Two models of linear regression were computed to identify the predictors of resilience. At the beginning of EF (n=24 inmates), only low avoidance predicted resilience ( $\beta = -.64, p < .05$ ). At the end of EF (n=24 inmates), the constellation of factors predicting resilience enriched, including low avoidance ( $\beta = -.34, p < .05$ ), self-efficacy in regulating positive emotions positive ( $\beta = .51, p < .05$ ), cognitive flexibility ( $\beta = .56, p < .05$ ), and social support ( $\beta = .56, p < .05$ ). Results highlight that participating to EF neuropsychopedagogic intervention, providing inmates with notions and practical suggestions about resilience functioning, strengthens the constellation of predictors of resilience in a challenging context like the prison.

## Social Justice, Development & Political Movements

64018

### *USA Rural High School Students Creating Safe Spaces to Develop Community-Focused Techno-Social Projects*

Sabrina De Los Santos Rodriguez, TERC, United States  
Any Carbonell, Boston University, United States  
Maria Ong, TERC, United States  
Michael Cassidy, TERC, United States  
Kimberly Scott, Arizona State University (ASU), United States  
Tara Nkrumah, Arizona State University (ASU), United States

This paper describes a techno-social justice program (Scott, 2021) across six rural high schools in Arizona, USA between 2019 and 2021. We explore how students developed safe spaces in their classrooms while creating community-focused projects using technology. Projects included a website on environmental justice awareness, where visitors were encouraged to calculate their carbon footprint and challenged to lower it; a social media site on mental health awareness, where students were asked to pledge to take seriously their own and their peers' mental health; and a website dedicated to providing students with more power, resulting in the establishment of a student council. Our research team conducted a qualitative, retrospective interview study with 18 high school students who participated in CompuPower as sophomores (ages 15-16). During hour-long interviews, we employed a photo-elicitation technique (Harper, 2002), showing students the work they completed in the year prior to respond to specific aspects of their projects. Our research questions included: -What topics did students choose for their projects and why? -What community changes were students trying to achieve, and what were the outcomes? -In what ways did students feel they were able to express themselves and explore their identities and communities through their projects? Our findings have implications for addressing and developing student-centered programs exploring identity and community. We suggest these programs develop a safe space environment for students to feel empowered to engage in deeper discussions of project topics, leading to more meaningful and impactful community projects.

# PCAH2022 Virtual Poster Presentations

## Educational Policy, Leadership, Management & Administration

63935

*The Practice of Curriculum Leadership at a Senior High School in Southern Rural Area in Taiwan*

Kuan-Pei Lin, National Pingtung University, Taiwan

Taiwan is experiencing a new curriculum reform. The curriculum guidelines of 12-year basic education were first implemented on Aug. 1st, 2019. The purposes of the study were to describe how the rural high school principal, administrative teams and teachers used curriculum leadership to implement the curriculum guidelines of 12-year basic education. The researchers used qualitative methods to collect data, which includes interviews, observations, and document analysis. A rural high school located in southern Taiwan was chosen. The participants included the principals, directors, teachers, and other relevant people in the school. Findings of the study were: The purpose and ideas of the curriculum guidelines of 12-year basic education in Taiwan were ideal. However, it did not perfectly fit into the needs of the rural high school. For example, the lack of resources and stable teachers made it hard to design suitable elective or school-based courses. The students needed a lot of help in "self-direct learning" course. All members of the administrative and teaching teams played important roles in implementing the curriculum guidelines of 12-year basic education in rural high school. The school principal was the key person using the curriculum leadership strategies, which included vision-building, finding the resources, encouraging the teachers, providing professional training for teachers, involving the community members. The director of teaching affair and directors in every subject area also cooperated with each other during the process. However, the teachers did not have time to have "deep" conversation with each other about the details of each curriculum design.

# PCAH2022 Pre-Recorded Virtual Presentations

## Arts - Media Arts Practices

63666

### *"Forms": Creating Visual Composition Through the Movement of Dance and Artificial Intelligence*

Maria Rita Nogueira, University of Coimbra, Portugal

Paulo Menezes, University of Coimbra, Portugal

José Maças de Carvalho, University of Coimbra, Portugal

What relationship exists between dance and visual arts? How can dance visually express lines, shapes and visual compositions in space? It is true that performing arts and visual arts have common methodologies and connections with each other. However, how can the audience understand their relationship? The present work intersects art with technology, more specifically dance movement and machine learning techniques, in order to create a new visual representation of the body's movement in space. The field of artificial intelligence has allowed machine learning techniques (e.g. human-pose estimation) to explore areas of body movement. The integration of machine learning with dance has resulted in different approaches, but how can this relationship contribute to involve the audience? "FORMS" mirrors this dancer-machine dialogue in an interactive installation performance. Body language is the vehicle that drives the visual outcome of the interactive experience, creating a novel real-time visual expression of the dance movement. The hybrid format of the installation offers the audience a live performance and an open experience where anyone can play with "FORMS" through their own movement. It contributes to cultivate body awareness, understand in major detail the dance movement and enrich the art experience.

64036

### *Semi-Finished: A Reflection on VR Painting Practice*

Mengxi Fu, University of Wales Trinity Saint David, United Kingdom

We are in an era of iterative technological innovation, just as the age of computers and the Internet stimulated many artists to turn to digital art creation and gave rise to new aesthetic trends in art. Now that VR technology is relatively mature and related creative applications are emerging, a new generation of art is sprouting in this hotbed. However, the display of virtual art is still in the exploration stage. As a culture crosser and art practitioner, it piqued my interest in VR art and the way it is presented. This paper is about to reflect the impact of immersive virtual environments on art creation in a post-phenomenological theoretical framework and optimize the display of VR art. I will have case studies in art experts' experience and take the VR painting application Tiltbrush as an example. Meanwhile, by testing, interviewing, recording, and comparing different participants' HMD virtual creation and actual creation experiences and organizing the relationship between users (artists) and the environment, this paper investigates how VR as an artistic medium stimulates artists to generate new artistic ideas creative trajectories. Phenomenology, post-phenomenology, and cognitive creativity will support the framework. The narrative analysis will be applied to collect and analyze data. Comparative analysis will be used through the case study and art practice.

## Arts - Performing Arts Practices: Theater, Dance, Music

63050

### *Musical Composition: Nora Overture for Big Band Ensemble*

Theerawut Kaeomak, Songkhla Rajabhat University, Thailand

This article is part of the creative research name "Musical Composition: Nora Overture for Big Band Ensemble". The objective of this research was to compose a new big band song. Nora is a native cultural Southern of Thailand performance. Nora has been developed show up to date. Nora's performance used a unique singing technique. And using the native language. Sometimes the actor sings with improvisation technique and sometimes uses call and response technique. Nora has unique dancing and unique costume. They always show for two objectives include entertainment and ritual. The song has 4 parts that include, part A-B-C-A which has been playing in 5 minutes long. The score is for a big band ensemble combined with a solo and rhythmic group of Southern of Thailand musical instruments. intertwining between eastern and western tones. The researcher used rhythmic motifs and melodic of the song in Nora performance and used the idea of music themes are commonly used in broadways music style to compose. The main ideas are 1). Development Nora melody, Nora motif and Nora Rhythmic. 2). Use quartal harmony, Whole tone scale and Pentatonic scale. 3). extension by adding improvisation sections. 4). Use the story of Nara legend for song structure. 5). The introduction of this song uses Nora ritual musical idea. 6). Orchestration song on Glenn Miller technique 7). Used harmonic ideas from Earth, Wind & Fire to make a new sound.

64031

### *Maternal Love in the Blank: Charlotte Salomon's Pleasant Days*

Yinghua Wu, University of Wales Trinity Saint David, United Kingdom

The masterpiece of German-Jewish artist Charlotte Salomon (1917-1943), *Leben? oder Theater?: Ein Singspiel* (Life? or Theatre?: A Song-play), has been considered an important piece of work by many art historians and scholars over the past decades. Its status as an autobiography is still under argument but given that Salomon suggested her work was her whole life, those hundreds of empathic gouache paintings reveal the tragic and happy life story of a young woman named 'Charlotte'. In this paper, rather than analyzing the entire work of art, I will instead, focus on the happy moments and events of Charlotte in the blank of maternal love at her preadolescent age (around 9 – 13 years old). In particular, the paintings in scenes one and two will be selected and critically explored within this time. Through interpreting and analysing the usage of colours, the narratives of the paintings, the text descriptions for the paintings, the purpose of this paper is to reveal the character 'Charlotte' as an optimistic and rebellious young girl who never stopped loving her mother Franziska and looking forward to her future life with hopes. Therefore, I will suggest that the happiness throughout this period was one of the few happy moments in Charlotte's life, both as a character in the artwork and as an artist herself.

# PCAH2022 Pre-Recorded Virtual Presentations

## Arts - Social, Political and Community Agendas in the Arts

64008

*The Mediatization of Folk Art: From Narrative Study of Paper Cutting in Fujian, China*

Wenxia Jia, Fujian Jiangxia University, China

Chinese papercutting is considered as a cultural-oriented interpretation. With folk culture paradigm embedded in it, papercutting makes civilization and record history. Mediatization refers to a process of media and social change, and research about it focuses on the role played by different media rings in the process of social and cultural change. Developments of media technology have affected the content, form and mode of operation of folk art, and have expanded the boundaries of such art industries. These change can be seen in the narratives of paper-cutting: the stories of paper-cutting, based on the original folklore, historical stories, proverbs and political propaganda before, have taken on new variations like feminism, new age political slogans, popular culture and postmodern cultural content. Meanwhile, there are new trends in the practitioners and organisations of paper-cutting, all of which constitute issues for study. My research will take an approach of narrative research: I collect the data about the paper cut from ZheRong county, Fujian province, China, where paper cutting was rewarded 'Chinese national Intangible Cultural Heritage' based on its essential impact on this area. The data for research includes: the text including its history, its development status, its works that are famous and representative; the interview records from the inheritors and related villagers and governors; the notes of my experience during my field study in the point, etc. With the help of this data, we can understand the mechanism of narrative change in a folk art like paper-cutting under the influence of

64014

*Read the Clock and Take your Time: Museum-University Collaboration Model from Zero to One*

Wenying Lu, Guangzhou Academy of Fine Arts, China

Xin Fang, Guangzhou Academy of Fine Arts, China

A growing trend in National Museums of China is the establishment of innovative new partnerships with universities to deal with the dramatic development in the last 10 years. However, collaboration can be difficult and time-consuming, sometimes it is so complicated even beyond the imagination. We presented a long-term anticipatory action research based on a museum-university collaboration in Southeast China which aimed to offer practical advice for community-based and university-based people who want to do collaborative research. This collaboration between Guangdong Province Museum and Guangzhou Academy of Fine Arts took place from Oct 2017 until Feb 2021 culminating in a big participatory public art-based project at every first day of the New Year as a significant community celebration event. Two dimensions have been setup at the very beginning to assess the effectiveness of the collaboration. One is the wide range of community participants, and the other is the depth of community engagement.

Community-engaged Research model (CEnR) was adapted with a time-line as a new dimension to evaluate this 4-year action research. Inspired by the concept from science and technology evolution history, the moment "from Zero to One" was highlighted as a focus and lens for in-depth study. Museum-University Collaboration Model from Zero to One is an approach to recognize the transforming collaboration pattern from low-level engagement to high-level engagement. A co-design workshop was identified as the landmark to achieve the high-level collaboration. Final suggestion for collaboration practitioner is to read the clock, understand where you are, then take your time.

## Arts - Teaching and Learning the Arts

62516

*The Development of Practice and Learning System of Khon*

Jansamorn Pholboon, Songkhla Rajabhat University, Thailand

The purposes of this study were 1. To analyze the content of skill practice of actors. 2. To develop a learning system and practice skills of Khon performance to promote self-learning for learners. The research is an experimental research with one group pretest posttest design. The findings were presented as follows: 1. The content of skill practice of actors beginning with basic Khon postures practice, followed by a separated skill practice of basic postures and basic postures practice. When the learners have better skills, they can start practicing a story dance as follows: 1) a prelude dance 2) an instrumental dance 3) a gesture dance 2. The development of learning systems and skill practice of Khon performance to promote self-learning for learners through a web application on the website. The learners must sign in the system to identify themselves. The details of learning systems are as follows: 1) Handout 2) Teaching clips 3) Submitting of learners' assignment and the interaction between instructors and learners in evaluating learning outcomes of 17 students. The results revealed that the average score before learning through a learning system was 21.12. However, the average score after learning through a learning system and cooperative learning was 31.68. When Comparing the scores, it was found that learning outcomes with cooperative learning was higher than the scores before learning at 0.05 significant differences. In addition, in terms of the results of quality evaluation and satisfaction of learning, both aspects in an overall picture were in the excellent level.

# PCAH2022 Pre-Recorded Virtual Presentations

## Arts - Teaching and Learning the Arts

62542

*The Arrangement of Lagudua Song in Duet Style for Violin*

Suttirak Iadpum, Songkhla Rajabhat University, Thailand

A Lagudua song is one of the RongNgang music in a distinct Southern Thai-Muslim tradition that plays a significant role in the musical-cultural relationship between the people in southern Thailand. The purpose of this creative research is to study the music structure and music forms of Lagudua songs and rearrange them in a duet style for violin. The researcher studied the information about folk music (RongNgang) and selected five popular RongNgang songs that are most often performed in the five southern border provinces. One of the songs selected that is present in this article is Lagudua. The researcher took Lagudua songs for structural and musical form analysis, then re-arranged them in a duet style for violins, and recorded the works in audio media. The result found that Lagudua song structure consists of melodies that are composed in G harmonic minor scales within a time signature of 2/4 (simple duple) with a range from G4-B5. The musical form consists of antecedent and subsequent phrases. Harmonic intervals are used as the rhythm style of the song. The rhythmic counterpoint techniques were used to emphasize a consonant interval, which is a shuffled orchestration of the main melody between violin1 and violin2. Furthermore, a variety of violin techniques are used for violin skill development. The results of the research are applicable to teaching and learning violin lessons, enabling students to develop their violin skills, small ensemble skills, and appreciate the importance of folk music in Southern Thai culture.

62682

*Music Composition: Nora Suite for Saxophone Quartet*

Pusit Suwanmanee, Songkhla Rajabhat University, Thailand

The purpose of this study is to create musical works that combine of concepts, techniques, and methods between Western and Eastern music. The researcher developed the Southern folk melody, Homrong Nora and rearranged it into a saxophone quartet. Research has shown that the creative approaches require the body of knowledge in anthropology to select songs with regional character and has a clear melody structure. There are rhythms that can be applied. For creativity, it is needed to understand the tone, chords, rhythm, and proper harmonization. The research resulted have produced of the Nora Suite Saxophone Quartet, consisting of 3 parts: 1. The opening part, 2. The dancing part, and 3. The ending part. This creative artwork is composed for Saxophone Quartet which the duration of performance around 7.17 minutes and received a good level of quality assessment result.

63997

*Creative Storytelling in Arts and Design From the Perspective of Interaction*

Wenchang Lin, University of Wales Trinity Saint David, United Kingdom & Fujian Jiangxia University, China

In the practices of art and design, the creativity is the most vital ingredient as its appearance is unpredictable just like quantum leaps. Referring to the hyperspace theory, the 11 dimensions of space-time might show similar patterns with information exchanges. Therefore, I compare the "quantum entanglement" to the information loop of interaction. The relationships between arts and audience, people and environments, physical feelings and mental cognition are key purposes when designing and producing arts. By designing interaction, it is intended to help analyze storytelling and offer interactive information for further oriented design. Since the storytelling behind arts and design is the meanings of the work and why it matters, I am trying to propose a model of 11 dimensions (11D) of interaction and use "Interaction Hyperspace" as my early working definition. The 11D are Location, Action, State, Time, Interaction, Entangled Results, Time of Interaction, Possibilities, Intensity, Result to the outside and Memory. Hypothetically, every design could be fit into this structure to show their interaction-relative aspects. By reconstructing the 11D of interaction, new story combinations will provide various possibilities on creative solutions. The research will be engaged on practical applications, including academic teachings, industrial designs and trans-disciplinary communications. As the method itself to be a creative stimulation, it might show people even those from not-classical-creative area with a brand new idea of an out-of-the-box thinking. Through redesigning the design thinking, this research is ultimately exploring the humanistic phenomena and psychological perspectives towards arts and design.

## Arts - Literary Arts Practices

62330

*"Sorry, My Birthday Party Has Been Cancelled." – Considerations of Puppetry and Conscious Literature Education on Serious Themes of Covid-2019 and Climate Exchange in Early Childhood Education*

Pirjo Suvilehto, University of Oulu, Finland

This presentation will focus on the possibilities of puppetry and conscious literature education (bibliotherapy approach) in early childhood education teacher studies (ECE), and thus later, also among children in kindergartens. Students (200) are in the middle of a process in puppetry and children's literature. Process is about strong emotions (see Trevarthen 2012, 263), and puppetry makes feelings visible (Majaron 2012, 11, Scheel, 2012). Pritney Method (PM) is created to realize the project (Suvilehto 2020, 2021). The theoretical background consists of puppetry, and bibliotherapy approach. The paper will discuss some findings from cases where puppetry and children's literature are used with ECE students to study emotions, and current issues (eg. climate change, Covid-19 pandemic) in short experimental cases. Based on the observations and notions of university students doing their puppetry and children's literature project, there is a consideration of the value of consciousness and emotions in drama education to transform ideas into visible moments of puppetry. All this reflection is followed by the practiced examples of studies in ECE. Processing current issues with puppets is beneficial. In summary, art experiences are valuable when creating aesthetic and pedagogical moments by puppetry and conscious literature education. The session will use examples from the studies of literary art and drama education in ECE to illuminate, how puppetry and bibliotherapy approach are used in education. Students may together create possibilities to enjoy moments of puppetry and children's literature. Presentation integrates performative aspects.

# PCAH2022 Pre-Recorded Virtual Presentations

## Ethnicity, Difference, Identity

64026

*Resistance and Freedom and the Lived Experiences of French Jews in the Works of Samuel Beckett*

Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

This paper illustrates how, by employing philosophical concepts of 'freedom' and 'resistance', Samuel Beckett's storytelling and his relationship to the Jewish lived experiences of the second world war, not only offers a glimpse into how he saw the world, but also permits us to test whether Jean Paul Sartre's claim that by focusing on an author's "a fictional technique always relates back to the novelist's metaphysics." <sup>1</sup> As a Jewish academic these themes of 'freedom' and 'resistance' have a particular resonance with me. The lived experiences of Jews in relation to the histories and philosophical arguments of these contested terms can be tragically mapped across human history. This paper uses these thematic concerns to explore the works of Beckett in his encounters with French Jews in the 2nd world war. In so doing, this piece challenges the reader to re-evaluate Beckett's work and to reposition it away from modernist concerns that detached him from time and place. Rather what we see in Beckett is his relentless desire to reveal through his stories, a brutally damaged 20th century that saw individuals exposed to extreme political ideas that led to physical and mental abuse. To aid this highly contextualized view of his work, this paper employs the works of Isaiah Berlin, Martin Buber, and Theodore Adorno to construct a deeper connection Beckett's historical and philosophical context and to provide a prism through which modern-day readers might understand Beckett's intentions.

## History/Historiography

63605

*The Place of Memory and the Memory of Place*

Georgia Eglezou, Panteion University, Greece

A hospital is a place for treatment of diseases. It is a liminal place where ideally people are cured and able to return back to their normal lives. Hospitals though can be sites of trauma depending on the patient experience. Lock hospitals especially were not only places where patients were treated for contagious diseases but also places where people were confined to block transmission of a disease. They were created to control and exert control on patient bodies in multiple ways. Using the archives of the Andreas Syggros Hospital, state archives such as the Historical Archives of the Greek Ministry of Foreign Affairs and the General Archives of the State and oral interviews, the present paper will explore how hospitals can become places of discipline and trauma. The study will focus on the Athenian hospital Andreas Syggros where women in prostitution were treated for their venereal diseases especially for syphilis. Although Andreas Syggros was a modern hospital, founded in 1910, with the aim of treating venereal diseases, it became a hospital where prostitutes were incarcerated. This was to ensure not only that the patients followed their treatment but also to stop the wider transmission of the disease. Some patients resisted the hospital's control and the state's attempt to discipline them. For instance, some attempted and even managed to escape and regain control over their own bodies and lives and thus subverted the hospital's aim.

## Language, Linguistics

62210

*Sociocultural Issues Experienced by Adults Learning Maltese as a Second Language*

Jacqueline Zammit, University of Malta, Malta

The pedagogy of language since time immemorial has majored on the use of pens and other printed materials. However, there occurred a separation of the teaching culture into two major categories; the "big C" and "little c" meaning, high and popular culture. Over the years of advancement in various pedagogy techniques have made this boundary separating the two cultures thinner and thinner. It is now blurred that one may not tell which teaching culture is applicable in various circumstances. The leading cause of this effect and changes are the sociocultural issues. The present-day evaluations on the humanities have caused a shift to a broader view to accommodate the anthropological and sociological approaches. This shift has also created an influence on the techniques through which teaching is conducted within the classroom setting. The current study focused on providing a comprehensive picture of various sociocultural problems affecting second language acquisition (SLA) pedagogy, and the depth to which the reported sociocultural issues are significant to SLA teaching and learning. The current study used a longitudinal research design to investigate the challenges experienced by 35 Maltese as a second language (ML2) adult learners. Interviews and reflective journals were the data collection tools. The results demonstrate that learning ML2 is a complex process. Learners experienced problems including their linguistic abilities, culture shock, personalities, memory and the teaching method. The current study was necessary in this field as there is a lack of literature on the challenges adult learners encounter when learning ML2. This study focused on providing a comprehensive picture of various sociocultural problems affecting ML2 pedagogy, and the depth to which the reported sociocultural issues are significant to ML2 teaching and learning and is relevant for any second language acquisition.

# PCAH2022 Pre-Recorded Virtual Presentations

## Media, Film Studies, Theatre, Communication

62923

*We Love to Hate 'Emily in Paris' Because We Love to Hate Ourselves: American Female Viewer's Ambivalence to "Emily"*  
Margaret Tally, State University of New York, Empire State College, United States

The Netflix show "Emily in Paris", has generated tremendous media buzz over the fact that viewers supposedly love to watch it because they hate it so much. Created by "Sex and the City" showrunner Darren Star, Emily (played by Lily Collins), demonstrates all of the American qualities that French people, in particular, find so repellant. Some of her traits, like involving herself in other people's business, allow her to get mocked constantly on the show. She is viewed as overly self-involved, obsessed with social media, and prudish as well as sentimental. The show allows viewers to "hate-watch" as she gets beaten up metaphorically for her being an ugly American. In Season 1 she was mocked all the time, and by Season 2 she is shown to become somewhat more acclimated to Paris. For American viewers, this "love-hate" relationship tends to mirror their own self-understanding as well as their own ambivalence about their millennial privilege and "Karenness". This presentation will look at the reception of "Emily in Paris", by American audiences, in particular, white women, and their own working through of their frustrations with white womanhood during the post-George Floyd "reckoning" that has taken place in the United States. In addition, I will explore the critical reception of the show by critics and cultural commentators, to explore the ways that American privilege was put on display against the backdrop of a fantastic version of Paris.

64054

*Research on the Application of Virtual Reality in the Field of Handicrafts*  
Yijing Li, University of Wales Trinity Saint David, United Kingdom

The protection and inheritance of cultural heritage and intangible cultural heritage are very important to the development of culture. Due to the continuous innovation of technology, the inheritance and innovation of handicrafts tend to be dynamic and diversified. The application of virtual reality technology in many fields also brings more possibilities for the inheritance and development of handicrafts. This topic attempts to summarize the possibility of applying virtual reality technology in handicrafts, and summarize the forms that different categories can use in virtual reality, such as: in virtual space Interactive inheritance mode of "teaching-training" skills; product development of 3D simulation technology; VR, AR, MR visual experience and interactive animation creation (intangible cultural heritage exhibition hall, museum display, game design), etc. The most important thing is to select the elements and pain points of the audience and other user groups to carry out targeted interaction design, establish an easy-to-use interactive experience, and help the audience to better understand and experience the charm of "intangible cultural heritage" culture. Through analyzing stakeholders, users' behavior, and users' experience, mining users' interaction experience needs, forming collaborative innovation, building users-centered system design, and promoting the application of virtual reality technology in cultural heritage. Integrating the application of virtual reality in handicrafts and analyzing users' information, establishing system design, and enhancing the integration of technology and art, can bring more opportunities for the inheritance and innovation of handicrafts, increase the number of audiences, and bring more experience.

## Teaching and Learning

63949

*The Role of Trauma-Informed Teaching and Learning in Building Resilience Among Racial-Ethnic Minority University Students During COVID-19 and Beyond*  
Suzan Yesil, Texas Tech University, United States

The normal school calendar during the COVID-19 pandemic was dramatically altered as schools were closed with many adopting online learning programs. As schools reopened and worked to transition learners back into the classroom, teachers and learners faced numerous challenges including adapting to the new ways of interacting and learning. Many learners reported back to school bearing the effects of pandemic-related depression, anxiety and stress. The COVID-19 pandemic was indeed a period of atypical and unprecedented events. As schools struggle to return to normalcy, COVID-19 disease still lingers and the impact of pandemic-related trauma is still alive. Many learners have fallen behind socially and academically, with a significant number still experiencing pandemic-related trauma. The pandemic disproportionately impacted racial-ethnic minority communities in the United States. Among the most affected are university students from these communities. Learning loss, and the loss of loved ones and/or financial stability due to COVID-19 increased the risks of trauma in this group. Trauma-informed education approaches to teaching and learning have in the recent past become a subject of interest among researchers and practitioners in the field of education and humanities. However, there is a gap between theory and practice as there is an apparent lack of understanding among instructors on the role of this practice. This qualitative research will use focus groups and interviews to explore the role of trauma-focused teaching and learning in building university students' resilience. Participants will include instructors and students from the African American and Hispanic communities drawn from a public research university in Texas.

## Technology, Cyberspace

63429

*Reimagining Academic Operations with APL nextED Faculty Management System/Portal*  
Bryan Aylward, University of Arizona Global Campus, United States  
Cassie Hurst, University of Arizona Global Campus, United States

There are many challenges associated with the management of adjunct faculty profiles and operations in an online, asynchronous environment. One of the biggest challenges for our institution was with the centralization of many of the processes, records, and data that exists across various systems at the university. These include the faculty management system (FMS), student information system (SIS), human resources information system (HRIS), course observation data, professional development, faculty performance, and faculty reporting of research and service activities. This Session will share the experiences of migrating from a home-grown faculty management system over to a more robust faculty portal offered through APL nextED bringing many individual processes and systems into a robust faculty management platform/portal provide additional support and resources to our faculty.

# PCE Virtual Presentations

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# PCE2022 Pre-Recorded Virtual Presentations

## Counselling, Guidance & Adjustment in Education

63235

*Students' Experience Two Years Into the Pandemic at a Bulgarian University*

HoangNam Tran, Tokushima University, Japan

Katya Marinova, Veliko Tarnovo University, Bulgaria

After the pandemic began in March 2020, universities in Bulgaria suspended in-person learning. In the 2021-22 academic year, schools shut down again in areas of Bulgaria where COVID-19 rates spiked, returning students back to online learning. This study investigates experiences of undergraduate students at a Bulgarian university about impacts of the pandemic to the classes, the satisfaction level to online learning, as well as their perceived impacts on daily life, economic situation, health condition, stress and life planning. A questionnaire containing both Likert-style and open-ended questions were sent to a group of students at a university in Bulgaria. Data were analyzed both quantitatively and qualitatively. Half of the respondents reported that their taking class was impacted, while almost a fourth of them reported complete dissatisfaction about online class, complaining about low efficiency, tediousness and decreased motivation. In addition to physical and mental health impact, more than half of the respondents reported worrying about the future. Some respondents couldn't compensate the lost income and had to return to their hometown. These findings imply the need to provide supports to students not only to improve academic quality of classes, but also in the economical and mental health aspects.

## Curriculum Design & Development

63837

*A Redesign of Principal Education Program During the COVID-19 Crisis*

Nurit Chamo, Levinsky College of Education, Israel

Orit Broza, Levinsky College of Education, Israel

Liat Biberman-Shalev, Levinsky College of Education, Israel

Dorit Patkin, Levinsky College of Education, Israel

COVID-19 pandemic around the world entailed an uncertain reality for higher education system. We, at the Faculty of Education, of a well-known and established teacher education college, felt the need for documenting this transformation focusing mainly on challenges and obstacles in teacher education during the crisis. In this respect, we invited lecturers to share their experiences, thoughts, challenges, and successes for a book called "Teacher Education in a Reality of a World Crisis – The Narrative of a Faculty of Education in a Teacher Education College". Using auto-ethnographic methodology (Boyle & Parry, 2007), the book demonstrates that the Faculty of Education staff responded in a reactive manner, presented bottom-up aspirations, proactive solutions, and creative initiatives for coping with the challenges that they faced. In this conference we will demonstrate representative chapter which is focus on setting directions of growth in principal education program. This chapter describes how the program needs were redesigned, professional communities were authentically and freely established and contributed to the balance between the Ministry of Education' curricular regulations of this program and the participants' needs for an emergent curriculum in uncertain reality.

63862

*Designing for the Future: Professionalizing the Field of Curriculum Design in the Age of EdTech*

Anastasia Betts, The State University of New York, United States

Erin Lenihan, Age of Learning, Inc., United States

Melissa Gussman, Age of Learning, Inc., United States

Contemporary realities, such as the technology-immersed lives of students and world events such as the COVID-19 pandemic, have emphasized the critical need for more effective EdTech curriculum that ensures that all students have access to high-quality, engaging, learning experiences. Yet, effective models for the systematic design of curricular programs are lacking in the literature, especially as related to the development of EdTech curriculum. Additionally, most curriculum-focused programs at colleges and universities emphasize curriculum implementation and evaluation, or more traditional small-scale curriculum development through individual lessons, modules, or units—not large-scale programs that are meant to work systematically across content areas and developmental ages to achieve impact. As a result, the field of curriculum design is hampered by a distinct lack of expert curriculum designers who have the knowledge and competencies necessary to meet the need for programmatic curriculum development in the EdTech sector. This paper discusses the development of a year-long training and induction program piloted with curriculum designers aimed at developing knowledge of and competencies in the discipline of curriculum design. Through this year-long effort, researchers were able to develop and refine a model for EdTech curriculum design that is interdisciplinary and cross-functional, and additionally develop an initial framework of competencies needed by expert curriculum designers within the field of EdTech. The work of this preliminary study provides a starting point for much needed discussions surrounding the professionalization of the field of Curriculum Design.

# PCE2022 Pre-Recorded Virtual Presentations

## Design, Implementation & Assessment of Innovative Technologies in Education

62712

*A Computer-based Interactive Program for Teaching the Psychological Theory of Lev Vygotsky*

Anna Toom, Touro College & University System, United States

The idea of "intelligent machines" helping in teaching humans is not new. In 1954, B.F. Skinner proposed the first modern sample of a teaching program, and this area of educational activity began to be called "programmed learning". His idea was enhanced by other experts and progressed due to advanced computer technologies. This paper is devoted to the author's creation of a virtual laboratory where graduate students study psychology in a dialogue with an interactive computer-based program. The laboratory is incorporated into the author's Child Development and Learning online course. Students, current educators, are trained to recognize theoretical concepts and ideas of L. Vygotsky in the text of a literary story about a 10-year-old boy. The virtual laboratory's website includes: 1. Theory page defining the basic Vygotskian theoretical concepts; 2. Story page containing an episode of N. Nosov's novella Schoolboys, a model of modern psychological prose about children; 3. Instructions page with detailed descriptions of the method to work on the text; 4. Practicum block where students learn to recognize the theoretical concepts illustrated in the text; 5. Summary page presenting students' answers to the program's questions and the program's recommendations on improvement the students' skills in analyzing and understanding the text. This work exemplifies the scientific approaches of B.F. Skinner, P.Y. Galperin, and J. Dewey. In our study, integration of psychology, pedagogy, literature, fine arts, and computer technology provides an interesting and productive training. Such training improves schoolteachers' intuitive, analytical, and semantic thinking essential for their pedagogical practice.

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

63767

*Teacher Beliefs of Educating Diverse Students in Inclusive Settings*

Esra Kaskaloglu-Almulla, University of Bahrain, Bahrain

This study identified one of the Gulf Cooperation Council member countries (GCC) teachers' attitudes to and beliefs about serving the academically diverse student population. It is aimed to determine the difference in private and public school teachers' attitudes and beliefs of academic diverse student education in mainstream classrooms. The researcher evaluated how well teachers of mainstream classrooms can cater to the special needs of academically diverse students. The central research question was formulated as follows: "How do teachers' beliefs and attitudes to academically diverse students affect their ability to meet academically diverse learners' needs in the mainstream classroom?" The researcher employed Survey of Practices with Students of Varying Needs (SOP) with a sample of 410 private- and public-school teachers (PPST) to measure their attitudes to remedial and gifted students, to determine their confidence level in differentiated instruction, and to see what instructional strategies they see fit for each of the student population groups. Data is analyzed quantitatively using degrees of freedom, statistical significance, and t-test results. No statistically significant differences were found for PPST regarding attitudes and beliefs, with private-school teachers voicing slightly better attitudes and reporting the allocation of more time to academically diverse students. Teacher confidence was moderately high, with the weakest points relating to giftedness identification and lesson adaptation. Younger and male teachers spent more time with gifted students, while older and female teachers dedicated more time to remedial and typical learners. The variety of instructional strategies was much wider among private-school teachers.

63917

*DDMATH: New Approaches for Teaching Mathematics to Blind and Visually Impaired Students*

Konstantina Geramani, IN2 Digital Innovations GmbH, Germany

George Ioannidis, IN2 Digital Innovations GmbH, Germany

Giuseppe Nicotra, Associazione Giuseppe Paccini, Italy

This presentation is about DDMATH (<https://ddmath.eu>), a project funded by ERASMUS+ that brings together partners from 4 European Countries (Italy, Germany, Poland and France) under the coordination of the Association Paccini in Italy. The project targets blind and visually impaired students as well as their teachers with the aim to facilitate their learning of mathematics. Studying mathematics has always been a great challenge for blind students and consequently, it has affected their performance, motivation to study, and ultimately access to scientific degrees. DDMATH investigates current solutions and suggests new didactic models to support concepts of Integrated Digital Education (IDE) and real inclusion of visually impaired and blind students, extending these solutions even to students with other disabilities like dyscalculie in education. The necessity of computer-aided solutions has been especially emphasised during the pandemic the last two years. DDMATH creates adequate resources, developing a new didactic model for IDE, based on information technologies and experiments with new solutions by involving teachers, students and families in real school environments.

# PCE2022 Pre-Recorded Virtual Presentations

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

63223

*Resilient Modelling for Sustainability Communication: Developing an Adaptive Organization Sustainability Communication Model (OSCM)*

Kwok Pak Keung, Lufier Consulting, Hong Kong

This paper reports on the development of a theoretical model for understanding corporate communication about sustainability issues to address the identified need for such a model (Bittner-Fesseler & Weicht, 2020) and to enable organizations, including those in higher education (Katiliute et. al., 2014), "to understand the possibilities and conditions of communication processes about sustainability and its underlying concepts, to recognize its deficits and to analyze and develop it conceptually" (Godmann & Michelsen, 2011, p. 9). A literature review was conducted on different definitions and perspectives of sustainability communication, corporate / organization sustainability communication, and integrated sustainability communication to identify elements that could constitute the components of an Organization Sustainability Communication Model (OSCM) (after Ki & Shin, 2015). Developing McDonagh's (1998) early work on a model for sustainability communication a simple OSCM building process was then devised for collecting, comparing, associating, and categorizing data into components with essential elements identified to constitute an Organization Sustainability Communication Model. Seven components were identified and used to produce the model that is represented diagrammatically with a detailed commentary on its use to identify the best approach for the organization's sustainability communication. The paper concludes that to successfully implement and practice OSCM, further necessary investigations should include, among others, testing of OSCM in organizations in different countries, principles for resolving conflicts arising from different interests in sustainability, variables such as industry type and firm size, and the abilities and traits needed by organization communicators to provide effective sustainability communication.

63701

*Right to Education of the Marginalized Communities in India*

Vidisha Tripathi, Indian School of Design and Innovation, India

Attempts to make free and compulsory education accessible to Indian children began in British India. In 2009, more than a century later, India finally enacted the Right of Children to Free and Compulsory Education Act. This act ensured that every child from the ages of 6-14 years will have the right to get a quality education without any discrimination or exclusion. Even after 12 years, India has failed to effectively implement this act. Children from marginalized communities have not been able to access their right to education. India is going through a massive transformation in the education sector, driven by the announcement of the New Education Policy (NEP) 2020. The aim of this research paper is to identify the gaps in the implementation of the Right to Education in the past and analyze the effects of NEP 2020 in providing equal access to education in the coming decades.

## Educational Research, Development & Publishing

63041

*Interrelation between Working Memory & Consciousness Consequent SLA*

Wafaa Metwalli, Misr International University, Egypt

It has been agreed about the general consensus regarding working memory that it is extensively involved in goal-directed behaviors retained and manipulated to ensure successful task execution. The theoretical framework behind working memory including its capacity limit and temporary storage is a multicomponent system that manipulates information storing for greater and more complex cognitive utility (Baddeley and Hitch, 1974; Baddeley, 1996, 2000b).

Consciousness is considered the supreme mental function which forms the highest level of mental activity. Without it, no matter how immensely intelligent humans will be just another kind of robot, existing in this world without having the awareness and experiences of seeing, hearing, touching, feeling or thinking of what it is like to be themselves (C. Uckachok 2018).

The target of the research is to investigate the elements of consciousness and their effects on the working memory in SLA. The Module Online Growth and Use of Language (MOGUL), as a framework which provides a basic model of focusing on the language's place in the mind. It can be used as a cross interdisciplinary theoretical framework for investigating how language is acquired, processed and stored in the mind. Moreover it will screen those relative effects of consciousness on the working memory in the SLA process. Excessed knowledge in this field consequence develop in SLA.

64060

*What Relationship Do Students Have With Mathematics? A Survey in Primary Schools in Martinique, France*

Manuel Garcon, University of French West Indies, Martinique  
Nicar Nathanael, University of French West Indies, Martinique

The latest international surveys confirm that French students have a very complex relationship with mathematics and mainly, in most marginalized contexts, they have significant difficulties making progress in this area. This situation is becoming particularly alarming in overseas departments, due to the lack of adapted pedagogical infrastructures and an underperforming educational ecosystem, a legacy of the colonial period. This paper presents the results of a study conducted in Martinique, a French overseas territory located in the Caribbean, which involved nearly 250 elementary school students. The objective was to know and describe their relationship to mathematics in terms of achievement and more particularly to mental arithmetic. The results confirm that in Martinique there is a lack of interest in mathematics and that students have a lot of difficulty identifying the usefulness of mental arithmetic outside the school context.

# PCE2022 Pre-Recorded Virtual Presentations

## Psychology and Education

62182

*Enhancing Online Post-secondary Learning Experiences Through Meaningful Interactions in FSL*

Marie-Josée Morneau, University of St-Boniface, Canada

Interaction and active participation are key elements in any second language classroom (Hiver, P., Al-Hoorie, A. H., & Mercer, S. Eds., 2020). In an online setting, students may tend to be less engaged in their learning, which makes effective planning, teaching, and assessing more challenging for the post-secondary instructor (Khan, A., Egbue, O., Palkie, B., & Madden, J.m 2017). In this session, the presenter will share how she strategically organises and facilitates her virtual flipped classrooms in a French-Canadian faculty of education, where French is the minority language, to ensure that all of her post-secondary students develop their conceptual and French communication skills in a safe and engaging environment. Knowing that some adult learners are less confident in their communication skills and therefore, contribute little to the class discussions, it is essential to design intentionally and strategically the structure of the face-to-face online interactions in a way that students meaningfully contribute to the learning community through a variety of interactive activities. Therefore, several concrete pedagogical practices used and proven to be effective in specific online courses such as Assessment and Reading methodologies in the last 2 years will be gladly shared.

## Foreign Languages Education & Applied Linguistics

62778

*Learning and Teaching TESOL Online During the Pandemic – Experiences From Chinese International Students and Their Lecturer in New Zealand*

Christine Biebricher, The University of Auckland, New Zealand

This study focuses on challenges for students and lecturers adapting to online teaching and learning during the pandemic. The project reports on two international student cohorts from China who had expected to be immersed in an English-speaking country for their undergraduate degree but were forced to study online. In July 2019, the Bachelor of Education Teaching English to Speakers of Other Languages (TESOL) at the University of Auckland welcomed 17 international students from China. Covid-19 prevented those students to return to New Zealand at the beginning of 2020 and the cohort studied online for the remainder of their degree. A second cohort from China (n=12) started the degree remotely in July 2020 hoping to enter New Zealand before their degree was completed, but who remain in China. The project utilises students' feedback and a questionnaire to highlight the challenges of both cohorts adjusting to online learning, being confined to their home country while doing an English degree, and the need for different skill sets like self-motivation and self-discipline for studying online. It also shows some of the students' anxiety and frustration, along with their perseverance and resilience during two years of only studying online and finishing their degree. The study also reports on the author's challenges of adapting two practical school experience courses for those international cohorts to online teaching. It shows her attempts to design a virtual insight into New Zealand schools, using school websites, filmed teaching sequences and online platforms, and to provide some teaching practice through micro-teaching.

63103

*Pronunciation – Phonological Awareness Training for Tertiary ESL Students to Enhance Academic Experience – On and Off Campus*

Beena Giridharan, Curtin University, Malaysia

Reginald Miller, Curtin University, Malaysia

Quite often, the extent of English language proficiency required by ESL (English as a second language) tertiary International students, studying in universities, where English is the medium of instruction, fall short of the levels required, to achieve full academic success and fulfil their potential in the workforce post, graduation (Edwards et al., 2007; Jordan and Kedrowicz, 2011; Leki, Cumming and Silva, 2008; Murray 2011). Undergraduate students are accepted at universities with scores between 5 - 5.5 or equivalent, in their TOEFL, IELTS tests. Such scores do not ensure that their English linguistic/academic skills are at a satisfactory standard to participate successfully in classrooms, off campus, and in the workforce. To date, extant research has established that effective L2 usage in, academic speaking and writing, demands comparatively advanced language proficiency (Hinkel, 2011; Leki, Cumming, and Silva, 2008; Weigle, 2002). This language dilemma is tacitly understood by all stakeholders in the industry and has been addressed by individual university language-support programmes, and through broad Government directives. Reforms have taken place, but endemic low-levels of English language proficiency still exists. Notable studies suggest that (Arkoudis and Doughney, 2014) the English-skills needs for tertiary level students in Australia are still not being met. The present paper discusses an ongoing AR (Action Research) project undertaken to investigate the effectiveness of a pronunciation and phonological training course to advance English language, reading, listening, and speaking proficiency among tertiary students. Initial data from the study suggest that phonological training using the International Phonetic Alphabet (IPA), is not only effective for improving pronunciation, but also provides major carry-over benefits to reading skills, that help build self-esteem, and encourage better participation among ESL tertiary students.

# PCE2022 Pre-Recorded Virtual Presentations

## Foreign Languages Education & Applied Linguistics

63869

### *The Translation and Dissemination of Wuthering Heights in China from the Perspective of Pierre Bourdieu's Field Theory*

Qingqing Zhang, University of Malaya, Malaysia  
Huzaina Binti Abdul Halim, University of Malaya, Malaysia

The reception of foreign literary works in other countries experiences translation, publication and dissemination. This study's objective is to explore the reception of Wuthering Heights in China by adopting Descriptive Translation Studies and Empirical Research studies. The Historical and Archival Research methods and Close Reading methods were applied. The materials were two versions of Wuthering Heights translated by two translators that appeared at different times, the data collected from the Chinese Chaoxing database and CNKI (Chinese National Knowledge Infrastructure). The theoretical framework was Pierre Bourdieu's Field Theory, focusing on the core terms: "habitus", "field", and "capital". First, the author explored the two translators' "habitus" and compared the characteristics of their versions. Second, the author interpreted the dissemination of Wuthering Heights in China, concentrating on its dissemination in the publication field, literary field and film field. This research found that the two translators had unique translation habitus and presented different characteristics in their versions. The accumulation of cultural capital took place in the publication, literary and film field that promoted the dissemination of Wuthering Heights. The analysis of the representative version's reception in China can reflect the reception of the original work in China to a great extent. The reception of Wuthering Heights in China is of great significance. Its eternal charm, Chinese translators' and scholars' efforts, and Chinese readers' passion for it contributed to its canonization.

64016

### *Identifying Ideologies of War and Peace in EFL Reading Material for Peace Education: A Systemic Functional Linguistics Approach*

Koji Osawa, Kyoto University of Advanced Science, Japan

As Montessori (1972) states "education is the best weapon for peace (p.54)," peace education has played a vital role in promoting world peace (Bajaj, 2019). Although few research has been conducted by TESOL professionals into this realm, it is valuable for them to promote peace education (Kruger, 2012). One useful pedagogy for peace education is critical reading, through which learners read a text, interrogate the ideologies reflected in it, and get motivated for social change (Sun, 2017). However, as Mannheim (1936) states "the same world can appear differently to different observers (p.5)," a difficulty may arise when educators interpret the ideologies inherent in reading material. This presentation aims at introducing how educators identify ideologies in EFL reading material for peace education. The topic of the material is war and peace, and the analytical tool is transitivity analysis within systemic functional linguistics (Halliday & Matthiessen, 2013), which enables us to clarify the types of processes (e.g. action, saying, sensing verbs) and their relations to the participants (e.g. things, people) (Eggs, 2004). This will help educators understand and explicitly show, to students, how the inherent ideologies in reading texts are linguistically constructed, resulting in students' critical reading for peace education. I will show the ideologies in reading material, describing the participants of war (e.g. the bomb, hell) and peace (e.g. world peace, children), and the associated processes (e.g. spread, pursue, pray, learn). Then, I will discuss how a critical view of reading material could help TESOL educators promote peace education.

## Higher Education

63001

### *Delivery Formats, Course Persistence, and Completion Rate: A Comparison of Online, Face to Face (F2F), and Blended Developmental Courses*

Bindu Ranaut, West Coast University, United States

The mixed results on the relationship between delivery methods and students; final grades in English, math, and reading developmental courses indicate, a specific delivery method may be advantageous for students taking a particular course. The mixed results from the study highlighted the importance of consulting students, administrators, and teachers regarding the most appropriate delivery method for each course. Without proper planning, students who enroll in traditional F2F courses may miss out on the benefits of incorporating technologies in their learning process. Similarly, ineffective blended and online learning strategies may result in students, negative educational outcomes, especially in developmental mathematics and reading courses. The findings indicated that some delivery methods might not develop students effectively into functional and contributing members of society. The findings have highlighted the need for using the correct balance of F2F, online, and blended courses to increase students' likelihood of achieving optimal educational outcomes.

63056

### *Higher Education: The Future is Blended*

Matthew Montebello, University of Malta, Malta  
Vanessa Camilleri, University of Malta, Malta

Properly designed Online education matches face-to-face effectiveness, and should only conveniently revert to it when required providing an interchangeable alternative in the form of blended learning. Blended learning provides the benefits of both modalities within a hybrid arrangement that enables learners to adopt the most opportune learning environment that optimises their learning process while at the same time intensifying their learning experience. Employing both modalities, virtual and face-to-face, in tandem is not only possible, but provides an appropriate option that should be allowed to the learner to choose which and when to adopt when attending class, wherever this may be happening. In this paper, we report on a study that employs a blended learning methodology throughout a programme of study for undergraduate students. We delve into the rationale as well as the details of how we implemented the hybrid environment and offer numerous findings and recommendations from both the learners' and educators' perspectives and experiences that shed light on other teaching contexts and how we perceive the future of higher education will be in the post-pandemic period.

# PCE2022 Pre-Recorded Virtual Presentations

63211

## *Understanding Pain by Working It Out: Teaching Literature Interactively to Build Resilience*

Amy Wai Sum Lee, Hong Kong Metropolitan University, Hong Kong

Young people have to face a range of different kinds of stress in their journey of physical and emotional growth. Before the pandemic, educators and other stakeholders have already put in place a lot of measures in the educational experience to help young people understand and face these challenges. As the global world has been struggling with the challenges posed by covid-19 in the past two years and many "normal" practices have to make way or change their mode of operation, we are even more aware of the substantial stress that young people are facing. In many ways, the content and proposal of this presentation is not new, but in view of the sharpened challenges young people are facing, and also the very changed mode of communication used in education, the presenter would like to propose something more specifically relevant to our time and our way of life. Literature, often seen as an elite subject for those who have the gift (at least in a place such as Hong Kong), can be taught in an interactive, and "practical" way to be the tool for understanding our emotional responses to the external environment. Moreover, by learning it in an interactive way, learners can find mutual support among themselves during the process. This presentation is a sharing of some examples of how world literature at the undergraduate level can be taught in an interactive way to facilitate emotional and self-understanding by the learners through carefully designed in-class and post-class activities. The setting is university student teaching and learning in Hong Kong, using hybrid/blended learning.

63945

## *Interpreting International Students Experiences in Terms of Their Higher Education Integration*

Jennyfer Paola Casas Trujillo, University of Debrecen, Hungary

Internationalization of Higher Education in Central European countries is increasing. The geographical location of these countries and the fact to be within Europe is a benefit. Higher education institutions are taking advantage of this positive strategy. They are incorporating international students into the corpus of the university which maximizes the possibilities of a multicultural environment. Research is needed in the field of international students' experiences from a central European country, more specifically Hungary. This study uses structured interviews with students of the most common nationalities of sending countries. The present research report will explore the qualitative methodological part of a study conducted at the University of Debrecen in Hungary. The findings show that integration processes of students have some factors that interfere in the satisfaction of their integration. The results of the present study are of interest for the University under study itself, for Education organizations in Hungary which are working continuously on the increase of international students specially during a world pandemic situation.

63961

## *Centralization of Faculty Systems/Processes for an Improved Faculty Experience*

Bryan Aylward, University of Arizona Global Campus, United States

Cassie Hurst, University of Arizona Global Campus, United States

There are many challenges associated with the management of adjunct faculty profiles and operations in an online, asynchronous environment. One of the biggest challenges for our institution was with the centralization of many of the processes, records, and data that exists across various systems at the university. These include the faculty management system (FMS), student information system (SIS), human resources information system (HRIS), course observation data, professional development, faculty performance, and faculty reporting of research and service activities. This Session will share the experiences of migrating systems and process from numerous 3rd party systems for adjunct faculty contracts, faculty scheduling, peer review processes, professional development, and away from a home-grown faculty management system over to a more robust faculty portal offered through APL nextED. This 24-month process was able to bring many individual processes and systems into a robust faculty management platform/portal to provide additional support and resources to our faculty and improve the faculty experience throughout their lifecycle with the institution. This presentation will also introduce the use of Active Learning Theory (ALT) and the continuous improvement cycle to focus on improvements for the faculty.

64048

## *Indicators to Manage the Enjoy-Learn Impact of Kahoot on the Engagement Learning*

Luz María Marín-Vinuesa, University of La Rioja, Spain

Paula Rojas-García, University of La Rioja, Spain

The introduction of educational technologies in teaching-learning processes has modified the educational context traditionally focused on lecturers, connecting the student to a learning network without barriers. At present, scholars advocate the use of educational gamification tools, such as Kahoot, that lecturers could apply to encourage the student's motivation and engagement in the university classrooms. This paper analyses a cause-effect relationship between the use of Kahoot in the classroom and the student's satisfaction with the acquired learning. Through a questionnaire, data of 126 bachelor degree students in business administration in the year 2019/2020 were collected. The data were analysed through a PLS-SEM modeling. The flow state that students reached with Kahoot was measured using indicators to gather their perceptions on the usefulness of the tool to motivate and to learn. The analyses performed obtained good adjustments expressed in factor loadings in line with scientific recommendations, as well as an acceptable composite reliability index (> 0.7) and convergent validity of the measurement model (AVE > 0.5). Nearly 56% of students evaluated positively to Kahoot as tool to learn and a 68% as tool for enjoy with its use. The results of the path-analysis showed that the use of Kahoot was the main factor explaining (36.1%) the student's satisfaction with the acquired learning (explained total variance, a 62.3%). As expected the role of the lecturer and designed activities were other critical factors. This paper contributes interesting results linked to the perceived usefulness of Kahoot among university students to facilitate educational objectives.

# PCE2022 Pre-Recorded Virtual Presentations

## Higher Education

63899

*Resilience, Social Support, and Coping in First-Generation Immigrant University Students in the Era of COVID-19-related Depression, Anxiety and Stress*

Suzan Yesil, Texas Tech University, United States

The coronavirus disease (COVID-19) pandemic has been suggested as a trauma and stress related event associated with increased depression, anxiety and stress among university students. Among the populations most affected by the pandemic were first-generation immigrant students in the United States. University students with the combined status of being immigrants and first-generation have increased risk and incidence of mental health issues related to guilt, shame, confusion, marginalization and deprivation. COVID-19 had far-reaching impact on first-generation and immigrant students' education, livelihoods and overall wellbeing. The pandemic brought significant changes to the students and also further exposed deeply rooted and less-addressed gaps and inequalities in higher education in the United States. The pandemic created new and exacerbated existing psychological problems in this population. Psychological resilience is considered a promising mechanism for individuals, groups and populations to cope with, recover from, and thrive after experiencing trauma and stress related events such as the COVID-19 pandemic. Numerous studies also indicate social support as an essential protective mechanism for maintaining mental and psychological health. There is a lack of empirical studies exploring how first-generation immigrant students in the United States coped with depression, anxiety and stress related to the COVID-19 pandemic. To fill the gap in the literature, this study explores first-generation immigration students' perceptions on resilience, social support, and coping during COVID-19. The study will employ a qualitative research approach, the focus groups research strategy, and thematic analysis. Participants will include university students drawn from a public research university in Texas.

## International Education

63079

*Village to City: Intercultural Experientialities of Global South Students in Canadian Higher Education*

Kenneth Aidelojie, York University, Canada

In recent times, Canadian Higher Education has experienced significant boost in the number of international students from around the world. This is evident in the enrolment numbers of international students in universities and colleges showing an increase of 13.7% between 2018/2019 to 2019/2020 academic sessions (Statistics Canada, 2021). Over time, there has been increased scholarly research on Higher education internationalisation and intercultural experiential satisfaction of mostly European and Asian students in Canada thus leaving out those of African descent. To this end, this research focus on Nigeria with the largest student population from the sub-Saharan Africa in Canadian Higher Education system. The paper highlight how students intercultural experientiality could impact on educational performance and satisfaction in Canada. With a continuous surge in study permits approval for Nigerian students to Canada's higher education institutions, it is imperative to examine for reasons of broader educational policy implications the intercultural experientialities of these students with socio-economic and cultural dissimilarities to that of Canada using the push-pull theoretical framework. The research methodology used for this paper is the mixed method approach of data collection (using literature review and qualitative interviewing techniques) and subsequent analysis of gathered information. In conclusion, the paper contributes to bridging the literature gap on sub-Saharan African students and provide recommendations that will contribute to future educational policies both in Canada and countries of the global south.

## Learning Experiences, Student Learning & Learner Diversity

62798

*Dealing with Mathematics Anxiety in This Time of COVID-19*

John Carlo Unson, University of the Cordilleras, Philippines

Mathematics anxiety is a problem that continues to plague students. As the pandemic has forced us all to the online plane, how do students deal with their anxiety? This mixed methods research looked into the anxiety levels of 112 Grade 11 Accountancy, Business, and Management and Science, Technology, Engineering, and Mathematics students, the reasons for their anxiety, and the coping strategies they employ to deal with it. It was found that students had an overall neutral disposition towards anxiety, that anxiety level gradually increases as age increases, and that sex does not affect anxiety level. The following were identified as reasons for their anxiety: differences in discussions and activities, difficult lessons with short time discussions, teachers' expressions, incorrect answers, numbers and variables, and level of comprehension. The coping strategies found were the following: taking timeouts, asking questions in class, organization of notes and schedules, meditation, a strong support system, cooling down, positive self-talk, eating, further studying, and the mantra, "It is what it is." Further studies on effectiveness of coping strategies ought to be undertaken.

# PCE2022 Pre-Recorded Virtual Presentations

62969

## *The Effects of the Concept-mapping Method on International Students' Learning and Perceptions*

Yinghung Chiang, University of San Francisco, United States

There is concern over international students' low academic achievement at the college level. Due to language challenges and cultural differences, international students' academic achievement is not satisfactory that resulting in a decrease in the retention rate. The concept-mapping method may enhance student knowledge acquisition by providing students with learning tools that promote meaningful learning. The purpose of this quasi-experimental study was to investigate the effects of the concept-mapping strategy on international college students' economic learning and perceptions. One intact class comprised of international students was assigned to the concept-mapping strategy group. Another class contained English-speaking students were assigned as a comparison group. Students' economics achievement was measured by performance on achievement tests, including quizzes, midterms, concept-mapping rubric scores, and classroom participation. The results indicated a positive trend of quiz scores across time for four quizzes and two midterms for both groups. The results also suggested no statistically significant difference in classroom participation scores between the two groups, which indicates that international students with traditional education background that is passive were participating at the same level as students from the US. Six themes emerged from the qualitative data: prior knowledge and use of the concept-mapping strategy, resources for concept maps development, participant-identified advantages of using the concept-mapping strategy, the reasons for ambivalence about using the concept-mapping strategy, additional note-taking strategies used by participants, and participants' willingness of using the concept-mapping strategy in the future. The study suggests that practitioners should consider applying the concept-mapping strategy as an alternative assessment method.

63117

## *Online Learning Perceptions and Online Learning Self-efficacy: Do Students' Characteristics and Access to Technology Matter?*

Jose Noel Fabia, De La Salle- College of St. Benilde, Philippines

Marissa Fearnley, De La Salle-College of Saint Benilde, Philippines

Dennis Caballes, De La Salle-College of Saint Benilde, Philippines

While online learning has become the delivery mode of choice to facilitate flexible or distance learning amid the COVID-19 pandemic, this alternative approach to instruction has challenged the entire educational system in the Philippines. This descriptive study examined the online learning perceptions and online learning self-efficacy of 2027 students at a private college in Manila. Survey data obtained from the respondents were analyzed using nonparametric statistical tests to examine how these factors are affected by students' characteristics and access to technology. Findings suggest that in general, college students have moderate to high perceptions and self-efficacy when it comes to online learning. When students' characteristics were compared, only gender, academic track, and prior online learning experience showed significant differences in the two scales. Year level and the number of units enrolled by students were not found to have any significant effect. Factors related to technology access namely, device ownership, device sharing, Internet connectivity, and type of subscription were also investigated. Both Internet connectivity and type of subscription were found to be significant factors that impact how learners view online learning and how competent they believe themselves to be in accomplishing online requirements. When online learning perceptions and online learning self-efficacy were correlated, highly significant positive associations among the subscales were obtained. This means that students with more positive views about online learning are more likely to possess greater confidence in their abilities to perform the tasks required of them when engaged in online learning.

63692

## *Internationalization at Home through the Pandemic Era: A Qualitative Study on Tertiary Students in Hong Kong and Japan*

Macy Wong, The Hong Kong Polytechnic University, Hong Kong

Katherine Wong, Hong Kong Metropolitan University, Hong Kong

Internationalization has become a key priority of many higher education institutions across the globe to enhance the intercultural capabilities of their students. With the ongoing outbreak of COVID-19 pandemic, Internationalization at Home (IaH) has provided invaluable opportunities for students to develop and improve their global outlook and cross-cultural competencies 'at home' during these challenging times especially when mobility will be curtailed in the foreseeable future. This paper focuses on how an IaH programme led by a self-financing tertiary institution in Hong Kong can support students' development of intercultural and global competencies through collaboration with multiple Japanese universities using an online e-learning platform. In-depth individual interviews were conducted with participating students to better understand their perceived IaH learning experiences. Qualitative analysis shows that students' active participation of online discussion has facilitated their intercultural understanding through interactive engagement with their overseas counterparts. Recommendations for effective IaH strategies conducive to future internationalization for higher education development are discussed.

# PCE2022 Pre-Recorded Virtual Presentations

## Learning Experiences, Student Learning & Learner Diversity

63861

*Why Parents Do What They Do: Developing and Validating a Survey for the Mathematical Lives of Parents and Children*

Anastasia Betts, The State University New York, United States

Ji-Won Son, The State University New York, United States

Learner variability presents an enormous challenge for teachers and schools. Even as early as kindergarten, incredible learner diversity exists in terms of children's early learning experiences, especially in mathematics. Research has shown that this variability begins in the home environment, where parents and caregivers have the biggest impact on the child's readiness for school. Regular, high-quality, parent-child shared math activities have a great impact on the child's foundational math knowledge. However, there are limited studies on parent motivations that drive these interactions in general, especially for parent perceptions and motivations with their young children (ages 3- to 5-years-old) through mathematics. The present study intends to design a survey instrument that can help stakeholders better understand parent/caregiver perceptions, decision-making, and behaviors around mathematical parenting in the home. This study continues previous work establishing RESET (Role, Expectations, Skills, Efficacy, Time) as an effective framework for examining the parent perceptions and motivations that most influence interactions in the home mathematics environment. A convenience sample (n=58) was used to pilot the instrument and test the reliability of items. Building on the prior study, this study tests a revised tool with more data around mathematical parenting practices in the home to help increase our understanding of the ways families can be guided to support the early mathematics learning of their children, prior to the onset of formal schooling.

## Nurturing Creativity & Innovation: New, Innovative & Radical Education

63414

*21st Century Education Model: We Need Museums Now More Than Ever*

Victorino Morales Davila, Tecnologico De Monterrey, Mexico

The accelerated development of digital technologies highlights the necessary transformation of educational models towards one based on competencies and capable of breaking with linear and deductive thinking. At this juncture, museums are reconsidered and redefined as cultural spaces capable, from artistic practices and new technologies, of breaking with the linearity and rigidity of the scientific method. From the experience of the MUI (Interactive Urban Museum) in Puebla, Mexico, the case of educational innovation is analyzed from a new museology approach. In it, experiential and challenging learning situations are developed for university students who participate in exhibition projects and visual and museographic strategies with social impact. From the exhibitions produced between 2020 and 2021, it is possible to observe and identify a positive change in the domain of skills derived from artistic, museographic practice and visual content creation. It is concluded that this change in the level of mastery is related to the commitment that students develop with the projects, as a high degree of experimentation is able to develop in the museum.

63690

*How Preschool Children Articulate Learning Through Polaroid Photography*

Brandon Gilbert, Metropolitan University of Denver, United States

The significance of polaroid photography is attributed to the mediums ability to capture the world exactly as it appears to the child. A child who is given the freedom to orchestrate autonomously their own photo shoot has license to capture their vision in a single frame. I plan to record three Preschool participants concept of retelling strategies through their instamatic photographs with beginning, middle, and end. The Participants will be able to speak on the nature of the shot—discerning for themselves the aesthetic appeal of the shot and be able to retell stories from their pictures. My thoughts on the limitations and specifications will be to meet with the participants individually to assess their knowledge of conversation regarding there photographs (images, setting, thoughts, or simply beginning, middle, end) with questions like? Why did you take this picture? Can you tell me a story about these pictures? Why do we use cameras? How do we tell a story with pictures.? Polaroid photography in the field of early learning education has been a subject, which is usually excluded from some learning, because of its vitality seems something of the past. This study argues for the value of polaroid photography in early childhood education and how this camera enhances activities and create new learning experiences.

64106

*Developing Imaginative Thinking : A Qualitative Study of Animation Curricula in Institutes of Higher Learning (IHL), Singapore*

Chris Shaw, The Hong Kong Polytechnic University, Hong Kong

A large variety of government reports, academic research, industry and educational commentaries have discussed the emerging need for creativity in education curricula. It has been widely acknowledged and agreed that developing students' creativity is an essential requirement for contemporary education. Consequently, motivated by the requirement to provide curricula aimed at developing creative content, Animation programmes increasingly emphasise creativity as part of their official curriculum. However, educators face significant challenges transitioning from acknowledging the value and significance of creativity to systematically and strategically developing it in the classroom to produce effective outcomes. During this study, Imaginative Thinking refers to a student's ability to develop and employ divergent thinking skills through indicators such as elaboration, exploration, productivity and sensibility which ultimately lead to a Creative output or solution. As part of a larger review process, the focus of this study is the analysis of the curricula for seven Animation related Diploma programmes. This study proposes three key questions: [1] How is Creativity defined? [2] Where is the development of Imaginative Thinking located in the curricula? [3] What pedagogical methods are being employed to nurture Imaginative Thinking in the curricula? Although there is considerable interest and discussion related to Creativity and a large field of research devoted to nurturing it, this study indicates there is very little evidence to support the implementation and development of Imaginative Thinking directly in the curricula.

# PCE2022 Pre-Recorded Virtual Presentations

## Teaching Experiences, Pedagogy, Practice & Praxis

62557

### *Foster Critical Thinking Skills through Movies and Multimedia*

Lin Tsai, Defense Language Institute Foreign Language Center, United States

Ya-Chiu Hsieh, Defense Language Institute Foreign Language Center, United States

The purpose of this presentation is to illustrate how to foster students' critical thinking skills by adopting multimedia and film in the classroom. In the current practice of the learning and teaching paradigm of student-centered approach, creating an environment to promote the learners' critical thinking abilities by actively engaging them in the processes of analysis, interpretation, evaluation, explanation, problem-solving and reflection is extremely critical. To achieve that, multimedia serves as an effective tool to facilitate learner autonomy and critical thinking skills. Therefore, the presenter will demonstrate how to use film/movie/multimedia to activate language learners' higher order thinking skills and provide social and cultural background knowledge to enhance their language learning. Through group forums and discussions, learners will be guided to find and provide evidence, such as scenes and characters' reactions to support their arguments. Besides, in-depth analysis of the film in order to understand the metaphors, symbols and deep symbolic meaning will be part of hands-on activities. Most of learners are 'Digital native' and 'the Net Generation' nowadays, utilizing online multimedia not only creates environments that engage students in the thinking processes, but also prompts students to express diverse opinions and engages them in a variety of thinking process activities that drive them to be involved and be proactive in their own learning.

63188

### *Effectiveness of Bite-sized Learning: The Certis Continuing Professional Development Study*

Kenneth Tan, Certis Corporate University, Singapore

Bite-sized learning has been touted to be the next best thing for Learning & Development professionals in large organization. With access to digital devices and digital apps, and with adult learners becoming more savvy and less interested in long duration of courses or learning programs due to falling attention spans (Clark, et. al.), bite-sized lunch and learn programs have taken on a new focus in corporate organization. However, there have been very little research and effectiveness testing done in organization to measure the learning effectiveness and application through such programs. This article provides such a learning effectiveness testing for a Continual Professional Development (CPD) program, jointly organized by Certis Corporate University and Institute of Adult Learning Singapore, conducted over three lunch time sessions for close to thirty personal assistants and executive assistants from Singapore, Hong Kong and Australia in a global security technology company. Results from the study show positive data reflected, with over 40% moving from agree to strongly agree in achieving learning outcomes and over 80% qualitative responses acknowledging direct application and improvement at work. The findings from this study will be useful for corporate companies and organization that want to design better bite-sized programs that are engaging and effective in helping their people learn at work and improve their work performance, without committing long duration of hours to training.

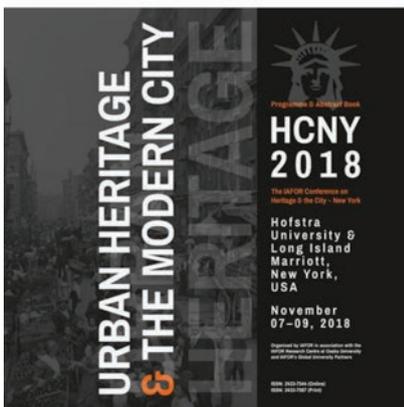
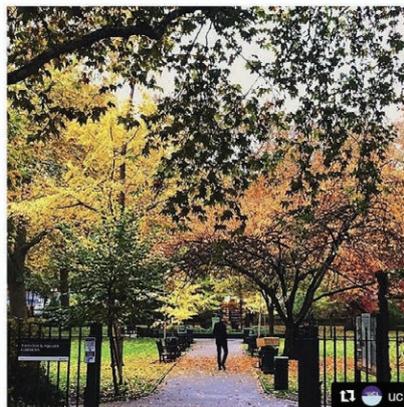
63645

### *3. Multimodal Learning*

Josefina Bengoechea, European Business University of Luxembourg, Luxembourg

Alex Bell, University of Wales Saint Trinity, United Kingdom

According to Bouchey et al. (2021) global digitalization has dramatically changed the way we learn. These authors claim that digitalization poses a challenge for teaching and learning in 3 ways: The first one is an abundance, or over-abundance of information provided in several forms: audios, videos, texts and multimedia. They state that these new forms of providing information create multiple access points for the learners; the second one is that these diverse modes of obtaining information provide opportunities for both the teachers and the students; and third, the student body is increasingly diverse. Multimodal learning can thus be defined as learning environments that provide elements of instruction in more than one sensory mode (written, auditory or visual). Multimodal learning (MML) provides opportunities for learning that best suit the needs of the learners: learners who are more auditive can access new information in the form of audio files or audiovisual materials; learners who are more visual can access information in the form of graphic materials, or audiovisual materials, and learners that like printed materials can access texts. MML provides chances for learning to people who formerly were considered handicapped, or having special needs, like learners with dyslexia. However, as Bouchey et al. (2021) point out, MML requires a high level of determination on the learner's side: The learner must be able to understand how s/he learns, and also be able to take the challenge of adopting new modes of learning.



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# Upcoming Events

## Porto, 2022

**July 07–10, 2022**

The European Conference on Arts, Design & Education  
(ecade.iafor.org)

## London, 2022

**July 14–17, 2022**

The European Conference on Aging & Gerontology  
(egen.iafor.org)

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

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

**July 21–24, 2022**

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

The 10th European Conference on Arts & Humanities  
(ecah.iafor.org)

## Barcelona, 2022

**September 20–23, 2022**

The Barcelona Conference on Education  
(bce.iafor.org)

The Barcelona Conference on Arts, Media & Culture  
(barcelona-amc.iafor.org)

## Kyoto, 2022

**October 17–20, 2022**

The Kyoto Conference on Arts, Media & Culture  
(kyoto-amc.iafor.org)

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

## Tokyo, 2022

**November 28 – December 02, 2022**

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



# Hawaii, 2023

**January 05–08, 2023**

The IAFOR International Conference on  
Education in Hawaii  
([iicehawaii.iafor.org](http://iicehawaii.iafor.org))

The IAFOR International Conference on Arts &  
Humanities in Hawaii  
([iicahawaii.iafor.org](http://iicahawaii.iafor.org))

# Singapore, 2023

**February 10-13, 2023**

The Southeast Asian Conference on Education  
([seace.iafor.org](http://seace.iafor.org))

# Washington DC, 2023

**May 18-20, 2023**

The IAFOR Conference on Educational Research  
& Innovation  
([eri.iafor.org](http://eri.iafor.org))

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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).

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