PCE/PCAH2024

The 2024 IAFOR Summer Conference Series in Paris

June 13-17, 2024 | Paris, France, and Online

The 3rd Paris Conference on Education (PCE2024)
The 3rd Paris Conference on Arts & Humanities (PCAH2024)

Programme & Abstract Book

IAFOR Global Partners
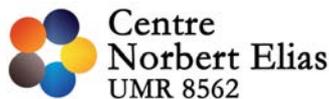
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Professor Ljiljana Marković, European Center for Peace and Development (ECPD), Serbia

Letter of Welcome

Dear Friends and Colleagues,

Welcome to The 3rd Paris Conference on Education (PCE2024), and The 3rd Paris Conference on Arts and Humanities (PCAH2024)!

One of the great historical and cultural centres of the world, Paris is the home to our conference, as we come together to contribute to the intellectual life of the city. We are here to exchange ideas, seek research partnerships and synergies, and engage in forming the personal and professional relationships and networks that are so important to our careers and lives. We have so much to learn from each other, and with over 360 attendees from more than 60 different countries, there is little excuse!

Aside from being one of the world's most beautiful cities, Paris has been the stage to some of its most important and tumultuous events in history, the driver of the Enlightenment, and the epicentre of science, philosophy, politics, and revolution that drove the modern era.

The city is home to some of the world's leading educational institutions and universities, and also to UNESCO, the United Nations Educational, Scientific, and Cultural Organization, the UN agency that was founded to promote peace and security through international cooperation in education, science, and the arts. It is also the birthplace of the father of the modern Olympics, Pierre de Coubertin, and the host city of the 33rd games, which will be held this July!

Our plenary session will be inspired by Paris' great history, the current local and global context, and the lens of international organisations, and their strengths as well as weaknesses in addressing some of the most pressing issues facing us in the world today. In our trademark interdisciplinary fashion, our plenary will look at questions of competition and cooperation, referencing the disciplinary expertise present in the plenary lineup, as well as the wider conference as a whole.

Paris is a great global intellectual and artistic centre, and remains the world leader in terms of aesthetics in food, drink, and fashion. I encourage you to make the most of your time outside of the conference to fully explore the streets, museums, and cafes, and immerse yourself in this wonderful city, and its sights, sounds, and tastes. May you be inspired as millions of fellow thinkers have before you.

Warmest regards,

Dr Joseph Haldane
Chairman & CEO, The International Academic Forum (IAFOR)

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

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

iafor.org/membership

PCE/PCAH2024
Key Statistics

Date of creation: May 13, 2024

362 DELEGATES
FROM 63 COUNTRIES

223 Onsite Presentations

87 Online Presentations

**275** Institutions and Organisations

Occupation
- 50% University Faculty
- 26% Doctoral Student
- 11% Postgraduate Student
- 4% Other
- 3% Postdoctoral Fellow or Instructor
- 3% Public Sector/Practitioner
- 2% Independent Scholar
- 1% Private Sector
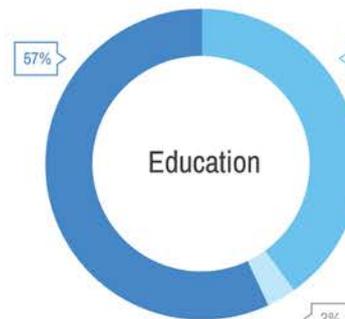
Education
- 57% Doctoral Degree
- 40% Masters Degree
- 3% Bachelors Degree

Top Five Streams

1. Teaching Experiences, Pedagogy, Practice & Praxis (38)
2. Higher Education (25)
3. Foreign Languages Education & Applied Linguistics (23)
4. Design, Implementation & Assessment of Innovative Technologies in Education (17)
5. Learning Experiences, Student Learning & Learner Diversity (15)

Bar chart values: 38, 25, 23, 17, 15

Top Five Countries of Delegates

1. United States (20%)
2. Japan (5%)
3. India (5%)
4. Canada (4%)
5. South Africa (4%)

Bar chart values: 20%, 5%, 5%, 4%, 4%

310 Total Presentations

139 Hours of Content

Multiple Authored vs. Single Authored Submissions

49%   51%

international | intercultural | interdisciplinary

Inspiring Global Collaborations
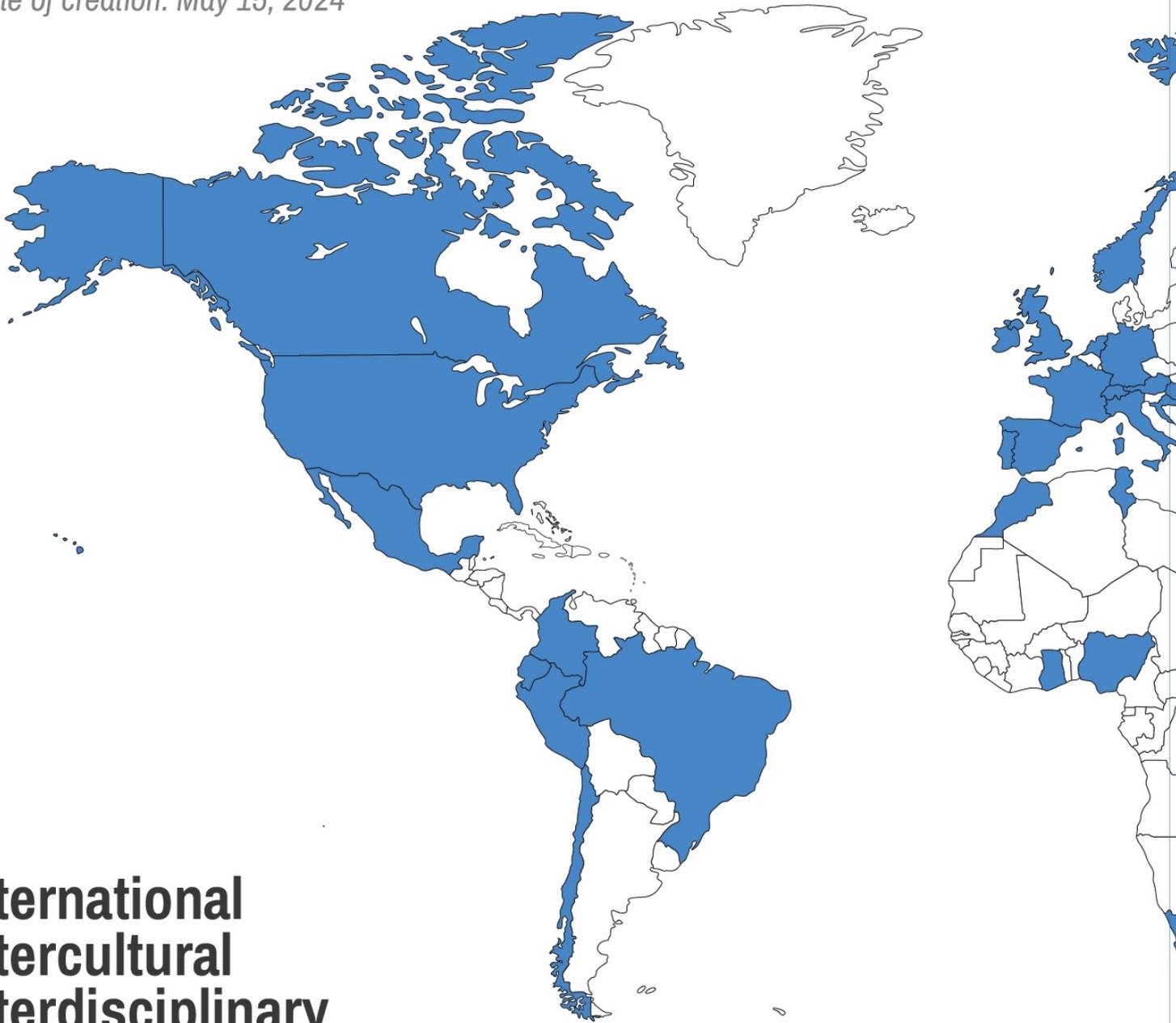
international
intercultural
interdisciplinary

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

PCE/PCAH2024 has attracted 360+ delegates from 60+ countries

Country	Count	Country	Count	Country	Count
United States	73	Mauritius	6	Chile	3
South Africa	20	Spain	6	France	3
India	19	Taiwan	6	Germany	3
Japan	19	Australia	5	Iraq	3
Canada	18	Mexico	5	Ireland	3
United Kingdom	16	Portugal	5	Morocco	3
Indonesia	15	United Arab Emirates	5	Singapore	3
Brazil	10	Colombia	4	South Korea	3
Hong Kong	10	Ecuador	4	Austria	2
China	9	Ghana	4	Belarus	2
Philippines	9	Italy	4	Brunei	2
Thailand	9	Kazakhstan	4	Georgia	2
Vietnam	9	Macau	4	Greece	2

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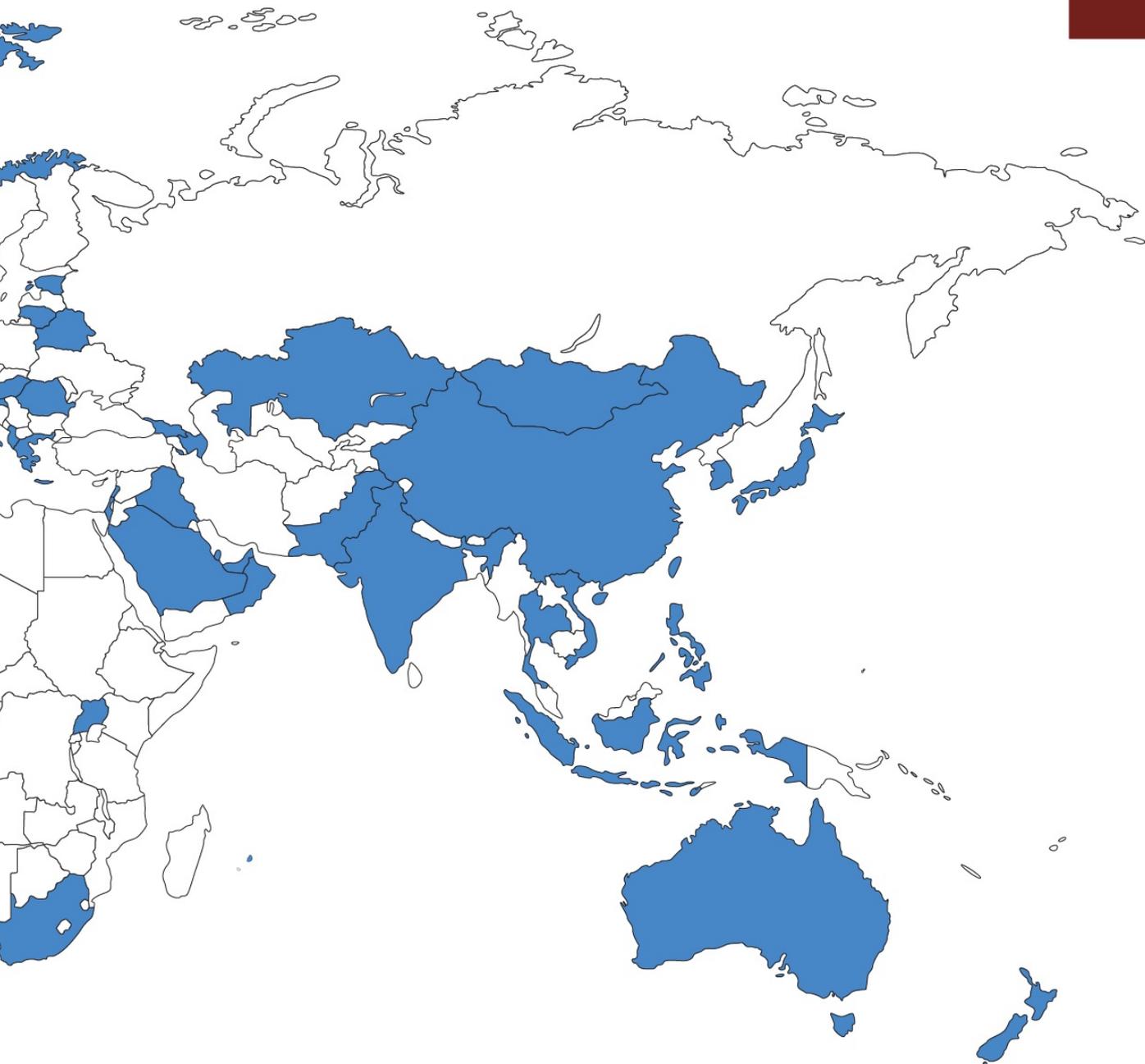
Lebanon	2	Hungary	1
Netherlands	2	Israel	1
New Zealand	2	Lithuania	1
Norway	2	Mongolia	1
Romania	2	Nigeria	1
Switzerland	2	Oman	1
Uganda	2	Pakistan	1
Albania	1	Peru	1
Algeria	1	Qatar	1
Azerbaijan	1	Saudi Arabia	1
Croatia	1	Tunisia	1
Estonia	1		
Guam	1		

Total Attendees	**362**
Total Onsite Presentations	**223**
Total Online Presentations	**87**
Total Audience	**25**
Total Countries	**63**

Yokoso!

That's "welcome" in Japanese (*^‿*)♡

The 16th Asian Conference on Education (ACE2024)

November 26-29, 2024 | Tokyo, Japan & Online

Call for Papers Now Open
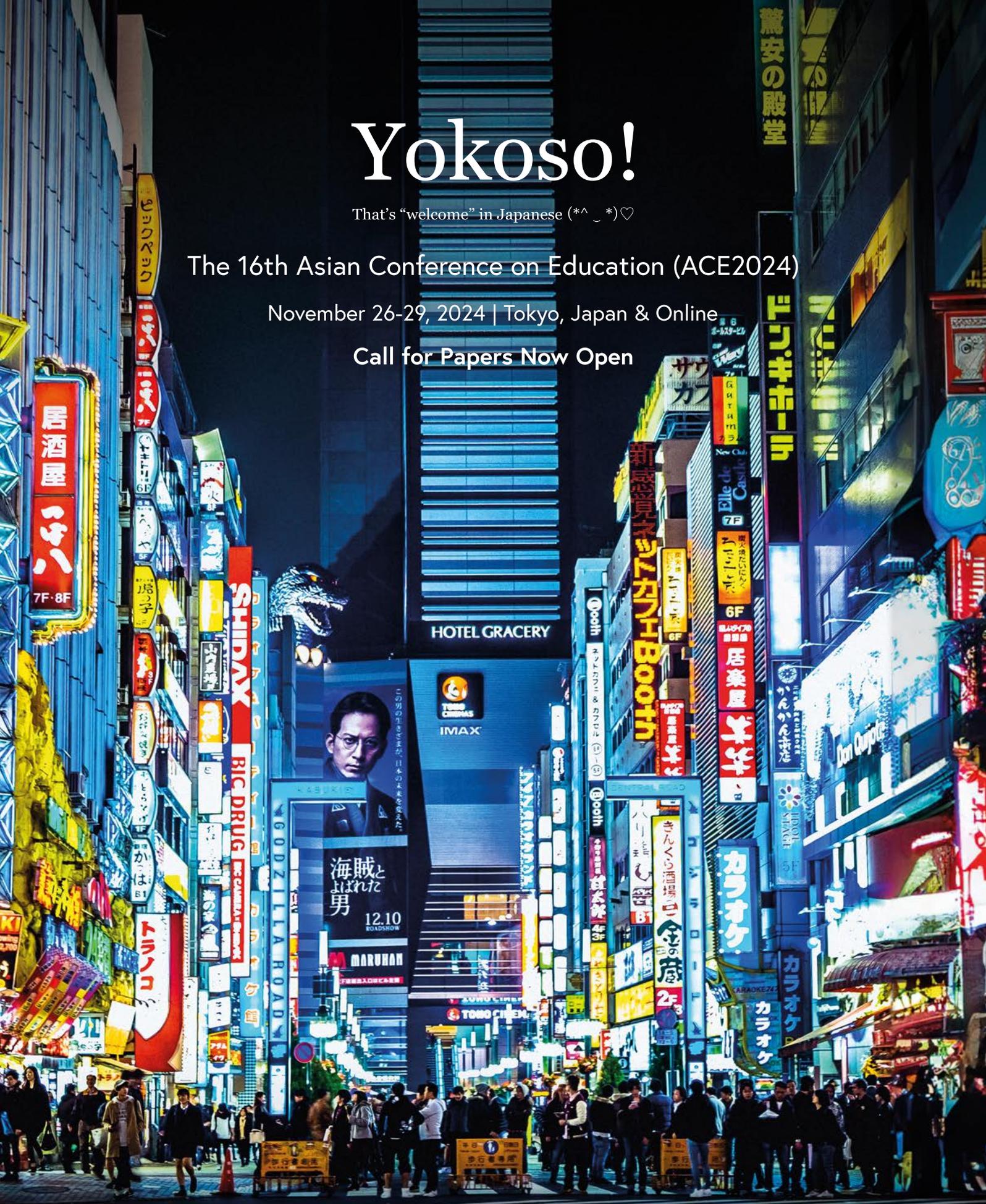
# Where will your ideas take you next?

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

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2nd Floor
2ÈME ÉTAGE
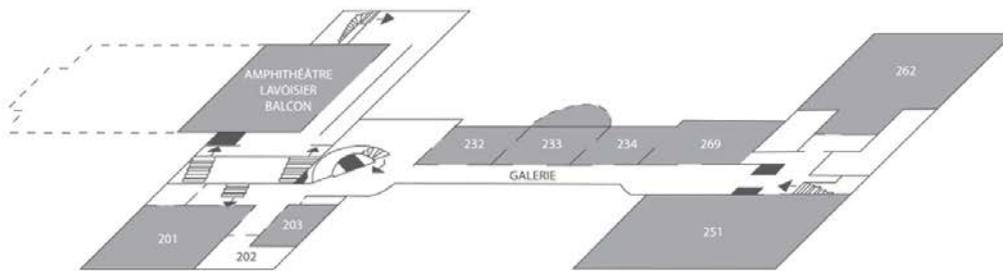
1st Floor
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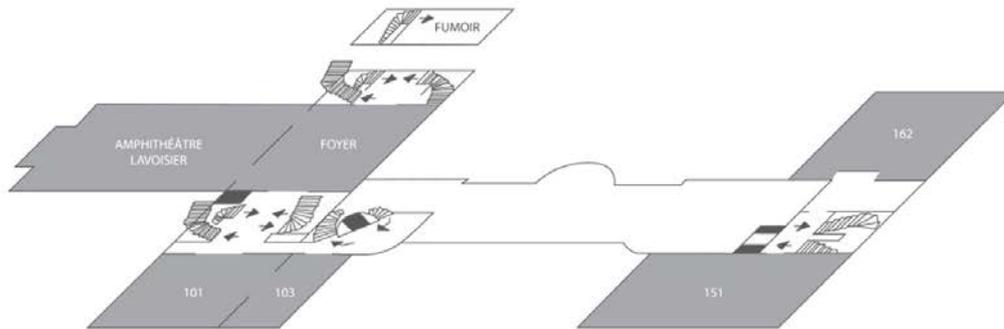
Ground Floor
REZ-DE-CHAUSSÉE
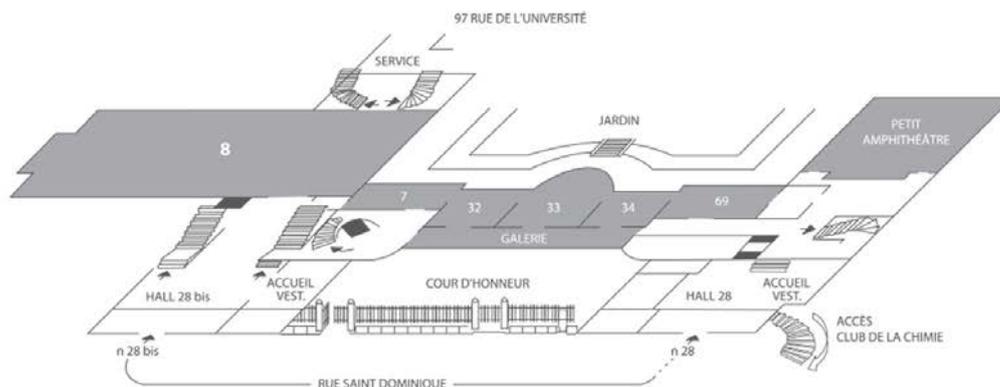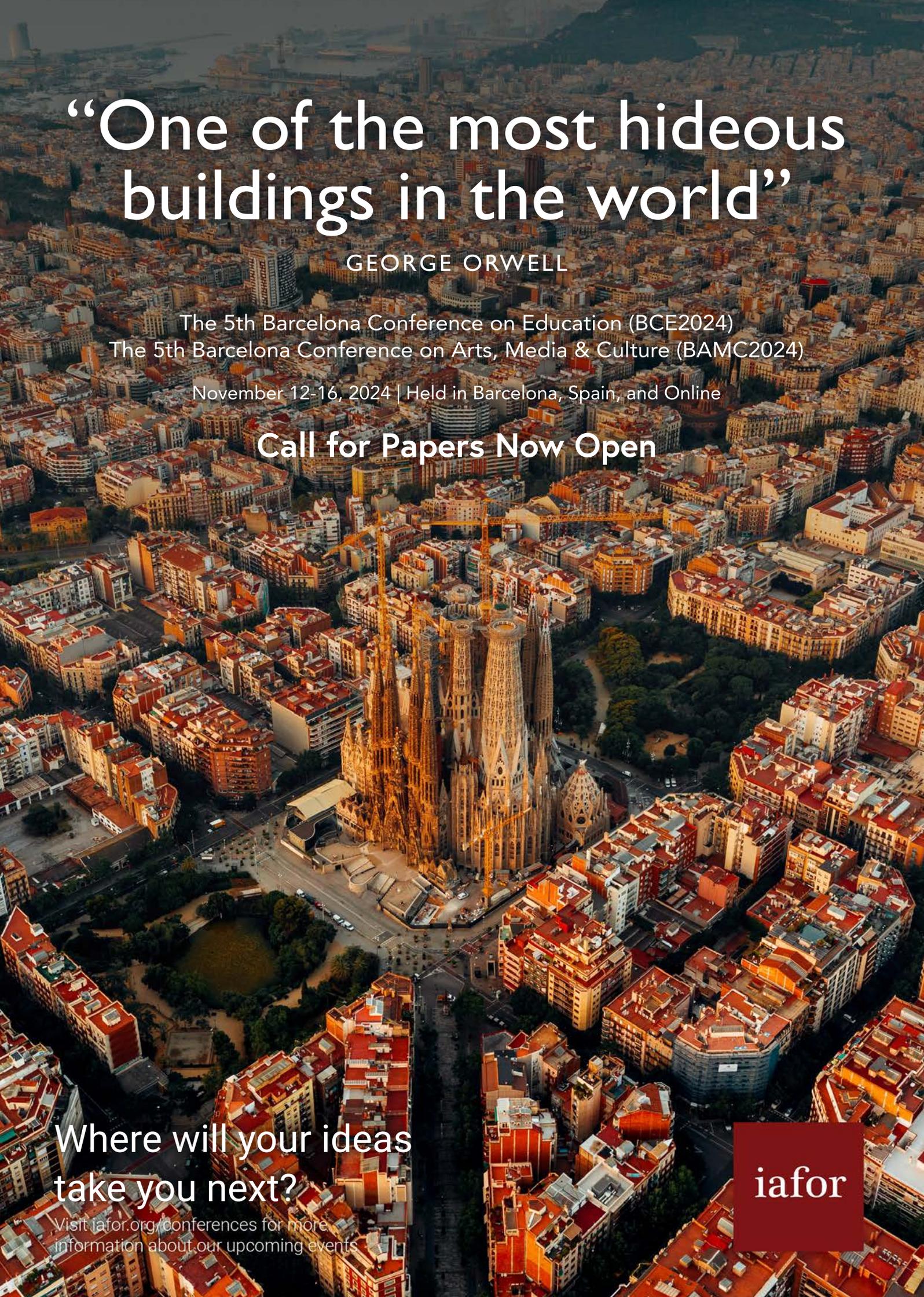
"One of the most hideous buildings in the world"

GEORGE ORWELL

The 5th Barcelona Conference on Education (BCE2024)
The 5th Barcelona Conference on Arts, Media & Culture (BAMC2024)

November 12-16, 2024 | Held in Barcelona, Spain, and Online

Call for Papers Now Open

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take you next?

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information about our upcoming events

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June 13 | All times are Central European Summer Time (UTC+2)
Thursday at a Glance

13:30-15:30   **Cultural Tour: Rodin Museum | Musée Rodin**

Conference delegates are invited to kick-start the conference experience with a pre-conference tour of the Musée Rodin in Paris. This tour offers an intimate glimpse into the world of Auguste Rodin, showcasing his masterful sculptures that capture the essence of human emotion and form. Set against the backdrop of the artist's former residence, the museum not only highlights Rodin's artistic legacy but also Paris' enduring influence on art and culture.

*This optional ticketed event is sold ou*t.

June 14 | All times are Central European Summer Time (UTC+2)
Friday at a Glance

Conference Venue: Maison de la Chimie, Paris

13:00-13:25   Conference Check-in & Coffee | Salle 251

13:25-13:30   Announcements | Salle 262 & Online

13:30-14:00   Welcome Address & Recognition of IAFOR Scholarship Winners | Salle 262 & Online
Joseph Haldane, The International Academic Forum (IAFOR), Japan
Georges Depeyrot, Centre National de Recherche Scientifique (CNRS), France

14:00-14:30   Special Keynote Address | Salle 262 & Online
Educating for Peace: A Call to Action for 'We the Peoples'
Federico Mayor Zaragoza, European Center for Peace and Development (ECPD),
United Nations University for Peace, Serbia

14:35-15:05   Keynote Presentation | Salle 262 & Online
Olympism and International Relations from Pierre de Coubertin to the Present Day
Patrick Clastres, Lausanne University, Switzerland

15:05-15:20   Q & A Session | Salle 262 & Online

June 14 | All times are Central European Summer Time (UTC+2)
Friday at a Glance

Conference Venue: Maison de la Chimie, Paris

15:20-15:35   Conference Photograph | Salle 251

15:35-16:00   Coffee Break | Salle 251

16:00-17:00   Moderated Panel Discussion | Salle 262 & Online
International and Interdisciplinary Perspectives on Global Citizenship in Times of Change and Crisis
Ljiljana Marković, European Center for Peace and Development (ECPD), Serbia
Jun Arima, IAFOR & University of Tokyo, Japan
Takehiro Kano, United Nations Educational, Scientific and Cultural Organization (UNESCO), France
Moderated by: Anne Boddington, Middlesex University, United Kingdom

17:00-17:30   General Discussion | Salle 262 & Online

17:30-18:30   Welcome Reception | Salle 251

20:00-22:00   Conference Dinner | Bofinger
This optional ticketed event is sold out

June 15 | All times are Central European Summer Time (UTC+2)
Saturday at a Glance

Conference Venue: Maison de la Chimie, Paris

08:00-09:00 Conference Check-in & Coffee | Salle 251

09:00-10:40   Onsite Parallel Session 1
Salle 103: PCE | Educational Policy, Leadership, Management & Administration
Salle 201: PCE | Teaching Experiences, Pedagogy, Practice & Praxis (Workshops)
Salle 203: PCE | Teaching Experiences, Pedagogy, Practice & Praxis
Salle 232: PCE | Education & Difference
Salle 233: PCAH | Arts & Culture
Salle 234: PCAH | Teaching & Learning the Arts
Salle 269: PCE | Adult, Lifelong & Distance Learning

10:40-10:55   Coffee Break | Salle 251

10:55-12:10   Onsite Parallel Session 2
Salle 103: PCE | Learning Experiences, Student Learning & Learner Diversity
Salle 201: PCE | Design, Implementation & Assessment of Innovative Technologies in Education
Salle 203: PCE | Teaching Experiences, Pedagogy, Practice & Praxis
Salle 232: PCE | Higher Education
Salle 233: PCAH | Arts in History & Politics
Salle 234: PCAH | Teaching & Learning the Arts
Salle 269: PCE | Primary & Secondary Education

12:10-12:25   Coffee Break | Salle 251

12:25-14:05   Onsite Parallel Session 3
Salle 103: PCE | Educational Policy & Practice
Salle 201: PCE | Education & Difference (Workshops)
Salle 203: PCE | Teaching Experiences, Pedagogy, Practice & Praxis
Salle 232: PCE | Higher Education
Salle 233: PCAH | Culture in Literature & Modern Media
Salle 234: PCAH | Life in Literature Studies
Salle 269: PCE | Professional Training, Development & Concerns in Education

June 15 | All times are Central European Summer Time (UTC+2)
Saturday at a Glance

Conference Venue: Maison de la Chimie, Paris

14:05-14:20   Coffee Break | Salle 251

14:20-16:00   Onsite Parallel Session 4
Salle 103: PCE | Educational Policy, Leadership, Management & Administration
Salle 201: No Session
Salle 203: PCE | Teaching Experiences, Pedagogy, Practice & Praxis
Salle 232: PCE | Online & Distance Learning
Salle 233: PCAH | Visual & Performing Arts Practices
Salle 234: PCAH | Gender & Sexuality in the Arts
Salle 269: PCAH | Media, Film Studies & Communication

16:00-16:15   Coffee Break | Salle 251

16:15-17:30   Onsite Parallel Session 5
Salle 103: PCE | Learning Experiences, Student Learning & Learner Diversity
Salle 201: No Session
Salle 203: PCE | Language Development & Literacy
Salle 232: PCE | Higher Education
Salle 233: PCE | Education, Sustainability & Society
Salle 234: PCAH | Comparative Humanities in Practice
Salle 269: PCE | Skills Development

17:35-18:35   Conference Poster Session | Salle 201

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

Conference Venue: Maison de la Chimie, Paris

08:30-09:30 Conference Check-in & Coffee | Salle 251

09:30-11:10   Onsite Parallel Session 1
Salle 103: PCE | Design, Implementation & Assessment of Innovative Technologies in Education
Salle 203: PCE | Education, Sustainability & Society
Salle 232: PCAH | Language, Linguistics, and Media
Salle 233: PCE | Assessment Theories and Methodologies
Salle 234: PCE | Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Salle 269: PCE | AI in Education

11:10-11:25   Coffee Break | Salle 251

11:25-12:40   Onsite Parallel Session 2
Salle 103: PCE | Learning Experiences, Student Learning & Learner Diversity
Salle 203: PCE | Education, Sustainability & Society
Salle 232: PCAH | Language Learning and Teaching
Salle 233: PCE | International Education
Salle 234: PCE | Mind, Brain & Psychology
Salle 269: PCE | Education and Gender

12:40-12:55   Coffee Break | Salle 251

12:55-14:35   Onsite Parallel Session 3
Salle 103: PCE | Learning Experiences, Student Learning & Learner Diversity
Salle 203: PCE | Financial Education & Management
Salle 232: PCAH | Teaching and Learning Experiences
Salle 233: PCE | Assessment Theories and Methodologies
Salle 234: PCE | Foreign Languages Education & Applied Linguistics
Salle 269: PCE | Teaching Experiences, Pedagogy, Practice & Praxis

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

Conference Venue: Maison de la Chimie, Paris

14:35-14:50   Coffee Break | Salle 251

14:50-16:30   Onsite Parallel Session 4
Salle 103: PCE | Design, Implementation & Assessment of Innovative Technologies in Education
Salle 203: PCE | Education, Sustainability & Society
Salle 232: PCAH | Science, Environment and the Humanities
Salle 233: PCE | Assessment Theories and Methodologies
Salle 234: PCE | Foreign Languages Education & Applied Linguistics
Salle 269: PCE | Professional Training & Adult Learning (Workshops)

16:30-16:45   Onsite Closing Session | Salle 269

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

Conference Venue: Online via Zoom

09:55-10:00   Message from IAFOR

10:00-11:15   Online Parallel Session 1
Room A (Live-Stream): PCAH | Digital Technologies in the Arts
Room B (Live-Stream): PCAH | Literature/Literary Studies
Room C (Live-Stream): PCE | Foreign Languages Education & Applied Linguistics

11:15-11:25   Break

11:25-12:40   Online Parallel Session 2
Room A (Live-Stream): PCE | Practical Skill Development Through Education
Room B (Live-Stream): PCE | Innovative Technologies & Concerns in Education
Room C (Live-Stream): PCE | Teaching Experiences, Pedagogy, Practice & Praxis

12:40-12:50   Break

12:50-14:30   Online Parallel Session 3
Room A (Live-Stream): PCE | Psychology, Leadership & Education Management
Room B (Live-Stream): PCE | International & Global Education
Room C (Live-Stream): PCE | Teaching Experiences, Pedagogy, Practice & Praxis

14:30-14:40   Break

14:40-16:20   Online Parallel Session 4
Room A (Live-Stream): PCAH | Philosophy and Spirituality in the Arts
Room B (Live-Stream): No Session
Room C (Live-Stream): No Session

16:20-16:25   Closing Message from IAFOR

Conference Networking Events

Welcome Reception – Maison de la Chimie

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee. The event will be held at the conference venue, **Maison de la Chimie** in Salle 251 (2F).

Time & Date: Friday, June 14, 2024 | 17:30-18:30
Location: Maison de la Chimie, 28 Rue Saint-Dominique, 75007, Paris
Ticket Price: **Free to attend**
Admission is included in the conference registration fee and is only open to registered conference delegates and audience members.

Conference Dinner – Bofinger

The Conference Dinner will be held at the Bofinger brasserie, renowned as one of the most beautiful brassieres in Paris. The event will feature a somptueux three-course meal showcasing Bofinger's classic French cuisine, made with fresh, locally sourced ingredient.

Time & Date: Friday, June 14, 2024 | 20:00-22:00
Location: 5-7 Rue de la Bastille, 75004, Paris
Ticket Price: **Sold Out**
This is a ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner.

General Information

Check-in & Information Desk

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

Friday, June 14 | 13:00-18:30 – Maison de la Chimie, Salle 251 (2F)
Saturday, June 15 | 08:00-18:00 – Maison de la Chimie, Salle 251 (2F)
Sunday, June 16 | 08:30-16:00 – Maison de la Chimie, Salle 251 (2F)
Monday, June 17 | No in-person Check-in

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

Name Badges

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

Conference Schedule

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

Online Sessions

Be sure to join us online on **Monday, June 17** for our live-stream presentation sessions.

Conference Survey

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

 Schedule   Online Sessions   Survey

General Information

Refreshment Breaks

Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks.

Connecting to WiFi

Free WiFi is provided at the conference venue. To log in on any of your smart devices, please use the network name Wifi_MC. No password is necessary. Please note that the WiFi is very unreliable so we would strongly suggest that you do not rely on a live connection for your presentation and prepare a personal WiFi or data plan.

Network Name: Wifi_MC
Password: No password is required

Photo/Recording Waiver

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

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Wednesday, July 17, 2024**, through the online system. The proceedings will be published on **Friday, August 23, 2024**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Thursday, June 27, 2024**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All keynote presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Wednesday, July 30, 2024**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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

Catch Up

Virtual

Where tradition and innovation inspire

IAFOR Kyoto Conference Series

October 15-19, 2024 | Kyoto, Japan & Online

The 15th Asian Conference on Media, Communication & Film (MediAsia2024)
The 5th Kyoto Conference on Arts, Media & Culture (KAMC2024)

Call for Papers Now Open

Where will your ideas
take you next?

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

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안녕하세요
Annyeonghaseyo
(Now you know how to say "Hello" in Korean!)

IAFOR Korea Conference Series
October 28 – November 1, 2024 | Incheon, South Korea & Online

The Korean Conference on Education (KCE2024)
The Korean Conference on Arts & Humanities (KCAH2024)

Call for Papers Now Open

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IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies (Scopus indexed)
IAFOR Journal of Education (Scopus indexed)
IAFOR Journal of Literature & Librarianship (Scopus indexed)

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

Academic Grant & Scholarship Recipients

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

PCE2024 Scholarship Recipients

Innocent Uche Anazia (Virtual Presentation)
77930 | *Home-School Partnerships in Disadvantaged Rural Secondary Schools: Perspectives of Parents and Teachers on Challenges*
Mr Innocent Uche Anazia is currently pursuing a PhD in Education at Ulster University, United Kingdom.

Beldjenna Amel (Virtual Poster Presentation)
78125 | *Strategies for Creating Culturally Inclusive Educational Environments in Algerian Universities*
Dr Beldjenna Amel is an Assistant Professor at the University of Oran 2, Algeria.

Kelly Field (Virtual Poster Presentation)
79877 | *Early Childhood Educators Social Values as Motivating Factors on Interest in California's PK-3 Credential Programme*
Ms Kelly Field is presently engaged in the advanced stages of her PhD program at Claremont Graduate University, United States.

María José Ibáñez Ayuso (Live-Stream Presentation)
79248 | *Critical Considerations at the Dawn of Microcredentials: Democratization 4.0 or Blockchain Privatization of Higher Education?*
Ms María José Ibáñez Ayuso is Vice President of the European University College Association and PhD student at the Universidad Complutense de Madrid, Spain.

Samuel Kusasira (Oral Presentation)
80524 | *Empowering Education: Exploring Interactions of Eastern Africa's Electricity Access Levels and Climate Change Vulnerabilities on Primary Education Completions*
Mr Samuel Kusasira is a PhD student and lecturer at Makerere University Business School, Uganda.

Diep Ngoc Nguyen (Oral Presentation)
78497 | *Research on Factors Affecting Undergraduates' Financial Management Skills: The Moderating Role of Financial Education*
Ms Diep Ngoc Nguyen is a researcher working at the Institute of Theoretical and Applied Research, Duy Tan University, Vietnam.

Nolwazi Qumbisa (Live-Stream Presentation)
80546 | *Ameliorating Collaborative Online International Learning Projects to Promote Internationalization in Higher Education*
Dr Nolwazi Qumbisa is a lecturer specialising in Housing within the Built Environment Department at the Central University of Technology, Free State (CUT), South Africa.

PCAH2024 Scholarship Recipients

Irina Charlotte Ranaivosoa (Virtual Presentation)
78617 | *Exploring the Ultimate Causes of Migration: A Peace Studies Approach*
Ms Irina Charlotte Ranaivosoa completed her LLB at the University of Toulouse, France, her LLM at the University of Birmingham, United Kingdom, and her International Master's in Peace, Conflict and Development Studies at the Universitat Jaume I, Spain.

Zihao Wang (Oral Presentation)
79669 | *Urban ICH Safeguarding and Community Involvement: The Case of Taohuawu Woodblock Prints in China*
Ms Zihao Wang is currently pursuing a PhD in the School of Languages, Cultures and Societies at the University of Leeds, United Kingdom

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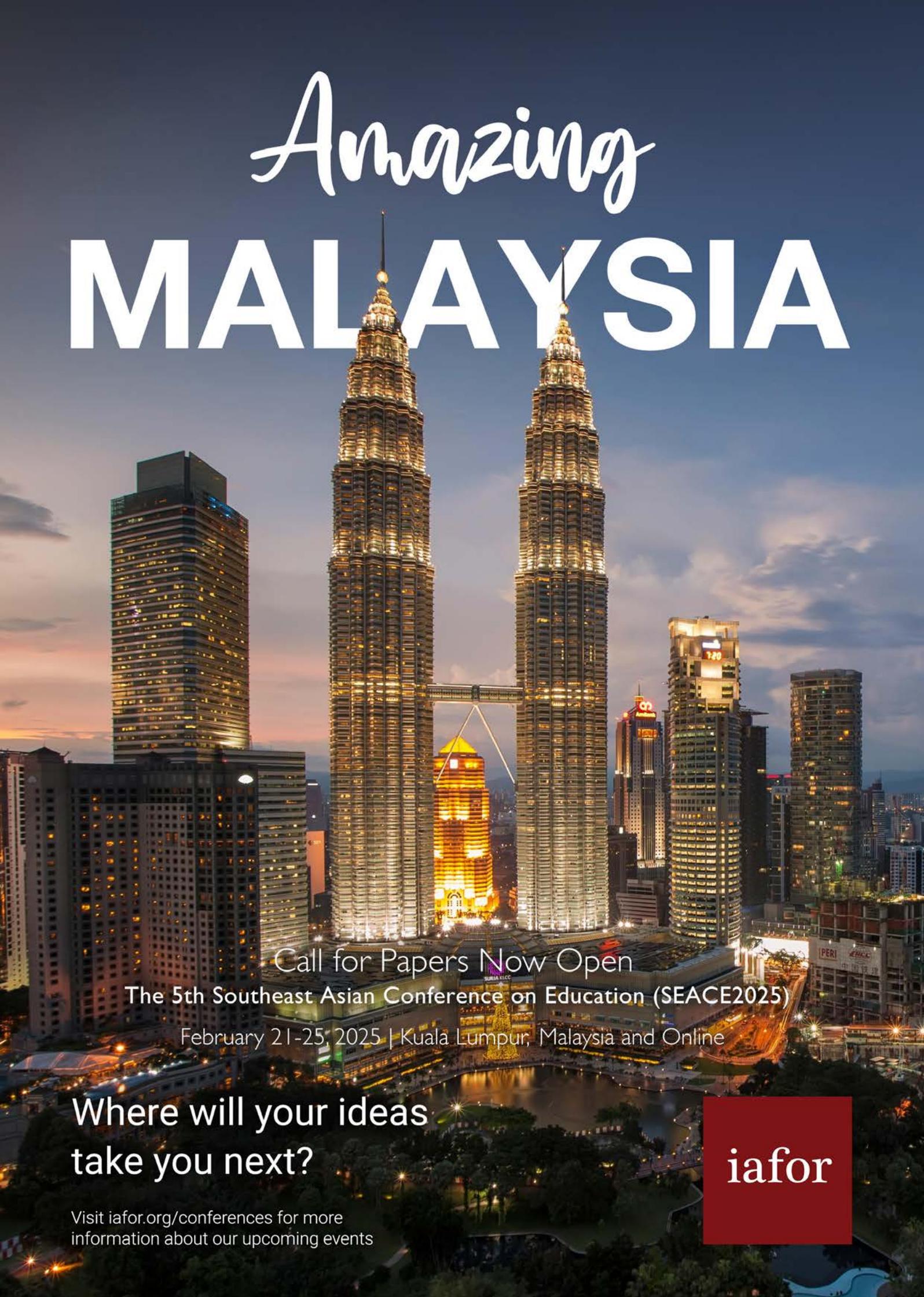
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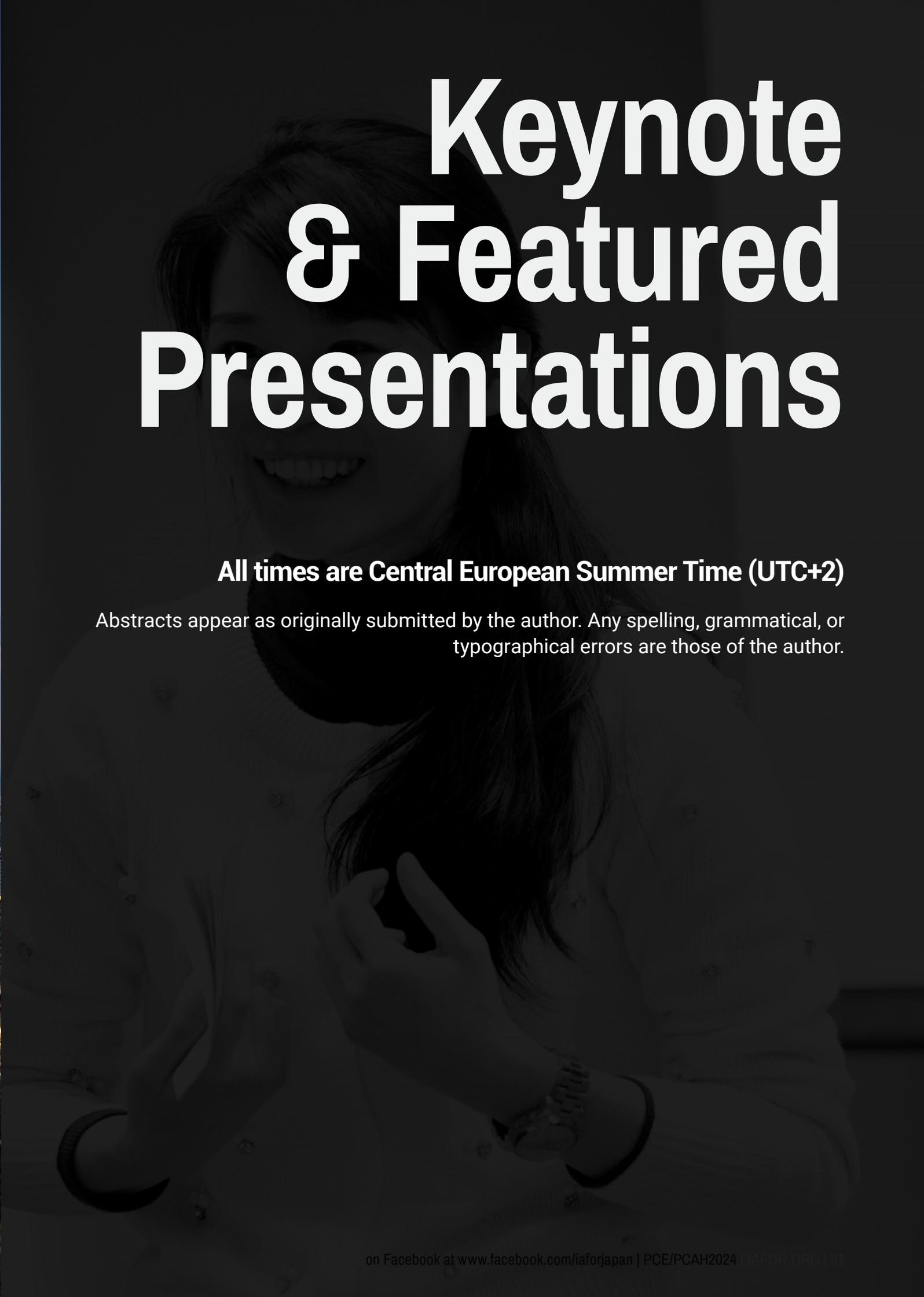
Keynote & Featured Presentations

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

Educating for Peace: A Call to Action for 'We the Peoples'

Friday, June 14, 2024 | 14:00-14:30 | Salle 262 & Online

In this special address, His Excellency Federico Mayor Zaragoza, former two-term UNESCO secretary general, and longtime advocate for global peace through education, brings his experience to bear on the current global context, calling for cooperation in education, but also action. Ambassador Zaragoza reminds us that the preamble to the United Nations constitution is a call to action in the name of 'we the peoples', and that education is at the heart of that action.

Federico Mayor Zaragoza

Federico Mayor Zaragoza is a Spanish scientist, politician, and diplomat. A biochemist and researcher with a PhD in Pharmacy, he taught at the University of Granada and then at the Faculty of Sciences in Madrid, where he founded the Severo Ochoa Molecular Biology Center in 1974.

In the same year, he began his political career as Undersecretary to the Spanish Ministry of Education and Science. In 1977, he was elected a member of the Spanish Parliament and chaired the Parliamentary Committee for Education and Science before acting as an advisor to the President of the Government of Spain in 1978. He then served as Minister of Education and Science between 1981 and 1982. In 1987, he represented Spain in the European Parliament.

He began his involvement in UNESCO (The United Nations Educational, Scientific, and Cultural Organization) in 1978, serving as Deputy Director-General to Mr Amadou-Mahtar M'Bow before succeeding him in 1987. He was Director-General of UNESCO for twelve years until 1999, and during this period he launched the Culture of Peace programme. At the end of his term, he returned to Madrid to create the Foundation Cultura de Paz of which he currently serves as President. In 2011, he also became President of the International Commission on the Abolition of the Death Penalty. He is currently the Honorary President of the Council of the United Nations Peace University's European Center for Peace and Development (ECPD).

A scientist and poet, Dr Mayor Zaragoza has published hundreds of articles and several collections of poetry.

Olympism and International Relations from Pierre de Coubertin to the Present Day

Friday, June 14, 2024 | 14:35-15:05 | Salle 262 & Online

The Olympic Games – the biggest event on the planet – are in reality hanging by a single thread: the International Olympic Committee's (IOC) ability to convince cities and the states to which they belong to organise them. Although history shows that this thread is tenuous, it has never broken, even when competing organisations (YMCA, Catholic, feminist, socialist, communist, third world) have sprung up. Established in 1894 on the basis of a gentlemen's agreement, without statutes until 1981, and still based on the principle of co-option, the IOC has survived two world wars, the Cold War, and economic globalisation.

In actuality, the Olympic world is not exactly the political world. The IOC is at the head of a parallel world that has its own logic and its own rules. Its overall architecture is based primarily on the International Sports Federations and the National Olympic Committees. However, it has also come to forge reciprocal links with major media organisations, multinational companies, numerous non-governmental organisations, and even the United Nations.

How can such hegemony be explained? And, is it here to stay? How should we interpret the IOC's demands for autonomy and neutrality? Will it survive the current war on sport waged by Russia against the democracies?

Patrick Clastres

Dr Patrick Clastres is a political and cultural historian involved in sports history and geopolitics. Since 2015, he's served as Professor of Sports History in the Faculty of Social and Political Sciences (ISSUL) at Lausanne University, Switzerland, where he coordinates the independent Global Sport & Olympic Studies Center (CEOGS).

The Global Sport & Olympic Center's academic activities are primarily concerned with play culture, sport, and olympics at different scales, varying from local to global. The longue durée historical approach – the core aspect of this academic project – is conceived as a dialogue with not only sport history, but all social sciences. The Center's monthly workshop is open to every student and scholar from UNIL, Swiss universities, and from all over the world.

Dr Clastres' research focuses on the history and geopolitics of international sport, more specifically on the ruling elites of international sports federations and the International Olympic Committee (IOC), as well as the genesis and diffusion of sports cultures in the world. More generally, he is interested in the concepts of neutrality and apoliticism, the epistemology of history, and the relationship between literary genre and biographical essay.

Dr Clastres has published or co-edited 10 books and more than 50 peer-reviewed articles.

Moderated Panel Presentation: Ljiljana Marković, Jun Arima, Takehiro Kano, Anne Boddington

International and Interdisciplinary Perspectives on Global Citizenship in Times of Change and Crisis

Friday, June 14, 2024 | 16:00-17:00 | Salle 262 & Online

In today's increasingly polarised world fraught with conflict, war, and natural crises, the role of international cooperation is more important than ever in fostering peace. The UNESCO constitution, for example, states that "peace must [...] be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind", underlining the importance of intellectual and academic, artistic and cultural cooperation. A cooperation based on the "solidarity of mankind" presupposes that all perspectives are heard and respected. This is not an easy endeavour, as different people have different interpretations of words and concepts such as "peace", "climate change vs climate crisis", or "cultural heritage", which makes context- and culturally-relevant perspectives of marginalised people even more important. How do international organisations engage and harness stakeholders outside of governments for positive change? How are international institutions, most notably the UN and its organs, a force for the good in the world? How are they failing? The panel ambitiously seeks to highlight the paradoxical nature of international institutions: envisioned as beacons of global cooperation and peace, yet frequently falling short of their lofty aspirations to truly represent and act for the people they serve. The panel discussion will include space for feedback from our audience, in its majority, educators and practitioners 'on the ground' to discuss how they engage in peace education, climate change, and cultural heritage preservation, in order to capture different stakeholder actions.

Ljiljana Marković

Ljiljana Marković is a Professor of Japanese Studies in the European Centre for Peace and Development (ECPD) of the United Nations University for Peace, and Special Advisor to the Executive Director and ECPD Academic Director. She is also a Visiting Professor at Toho University and Osaka University, Japan, and Gabriele d'Annunzio University, Italy.

Professor Marković is the author of a large number of publications in the fields of Japanese Studies and Economics. She completed her bachelor's and master's degrees at Cambridge University, United Kingdom, before pursuing her doctorate at Chuo University, Japan. For many years, she was a Professor at the Faculty of Philology at the University of Belgrade, Serbia, with terms as Dean (2016-2020) and Vice Dean of Financial Affairs (2008-2016). She has served as the Chairperson of the International Silk Road Academic Studies Symposium since 2017.

Professor Marković received the Gaimu Daijin Sho Award from the Minister of Foreign Affairs of Japan in 2010. In the following year, she received the Dositej Obradovic Award for Pedagogical Achievement. Professor Marković recent accolades include the Medal of Merit by the President of Serbia in 2020, the Isidora Sekulic Medal for Academic Achievement in 2021, and the Order of the Rising Sun (Gold Rays with Rosette) in 2022, an Imperial Decoration awarded by the Government of Japan for her 'outstanding contribution to establishing and improving friendly relations with Japan'.

Jun Arima

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

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

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

Takehiro Kano

Ambassador Extraordinary and Plenipotentiary Takehiro Kano is the Permanent Delegate of Japan to UNESCO, a position he has held since 2023. He possesses extensive experience in diplomacy and international relations, cultivated through various high-ranking roles within Japan's Ministry of Foreign Affairs (MOFA) and other government institutions.

Ambassador Kano graduated from the University of Tokyo, Japan, with a Bachelor of Law in 1989 and later earned a Master of Economics from Selwyn College, Cambridge University, United Kingdom. Since joining MOFA in 1989, he has held influential positions such as Director of the Climate Change Division, International Cooperation Bureau, and Director General of the Southeast and Southwest Asian Affairs Department.

His diplomatic career included key postings as Minister at Japan's Permanent Mission to the International Organizsations in Vienna, Austria, and as Deputy Chief of Mission at the Embassy of Japan in the Philippines. Additionally, Ambassador Kano served as a visiting professor at the University of Tokyo from 2012 to 2014.

A prolific author, Ambassador Kano has published works on international peace cooperation, climate change negotiations, and nuclear diplomacy, including *Environmental Diplomacy: Climate Change Negotiations and Global Governance* (Shinzansha Publisher Co., Ltd., 2013), *Nuclear Diplomacy: A Perspective from Vienna, the City of IAEA* (Shinzansha Publisher Co., Ltd., 2017), and *Japan's international peace cooperation: time to move on* ('Diplomacy,' Vol 81, Sep-Oct 2023). His breadth of expertise, particularly in global governance and security policy, positions him as a leading figure in Japan's international diplomatic efforts and the nation's contributions to UNESCO's global initiatives.

Anne Boddington

Professor Anne Boddington is Executive Vice-President and Provost of IAFOR, and oversees the academic programs, research and policies of the forum.

Anne Boddington is Professor Emerita of Design Innovation and has held executive and senior leadership roles in Higher Education including as Dean of Arts & Humanities at the University of Brighton, Pro Vice- Chancellor for Research, Business & Innovation at Kingston and Pro Vice- Chancellor for Research and Knowledge Exchange at Middlesex University.

In 2022 she concluded chairing the Sub Panel (32) for Art & Design: History, Practice & Theory as part of the Research Excellence Framework (REF2021) and has extensive experience in the governance and conduct of peer review, research evaluation and assessment in REF2014 (Sub Panel Deputy Chair and Equality Diversity Advisory Panel [EDAP]) and RAE2008. A former member of AHRC's Advisory Board, she is the current Chair of the Advisory Board for the UKRI's National Interdisciplinary Circular Economy Research (NICER) programme (£30M), Deputy Chair and a Trustee of the Design Council, the government's strategic advisor for design, and a member of both the InnoHK Scientific Committee (Hong Kong) and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Since the 1990's Anne has worked across the UK and internationally with a wide range of quality assurance, professional, statutory, and regulatory bodies in the UK, Europe, the Middle East, Hong Kong, and India.

As an independent consultant she now works as a strategic advisor and mentor and is committed to promoting equity, diversity, and inclusion in practice, developing effective governance, supporting career development, reducing bureaucracy, and improving organisational design, integrity, and productivity in the changing workplace.

Notes

Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

For more information about the IAFOR Research Centre visit:
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Saturday, June 15

Parallel Sessions

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

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09:00-10:40 | Salle 103

Saturday Onsite Parallel Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Paul Corrigan

09:00-09:25
79147 | *An Inclusive Approach to Teachers as Policymakers*
Thirusellvan Vandeyar, University of Pretoria, South Africa
Saloshna Vandeyar, University of Pretoria, South Africa

The present study set out to determine how Q methodology may be used as an inclusive education policy development process. Utilising Q-methodology as a strategy of inquiry this qualitative instrumental case study set out to explore how teachers, as a crucial but often neglected human resource, may be included in developing policy. A social constructivist lens, and the theoretical moorings of Proudford's emancipatory approach to educational change anchored in teachers' "writerly" interpretation of policy text was employed. Findings suggest that Q-methodology is a unique mixed-method research approach that includes teachers' voices in policy development. Second, that beliefs, attitudes, and professionalism of teachers to improve teaching and learning using ICT are integral to policy formulation. Third, Q-methodology presents a unique opportunity for collaborative decision-making on policy issues that are in contention or consensus. The study indicates that teachers have unique beliefs about what statements should constitute a school's information and communication (ICT) policy. Teachers' experiences are an extremely valuable resource in policy making and should not be ignored in the policy formulation process.

09:25-09:50
79707 | *Rethinking How Teachers Engage in Curriculum Change: Looking in Between the Lines of the Primary Language Curriculum*
Caroline McGarry, South East Technological University (SETU), Ireland

The process of curriculum change and reform can be challenging and complex. It is an area which is often neglected both in educational scholarship and contemporary debate, particularly within the Irish context. The development and dissemination of the Primary Language Curriculum marks a critical and contemporary period of curriculum change in Ireland, which impacts greatly on the primary education sector. This paper will outline research which was undertaken to gain an insight into the design, development and dissemination of this curriculum. This research was conducted as part of a PhD in Education through Mary Immaculate College. Through adopting a social constructivist approach, this case study research examined the perceptions and experiences of primary school teachers during the development and dissemination of the Primary Language Curriculum. By conducting surveys, focus groups and interviews, this research highlights how teachers are involved in the process of curriculum change. This paper is relevant to external and internal stakeholders of education and provides a range of recommendations relating to curriculum change. It is envisioned that this paper will raise thought-provoking questions about the roles and responsibilities of teachers during future periods of curriculum reform.

09:50-10:15
80349 | *Pedagogy in Higher Education: An Exploration of Universities in India*
Sandeep Kumar, University of Delhi, India

Pedagogy is an essential component of any educational institution ranging from pre-school to higher education. Pedagogy is being used interchangeably with teaching strategies, teaching methods and so on, however it has a comprehensive and complex nature all together. Teachers teaching at higher education (except teacher education) in India do not get any education/training regarding pedagogical practices and focus is more on content delivery that does not cater the needs of the learners with reference to their personal and social diversity. This creates immense scope to do research in this field of inquiry. In the given context, the present work is the outcome of a project funded by Institute of Eminence, University of Delhi, India. The present research is organized in two phases. During the first phase, existing scenarios and teachers' perspectives on pedagogy in higher education are explored with the help of interviews. The collected data is analyzed thematically where the prime objective was to locate the concerns, challenges, issues and possibilities with regard to pedagogical practices in higher education. During the second phase of the project framework of pedagogy in higher education is developed on the basis of experiences shared by university teachers, possibilities located after analysis of data and available discourse on pedagogy. 25 Teachers (random sampling) from 5 government universities from North India were included in the research. The developed framework got validated by the experts of the field and shared with the participants for member check process.

10:15-10:40
79558 | *Discovering University Faculty Teaching Development Needs*
Paul Corrigan, City University of Hong Kong, Hong Kong

University faculty seek to improve their pedagogy, believing it improves student learning. Teaching and learning centers can assist in that task if they can discover the teaching development needs of the faculty. In Hong Kong, a study was conducted at a publicly-funded university with the aim of discovering such needs by using a survey method. For four weeks, a survey was conducted among Assistant Professors, Associate Professors, and Instructors. Of 605 faculty members invited to participate, 155 (~24.5%) completed the Survey of Faculty Development Needs. It included both quantitative and qualitative sections. The quantitative section included 31 faculty development topics, mainly identified by a search of 10 teaching and learning center websites at universities in the United States. Survey respondents were asked to rank their interest for each survey topic. The survey found that the three categories with the most interest among respondents included Artificial Intelligence in Teaching, Learning, and Assessment (90.2%); Acquiring and Using Student Feedback (89.9%); and Critical Thinking (89.9%). The least interest included Your First Day in Class (57.3%), Classroom Policies (55.4%), and Documenting your Teaching (53.6%). The qualitative section consisted of the question "Would you like to suggest another topic?" It yielded 24 suggestions which mostly implied three categories: improvement of teaching performance; student feedback and grading; and features of course development. The survey results suggested that faculty were concerned not just with improving teaching, but also with improving their teaching evaluation by students. The presentation will analyze in detail the quantitative and qualitative survey results.

10:55-12:10 | Salle 103
Saturday Onsite Parallel Session 2
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Monthon Kanokpermpoon

10:55-11:20
79569 | *Promoting Adult Learners' Speaking Skills Through the Flipped Classroom Approach*
Shafiee Yakob, UBD-FPT Global Centre, Vietnam

This research study was set to investigate the ways in which Flipped Classroom can enhance speaking skills in adult learners. Prior to the intervention, the students faced challenges in actively engaging in classroom activities, resulting in minimal interaction in English among the teacher, students and their peers. A group of 8 adult learners, ranging from ages 18 to 30, with diverse levels of English proficiency, participated in the study. Using a flipped classroom approach, the participants engaged in watching videos and reading tasks, followed by virtual classroom sessions where group discussions, debates and roleplays related to the previous materials were facilitated. As part of the action research study, a pre-test and post-test were administered to assess the learning gains of students, coupled with an interview to uncover their perception of Flipped Classroom. Based on the results, the flipped classroom approach has shown to enhance participants' speaking skills. Notably, considerable improvement was observed in the quality of the students' answers, especially in the content, pronunciation accuracy and fluency. Therefore, this study highlights the potential of Flipped Classroom as a pedagogical strategy for teaching speaking skills to adult learners.

11:20-11:45
81873 | *Omani Student's Awareness and Application of Reading Strategies in the IELTS-based Reading Exams*
Kodhandaraman Chinnathambi, University of Technology and Applied Sciences, Oman
Latha Anandan, University of Technology and Applied Sciences-Ibra, Oman
Nancy Dalangbayan, University of Technology and Applied Sciences-Ibra, Oman

Students who know the exam format and the reading strategies of the IELTS or IELTS-based reading exams are at an advantage. They can quickly locate answers that are not explicitly stated in complex texts. Consequently, they get good scores, which help students secure a place in higher education. According to the British Council report, Omani students score below Band 5 in IELTS reading exams. Similarly, not many Omani students score high in the IELTS-based reading exams at the branches of the University of Technology and Applied Sciences (UTAS), Oman. Hence, this study seeks to answer the research questions of whether Omani students studying at level four are aware of the reading exam format and apply general and task-based reading strategies in the IELTS-based reading exams. The study adopted a quantitative research method, and data was collected from students (N=78) studying at level four in the preparatory studies center of UTAS-Ibra. This study is significant because it has implications for students, teachers, and policy-makers. The study findings confirm that students are aware of the exam format and apply general and task-based reading strategies in the IELTS-based reading exams.

11:45-12:10
80521 | *Investigating Metaphorical Perceptions of Thai EFL Students on Social Media*
Monthon Kanokpermpoon, Thammasat University, Thailand

It is undeniable that social media has played an important role in today's world of multimodal communication, ranging from everyday contact to language learning. Some scholars advocate the multifaceted nature of social media into its 'social' and 'media' domains, and this results in different conceptions of social media, especially in language education. Within this various nature of social media, some people regard social media as a tool, while others see it as a "window". Using the Conceptual Metaphor Theory, this study aims to identify and analyse how Thai EFL students perceive social media through the use of metaphors and to explore these metaphors to unveil their cognitive and emotional perspectives towards social media. An online questionnaire was used to prompt approximately 100 Thai participants in Bangkok to identify what social media is like and to explain why they think so. The results of this study reveal some common metaphors of social media towards both 'social' and 'media' dimensions together with some other domains. The findings have significant implications for classroom practices in terms of the use of social media in language classroom as well as ways to implement language learning based on the metaphorical perception of the participants towards social media.

12:25-14:05 | Salle 103
Saturday Onsite Parallel Session 3
Educational Policy & Practice
Session Chair: Saloshna Vandeyar

12:25-12:50
79441 | *A Comparative Analysis of Public Policies for Professional Education: Brazil and France*
Angela Valéria de Amorim, Universidade Lusófona, Portugal
Patricia Carly de Farias Campos, Universidade Lusófona, Portuga
Karoline de Amorim Santos, Universidade Guararapes, Brazil
André Lucas Santos Silva, Universidade Maurício de Nassau, Brazil

The purpose of the article is to compare professional educational policies, the structuring of the system for professional training and the restructuring of the educational environment in Brazil and France. Macrosocial changes and globalized scientific-technological innovations developed over the years in both countries strengthen education in an integrated way. To develop this scientific work, we adopted a bibliographical, exploratory, qualitative research on scientific research websites. In the bibliographical research, French authors were found such as: Bodé (1995), Bodé and Rico Gómes (2014), Brucy (2005), Brucy and Troger (2000), Grignon (1989), Lembré (2016), Léon (1968), Tanguy (2000, 2013), Troger and Pelpel (1993). Regarding professional education in Brazil, the following authors were found: Fonseca (1961), Ciavatta (2009), Cunha (2005a; 2005b; 2005c), Manfredi (2002) and Santos (2011). In addition to these, there are other authors who deal with the subject of training and school environment. The educational system in both countries has undergone changes to meet the constant innovation of the job market, economic process and social inclusion. When comparing the two countries, it is clear that France had a contribution to professional educational training in Brazil and also the existence of an educational duality between theorists, that is, technical training exclusive to the needs of the job market; on the other, comprehensive training based on learning about health, culture, dignity, family life, conditions for development in society and for work. Both countries seek improvements in public policies aimed at professional education, among the forms of impact assessment.

12:50-13:15
79697 | *Positing the Future of Physical Education: Analysis of Culture and id2 of PE to Recalibrate Expectations and Horizons*
Matthew Grant, Valdosta State University, United States

The future of physical education (PE), its demise or triumph, has been predicted periodically over the last four decades based on pedagogical practices and trends within the physical and educational cultures and the influence of technology, youth culture and governmental policy on PE. Currently, at least in the U.S., the future of PE in K-12 education seems perilous and in need of reform. The purpose of this paper was to conduct a metanalysis of physical education and cultural literature in order to posit the probable and possible future of PE based on history, culture and current trends. Inspired by the concepts of cultural capital (Bourdieu, 1984, 1986; Prieur, Savage, & Flemmen, 2023) and the id2 of PE (Kirk, 2010), the researcher conducted a metanalysis of the institutionalized, objectified and embodied cultural states of educational stakeholders, i.e., academic, youth, physical, sport, and community/governmental cultures. Emergent cultural themes were applied to current and past id2 of PE in order to predict the possible and probable futures of PE. After clarifying the concepts of cultural capital and id2 of PE, this study synthesized various cultural consumptions of current academic, youth, physical, sport and community/governmental cultures in the US and similar western countries and applied them to PE. Probable and possible futures were narrated, which included, but not limited to, using technology within PE, outsourcing PE to private companies, revamping PE from the stakeholders' cultural perspectives and remediating secondary PE to elective only status. Recommendations for future research provided.

13:15-13:40
81145 | *Debunking the Myth: Can the University Develop Resilience in Graduates?*
Kirti Menon, University of Johannesburg, South Africa
Gloria Castrillon, University of Johannesburg, South Africa

South African (SA) higher education policy is replete with the rhetoric of graduate attributes directly linked to socio-economic transformation. Since 1994, post-apartheid government pronouncements have assumed that policy can be translated by universities to produce graduates with a (constantly shifting) set of 21st century attributes. Through the lens of social justice, we critically review SA policy discourse and instruments to unravel the ramifications for universities. Using Barnett's (2000, 2006) framework on 'supercomplexity' in higher education, the paper considers what curricula can and cannot achieve. Graduate attribute (GA) discourse in SA is deconstructed through a careful distillation of the literature on resilience. We use the GA resilience (which gained momentum in COVID-19) as an example to counter the state's instrumentalist view of higher education. A more nuanced, realistic approach to the purpose of the university than that expounded in state policy is needed. The paper explores SA contexts which retain apartheid-defined realities which taint and determine the present, and an indeterminate future. Drawing on data, consideration is given to the personal and socio-economic contexts and histories of students and the role of the university in a post-democratic SA. The universities' face a Sisyphean challenge resulting from the state's imperatives to address the multiple ambiguities and competing demands facing SA in the context of fiscal constraints. We demonstrate that state policy assumes that universities have 'magic formulae', expressed in curricula, which mimic factory production. Our research unveils the flaws in government policy, which result in perversities and performativity in SA higher education.

13:40-14:05
80132 | *The Influence of the COVID-19 Pandemic on Academics' Practice*
Saloshna Vandeyar, University of Pretoria, South Africa
Thirusilvan Vandeyar, University of Pretoria, South Africa

This bounded case study set out to explore how the COVID-19 pandemic has influenced the educational practice of academics, using this moment as a new perspective to illuminate broader, enduring issues such as how will approaches to university education that have emerged in response to the pandemic lead to lasting changes? What is the likely impact of these changes on the dominant forms of university education that we will see in the future? Care theory and Pedagogy of Compassion provided the theoretical moorings of this paper. The meta-theoretical paradigm was social constructivism. The methodological paradigm was qualitative inquiry with a particular lens of looking for 'goodness' and portraying success and positivity. The research site was a large South African contact university. Participants comprised academics who taught a module to more than 1500 students. Data collection comprised a 3-4 page reflexive essay that was submitted to an online central repository. 19 participants positively responded to this invitation, but only 15 responses were submitted. Data were analysed utilising the content analysis method. Findings reveal a transition from panicgogy to the pedagogy of compassion. There appeared to be a shift to an interest in human suffering and social justice. An ethic of care and pedagogy of compassion seemed to foreground the practice of many academics, which moved education beyond the curriculum and educational strategies to cultivate social capital and equal life chances for all. These insights hold valuable implications for changes in the dominant forms of university education in the future.

Saturday Onsite Parallel Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Yi Huang

14:20-14:45
82665 | *A Latent Profile Analysis of School Leaders' Artificial Intelligence Literacy and its Impacts on Self-Efficacy, Trust, and Anxiety*
Junjun Chen, The Education University of Hong Kong, Hong Kong
Masoumeh Kouhsari, The Education University of Hong Kong, Hong Kong

Journeying through the intricate realm of artificial intelligence (AI) demands solid AI literacy, a vital requisite for school leaders who are shaping the future landscape of education. This study utilizes latent profile analysis to explore the diverse AI literacy profiles among school leaders and its impact on their AI self-efficacy trust in AI, and AI anxiety. Participants were 555 school leaders from China. Four distinct profiles emerged from this study namely AI experts, AI proficient, AI practitioner, and AI novices, each exhibiting varying levels of competencies across the various facets of AI literacy. The findings highlight that high AI literacy can foster greater self-efficacy trust in AI and reduce AI anxiety. Furthermore, the study underscores the urgent need for targeted professional development programs to enhance AI literacy among school leaders. These yield significant implications for scholars, school leaders, and educational policy developers striving to encourage both effective and ethical applications of AI in pursuing digital transformation in education.

14:45-15:10
81922 | *Uncovering Operational Inefficiencies: Action Research on Non-Value-Adding Activities Performed by Heads of Departments in an Educational Institute*
Shazray Khan, Atlantic Technological University - Galway, Ireland
Aurora Dimache, Atlantic Technological University - Galway, Ireland
David Gorman, Atlantic Technological University - Galway, Ireland
Carine Gachon, Atlantic Technological University - Galway, Ireland

Productivity and efficient resource management are crucial for the success of educational institutions. This paper presents findings from an action research study aimed at identifying non-value-adding activities conducted by Heads of Departments (HODs) as part of their daily routine within an educational institute. A mixed-methods approach encompassing interviews, questionnaires, and focus group discussions was used to collect data from HODs and administrative staff members in a 3rd level public sector educational institute in Ireland. Employing a triangular research methodology, the study commenced with semi-structured interviews of HODs to gather foundational data on their daily engagements. Subsequently, a tailored questionnaire was formulated to delve deeper into each activity highlighted by the HODs. Further analysis was conducted through focused group discussion, a scoring model was used to rank activities based on their perceived value-addition and time consumption. The research discovered various necessary non-value-added activities such as inefficient document flow, unnecessary approvals, and the absence of standard operating procedures, consuming a significant portion of the HOD's time. Iterative cycles of observation, reflection, and collaborative problem-solving were used to identify specific tasks and processes that could be optimized to enhance overall performance. By shedding light on non-value-adding activities, this study provides actionable recommendations for HODs and administration staff to drive positive change within the institution. Adopting an action research methodology not only identifies inefficiencies but also fosters a culture of continuous improvement and innovation among the HODs.

15:10-15:35
81033 | *Creating the Conditions Necessary for Educational Leadership Capacity: A Study of the Relationship Between School Cultures and Effective Teacher Leadership*
Keith McClearn, Dublin City University, Ireland

High quality leadership is seen as a key factor in student achievement as school leadership affects student outcomes by creating the conditions that support teachers' ability to create a quality teaching and learning environment (Harris et al., 2007). This study proposes to add to the available knowledge about teacher leadership, specifically the relationship between building teacher leadership capacity and the structure of the schools in which they work. The primary objective of this study will be to explore the concept of leadership capacity building and the influence and impact growth in teachers' leadership capacity can have on the school. This study will investigate the relationship between certain types of school structures and the leadership development of staff in these schools. This research is highly relevant currently due to the increased focus on school principals to develop leadership capacity as detailed in Irish educational policy (DES 2016, DES 2018 and DES 2022), where leadership development is seen as fundamental to the success of schools. It is the intention of this study to delve into the experiences of teachers across multiple schools to identify school structures that assist teacher leader effectiveness. If this can be achieved schools could potentially increase the effectiveness of their teacher leaders, resulting in school leaders having the knowledge to grow leadership within their school and provide teachers with opportunities to experience leadership in a range of different contexts.

15:35-16:00
79168 | *Stackable Credentials for Teacher Advancement*
Yi Huang, Coppin State University, United States

The Center for Inclusive Excellence (CIE) at Coppin State University aims to simultaneously improve the quality and value of education while increasing access and success through credential innovations. The presentation will spotlight CIE's new stackable credentials that are uniquely engineered as model "career ladders" to improve teacher effectiveness, increase teacher retention, and accelerate teacher leadership development in high-need rural and urban communities across Maryland, USA. The stackable credentials include fours Post-Baccalaureate Certificates (PBC) and the Master of Education in Teacher Leadership. The innovative stackable options provide teachers with both the short-term advantage of earning one or more PBCs and the longer-term option of earning an advanced master's degree with salary incentives and national prestige (Huang, 2022). Through strategic partnership and a large-scale award by the United States Department of Education, the stackable credentials were inaugurated in Fall 2023 at no cost to all program participants. The CIE Executive Director and Principal Investigator will provide background information on curriculum engineering, partnership development, innovative instructional delivery, and competency-based assessment. Key foci of the presentation will be placed on pilot results. The inaugural cohort included 22 practicing teachers from four high-need school districts. The results reflected high-levels of course completion (95%) and demonstrated competency mastery (95%) in Fall 2023, as well as high-degree of retention (90%) in Spring 2024. Promising practices on program effectiveness, operational efficiency, and funding structures will be discussed. Implications on scalability and sustainability will be explored to achieved the goals of increasing teacher effectiveness and retention in high-need communities.

16:15-17:30 | Salle 103
Saturday Onsite Parallel Session 5
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Zuzeka Prudence Mkra

16:15-16:40

79247 | *Relationship of Teacher-Student Interaction, Learning Commitment and Student Learning Comfort at Secondary Level*

Saddam Hussain, Federal Government Public School Gujranwala Cantt, Pakistan
Zill-e-Huma Siddique, University of the Punjab, Pakistan
Sabir Hussain, Islamia University of Bahawalpur, Pakistan
Muhammad Shahzad Ahmad, University of the Punjab, Pakistan

For efficient teaching and learning, students and teachers place great importance on a calm and comfortable classroom environment. The classroom's learning environment may increase teachers' and students' comfort and productivity. Furthermore, learning should be comfortable since pain might deter pupils from being motivated to study. Therefore, the demands of instructors, students, and learning activities to encourage learning commitment should be met in the classroom. The investigation was carried out in the secondary schools of Sheikhupura and Lahore districts. The survey comprised all public secondary school pupils in Lahore and Sheikhupura. The sample was chosen using a multistage sampling method. First, 20 public secondary schools in the Lahore and Sheikhupura districts were chosen using a stratified random sample approach. Then, using a cluster sampling technique, 400 respondents in class 10 were chosen from the same public secondary schools. Finally, 18 observations were made using the "Teacher-Student Interaction Scale" to evaluate the teacher-student interactions. To measure teacher-student interaction, learning commitment, and students' comfort with learning, data were gathered using the "Teacher-Student Interaction Inventory Scale," "Learning Commitment Inventory," and "Learning Comfort Inventory." The Pearson correlation coefficient and independent-sample t-test were used to examine the data. The research revealed good trends in the amount of teacher-student engagement, student learning commitment, and comfort with learning. Additionally, there was a connection between student-teacher relationships, adequacy of learning commitment, and comfort with learning. Additional research revealed a substantial difference between the genders in the mean level of cordial interaction between students and teachers.

16:40-17:05

79961 | *Enhancing Student Support in Honours Programs: Insights from the University of South Africa College of Human Sciences General Honours Survey*

Zuzeka Prudence Mkra, University of South Africa, South Africa

The key findings of the College of Human Sciences Honours Feedback Survey, report a comprehensive study conducted to understand the experiences of 866 students across 20 departments. Focused on honours programs, the survey delves into various aspects, including motivations of pursuing honours, access to resources, communication with lecturers, and challenges faced by students. Methodology The survey, consisting of 21 questions, was distributed through Microsoft Forms to a diverse group of students. the responses were collected, analysed, and synthesized to extract meaningful insights into the honours education landscape within the College of Human Sciences. Findings A substantial portion of students indicated that they pursue honours degrees with the intention of furthering their education at the Master's level. The survey revealed positive feedback regarding satisfactory access to online resources and effective communication with lecturers. However, challenges were identified, particularly in the realm of accessing hard copy resources and coping with load shedding. Recommendations In response to the challenges highlighted by students, the report puts forward several strategies to enhance overall student support. These include the implementation of timely feedback mechanisms, ensuring clarity in program structure, providing information on financial support, and showcasing postgraduate opportunities. Conclusion This paper aims to contribute valuable insights into the experiences of honours students within the College of Human Sciences. By understanding the motivations, challenges, and preferences of students, educators and administrators can work collaboratively to create an enriched learning environment that supports the diverse needs of students pursuing honours degrees.

17:05-17:30

81687 | *Prevalence, Responses, and Strategic Interventions of Child Pregnancies in South Africa*

Obakeng Kagola, Nelson Mandela University, South Africa
Lindokuhle Ubisi, University of South Africa, South Africa

While the education system's response to teenage pregnancy has been to ensure pregnant teenagers attend school before and after childbirth, the criminal justice system has set grounds for civil and criminal proceedings for fathers who impregnate girls under the age of 16. However, both the education and criminal justice systems remain silent about the occurrence and approaches towards child pregnancies (i.e., pregnancies which occur amongst children below the ages of 12 years-old).The paper first reports on the (1) prevalence of child pregnancies in South Africa, the (2) prevailing discourses around child pregnancies, as well as (3) suggested recommendations by intergovernmental agencies of how the education and criminal justice system can respond to this increasing trend. Data mining from local and international literature and governmental organizations (e.g., Statistics South Africa, the World Health Organization, United Nations, just to mention a few) were consulted to find out the estimation of child pregnancies globally and in South Africa. Four national school and criminal-related policies were also examined for their responses, while findings were analyzed via Foucault's pedagogization of children's sexuality theory. the findings reveal that child pregnancies remain a silent phenomenon due to the false notion that children are incapable of childbearing, a myth which further exacerbates their risk of early pregnancy. Recommendations in policy implementation are outlined to respond to the growing rates of child pregnancies.

Notes

09:00-09:50 | Salle 201

Saturday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis (Workshops)

09:00-09:50

79746 | *Escape Rooms as a Pedagogy to Unlock the Languages of Mathematics and Coding*
Marisel Torres-Crespo, Hood College, United States
Jennifer Cuddapah, Hood College, United States
Alex Ingram, Hood College, United States

The phrase "math is the universal language" emphasizes consistency of mathematical principles across cultures and languages. Similarly, coding, (i.e., programming languages), shares similarities with the adage. While mathematics and coding are distinct areas of learning, they share commonalities in their universal applicability, emphasis on logical thinking, and independence from specific languages. Both play crucial roles in problem-solving, logic, and innovation. Using the similarities between coding and mathematics can help students apply what they know and can do in one area to the other. To begin developing the languages of mathematics and coding, students need teachers who can create learning experiences in these areas. Teacher preparation programs must teach innovative pedagogies to unlock the linkages between mathematics and coding. Gamification, and Escape Rooms specifically, are effective in motivating and engaging students in learning mathematics (Fuentes-Cabrera, et al., 2020; Glavaš & Stašcik, 2017; Hanus & Fox, 2015). Escape Rooms are team–based game spaces where students solve challenges within a time limit to ultimately "escape" (Queiruga-Dios, et al., 2020). Escape rooms can "include any curricular content, through challenges, puzzles and instructions" (Moura, & Santos, 2019), and excitingly, they can be used as a means for teaching new content in secondary mathematics (Andrews, & Bagdasar, 2023). This workshop session offers a firsthand experience of Escape Rooms. Join us as two professors and a mathematics education teacher candidate guide you through a specially designed mathematics and coding escape room. Afterwards, we will delve into the debriefing, exploring the rich connections between language, logic, and puzzle-solving.

09:50-10:40

78173 | *Keeping Students Engaged and Coming Back for More*
Rosa Moreno Ortega, Jersey City Public Schools, United States

In this professional development, the participants will observe different educational strategies for maintaining motivation in students. This is done through the use of various platforms, including but not limited to: VoiceThread, Padlet, Edpuzzle. Attendees will also learn to design lessons based around individual student needs and motivations, through strategies such as social-emotional learning. In addition, attendees will be able to see a live demonstration of said practices in Jersey City, NJ. The professional development itself encourages the participation of the audience, where the participant will experiment with different motivational strategies. This demonstration will then lead to discussion about some theories behind student motivation and how to apply them to lessons. It is these theories that led to my selection as a teacher of the year both in 2015/2016 and this current year, 2021/2022.

10:55-12:10 | Salle 201
Saturday Onsite Parallel Session 2
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Walter Barbieri

10:55-11:45
79900 | *ChatGPT as a Crisis Management Ally: Enhancing Support for Pre-Service Teachers on Placement*
Walter Barbieri, University of Adelaide, Australia
Ngoc Nguyen, University of Adelaide, Australia

This workshop presentation introduces an innovative approach to leverage ChatGPT as a crisis management tool for pre-service teachers during school placements. The research focuses on providing real-time assistance in classroom management and enhancing professional relationships with mentor teachers. To achieve this, pre-service teachers are guided to insert curated prompts into ChatGPT during course learning activities. The AI-generated responses are discussed and contextualised before they are tested on placement. The workshop will showcase this process, offering a step-by-step demonstration of how pre-service teachers can use ChatGPT for immediate and targeted support. The study addresses the urgent need for timely assistance in managing classroom disruptions and understanding professional nuances. The significance of this research lies in addressing the lack of support for pre-service teachers on placements caused by the inherent difficulty faced by mentor teachers in balancing between coaching and assessment duties. It also highlights the benefits of mediating generational communication differences by integrating cutting-edge technology into teacher education. By minimising the necessity for pre-service teachers to escalate issues to higher management, this research streamlines crisis resolution and enhances the overall placement experience. The workshop aims to guide participants through the process, allowing them to experience firsthand the benefits of ChatGPT in crisis management scenarios. Attendees will engage with suggested prompts, experiencing the platform's effectiveness in providing instant support to pre-service teachers navigating uncharted territories during placements.

11:45-12:10
82192 | *Using Social Media as a Learning Tool in Higher Education: Social Media Taxonomy*
Mehmet Demir, University of Birmingham, United Kingdom

The use of social media in the classroom has the potential to improve learning outcomes. This paper presents a framework for how social media can be used as a tool in the learning process according to educational objectives. The framework is intended to demonstrate to researchers and educators how to activate social media platforms effectively as a learning tool; and how several platforms can be employed across subjects. To support these areas and find an innovative and sustainable way to transform teaching and learning, a social media taxonomy (Web 2.0) was developed based on Bloom's taxonomy (Web 1.0). The purpose of the social media taxonomy is to assist instructors in planning all the steps of learning, teaching, and assessing a course or topic, whilst considering the learning goals reflected in national and local curriculum standards. A mixed method will be used in this study to identify the effectiveness of taxonomy in classes. This project is designed to serve approximately 960 undergraduate students with 75 lecturers. To determine participants, the College of Social Science will be divided into three key areas education, business, and social policy, then each subgroup will be randomly selected to become participants within each key area. Each school will be represented by 320 students and 25 lecturers voluntarily. The data will be collected through surveys of undergraduate students participating in the lecturers' courses and interviews with lecturers. The data will be analysed using statistical and content analysis. Results will be reported.

12:25-14:05 | Salle 201
Saturday Onsite Parallel Session 3
Education & Difference (Workshops)

12:25-13:15
80758 | *Recovery and Discovery: Equity Post-Pandemic*
Maruth Figueroa, University of California, San Diego, United States
David Ruiter, University of California, San Diego, United States

Student learning loss as the result of the pandemic is well-documented; however, students also found new ways of learning, especially in terms of skill development and resourcefulness, among others. Higher education institutions have also experienced other losses in recent years, including losses in funding, access, and diversity, equity, and inclusion to name a few. For this workshop, we focus on how much we as practitioners and institutions have also found and learned during this period. And then, how are we applying this learning to help chart new and sustainable pathways to equity? Pulitzer Prize-winning author Kathryn Schulz in her memoir Lost & Found, explains that finding takes two primary forms: a) recovery: re-finding what we lost (returning to status quo) and b) discovery: finding something new (changing our world). Using examples from the University of California, before, during, and after the pandemic, we will workshop program-based learning frameworks to help us reflect on and discover: what we lost, what we found, what we learned, and how to apply that learning towards equity and impact moving forward. Participants will: - Discover how utilizing an "& approach" allows for progress towards student-centered equitable outcomes and the closing of equity gaps - Employ a lost & found learning framework to align teaching and learning practices for impact and sustainability on their own campus

13:15-14:05
82168 | *I Used to Be Bullied for Having a Disability: Here's When It Stopped*
Kerry Magro, Independent Scholar, United States

Bullying represents a significant concern, particularly affecting individuals with developmental disabilities. This workshop, led by a professional speaker with firsthand experience of bullying on the autism spectrum, aims to address this pervasive issue within our communities and schools. The session will provide an intimate glimpse into the challenges faced by those with autism, emphasizing the importance of self-expression and defense mechanisms against bullying. Participants will engage with compelling content and the often unseen impacts on the learning environment and personal well-being of students. The workshop's core will revolve around strategic actionable insights aimed at combating bullying. These include initiating crucial conversations, crafting comprehensive plans to foster tolerance, enhancing awareness and acceptance, empowering through self-advocacy, understanding legal rights, and advocating for change. A detailed exploration of seven key steps will guide attendees toward effecting positive change in their environments, encouraging a collective stand against bullying. Further enriching the workshop, The presenter will share valuable resources, such as PACER Center's National Bullying Prevention Center and the National Center for Learning Disabilities, offering participants a toolkit for continued learning and advocacy. The session promises an interactive format, facilitating discussions and inquiries, thereby fostering a collaborative and empowering learning experience. This presentation not only aims to educate but also to inspire action among educators, students, and professionals, offering practical tips and insights to transform perspectives and behaviors surrounding bullying and disability.

Notes

09:00-10:40 | Salle 203
Saturday Onsite Parallel Session 1
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Mei-Ying Liao

09:00-09:25
79148 | *Classical Music Research and Reading an Exploratory Study*
Joshua Lee, University of Macau, Macau

In various studies, music has been found to enhance learning, motivation and affect. Music has been found to improve reading comprehension of English learners (2011, Rashidi and Faham). Habib et al, (2016) developed a method of music to assist those with dyslexia with reading. This could also relate to the positive affect besides linguistic benefits (Schon et al, 2008). This study examined the relationship between classical music from Bach and English language learning in reading for Chinese students. Both groups did the same reading tasks, however one group was the control group and for the experimental group, classical music was played using binaural beats. A comparison was made on the performance by the ability to answer reading comprehension questions correctly as well as the level of engagement as measured by attempts on the task from class observation as well as written notes by the students on the reading. After the reading task, a survey was posted on the LMS for both groups and resulted in five responses with three of them blank and two partial responses. None of those who participated in the surveyed indicated a preference to be interviewed. Due to the limited response, the possible implications are exploratory on the usage of background music for L2 reading at the tertiary level for students 18 and older.

09:25-09:50
80520 | *Exploring Multiculturalism Through Vocal Teaching in the Context of Digital Society*
Yaping Chen, Jiangxi University of Finance and Economics, China

In the era of new scientific and technological revolution, Digital technology has far-reaching impact on the political, economic and cultural development of various countries. The article explores how music from different cultures brings people together in the context of digital society, It can show us clearly the research significance. The researchers examined the research questions through a self-reporting survey. Date was collected in 2023 from students in China (n=25), who completed a 25-item questionnaire. The purpose of this study is three -fold:(1)During this research, we show that vocal music teaching has advantages. In particular, teachers work to instill student pride in their cultural heritage through digital technology in the classroom, help expand cultural music education, and showcase their culture, music, and languages. (2) In the classroom, emphasis is placed on integrating people, technology, and culture, emphasizing digital technology features such as humanization and interactivity, as well as subjective features such as virtualization. (3) By designing digital empowerment, we can break through the limitations of time and space, and human-machine interaction, and achieve the integration of convenience, equality, and wisdom, ultimately achieving the function of cultural education. Results indicated that how culture of the digital society bears the important mission of inheriting national spirit, and the development of the digital society has promoted the more frequent dissemination of culture. Therefore, the important role of digital technology in the construction of cultural education should be utilized to lay the spiritual pillar of a community with a shared future for mankind.

09:50-10:15
81166 | *Rhythm to Resilience: How Percussion Empowers Diverse Learners in the General Classroom*
Caitlin Meyer, DePaul University, United States
Rocío Mora, New York University, United States

In today's diverse classrooms, educators seek innovative strategies to support all learners, particularly those who struggle with traditional approaches. This presentation explores the transformative power of percussion as a tool for building resilience and coping skills in diverse learners within the general education setting. Drawing on research and practical experience, the presentation will demonstrate how implementing percussion into the curriculum can benefit students of all abilities, backgrounds, and learning styles. By engaging with rhythm and music, students gain opportunities to express emotions healthily by providing a safe outlet for releasing stress, anxiety, and frustration, fostering emotional regulation and self-awareness. Furthermore, implementing percussion into the general classroom helps students develop key social-emotional skills, where collaborative drumming activities promote teamwork, communication, and empathy, building a more inclusive and supportive classroom environment. This presentation will offer educators practical tips and resources for integrating percussion into various subject areas, showcasing engaging activities and lesson plans that cater to diverse needs and abilities. Participants will leave with a renewed understanding of the power of music to empower diverse learners and foster a more resilient and inclusive classroom community.

10:15-10:40
80911 | *The Impact of On-site Vocal Concerts in Preschool on Music Inspiration and Learning Among Preschoolers*
Mei-Ying Liao, Chaoyuan University of Technology, Taiwan
Po-Ya Huang, Sunny Garden Preschool in Hsinchu County, Taiwan

This study aimed to explore the impact of hosting a vocal music concert on aesthetic inspiration and learning in a preschool environment. Employing a case study approach, the research focused on a private preschool in Northern Taiwan that organized a concert featuring two vocalists. In addition to the concert, teachers also extended the content of the concert into the curriculum. The event involved approximately 150 preschoolers from 5 classes, along with 16 teachers and staff. Data collection methods included observation, interviews, and document analysis. The findings revealed that both teachers and children greatly enjoyed the concert, showing high levels of engagement when the program was well-designed and executed. Teachers noted that post-concert discussions with children indicated their ability to recall people, events, and elements from the performance, articulating their impressions of the most memorable segments. The concert effectively met the goals of the aesthetic domain, particularly in fostering response and appreciation, and sparked preschoolers' interest in music. Many teachers observed an increased desire for performance among preschoolers following the concert, with children imitating the performers and their expressions. Notably, one class integrated this experience into the curriculum, organizing a high-quality concert in the music learning center. Parents also reported that preschoolers enthusiastically shared their concert experiences at home. In conclusion, despite being a one-time event, the positive responses from preschoolers towards the music performance suggest a significant impact. These experiences were integrated into the curriculum, allowing teachers to deepen related topics and foster autonomous learning habits in designated learning centers.

10:55-12:10 | Salle 203

Saturday Onsite Parallel Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Rachmie Sari Baso

10:55-11:20

80053 | *Strategies for Cultivating an Entrepreneurial Spirit to Equip Students with Life Skills: A Literature Review*
Heny Kusdiyanti, Malang State University, Indonesia

The development of policies in education and the implementation of practices to foster an appropriate entrepreneurial spirit are very much needed to equip students with life skills and also to support students' entrepreneurial competencies. The aim of this research is to examine various strategies and approaches that have been researched and implemented to develop an entrepreneurial spirit among students, the importance of developing an entrepreneurial spirit among students, including its impact on their preparation to enter the world of work and society. This research uses a literature review method to develop a comprehensive understanding of the factors that influence the growth of students' entrepreneurial spirit. Through a literature review, this research identifies several key aspects that can improve students' entrepreneurial spirit. First, entrepreneurship education at the tertiary level has a crucial role in providing theoretical and practical understanding of the business world. Second, mentorship and guidance from experienced business practitioners can help students develop the necessary skills and knowledge. These three literature reviews highlight the importance of practical experience through internships, business development projects, or extracurricular activities related to entrepreneurship. By engaging students in real-world experiences, they can hone their interpersonal, leadership, and innovation skills. The results of this literature review explore the role of educational institutions, curriculum, mentorship, and a supportive learning environment in instilling an entrepreneurial spirit.

11:20-11:45

81824 | *Extra Curricular Activities: Exploring Ways to Develop Soft Skills*
Tsogzolmaa Nyamaa, Mongolian National University of Education, Mongolia

The purpose of this research is to identify the problems that emerged during the process of developing soft skills to prepare well-qualified future teachers and analyze the outcome of the program. This study included 400 students. Students had to develop soft skills such as discussing the soft skills and develop by participating in extra-curricular activities. We conducted the following 3 studies: (1) Study of personality development; (2) Study of the student's inherent/innate skills; (3) Study of student needs and interests. According to this study, 200 students are participating in 8 additional programs and 200 students who do not participate in additional programs were surveyed, and the results of the study showed that extracurricular activities are more effective and their soft skills development reached to 88%. ECA-characteristics are more flexible, which is the main essence of human development, which is PARTICIPATED IN PERSON, based on your interests and needs to fulfill your dreams, discover your talents, experience, create, learn and find reasons, and gain confidence. was the biggest development opportunity. In other words, it was observed that the motivation based on the students' interests are changing from one stage to the next. This is consistent with Abraham Maslow's "Scottish Dominance Model of Human Motivation". For example: Self-development, Self-reliance and self-reliance, Identify and find your interests, Know, discover and discover your limited/undeveloped skills, Cooperate with others, learn from others, communicate.

11:45-12:10

79571 | *Application of the HOTS at Higher Education in East Kalimantan, Indonesia to Prepare Graduates to Face 21st Century Skills*
Rachmie Sari Baso, Akademi Bahasa Asing Balikpapan, Indonesia
Muhammad Adenuddin Alwy, Akademi Bahasa Asing Balikpapan, Indonesia

This research aims to analyse how High Order Thinking Skills (HOTS) can influence graduates' competencies to be ready in the workplace. Company or workplace requirements are sometimes not in line with the preparation of higher education in East Kalimantan, Indonesia to prepare graduates who enter 21st century work competencies. This refers to the phenomenon that many graduates lack critical thinking, creativity, analysing and problem-solving that support them in the workplace. Higher education must be designed by those skills both soft skills and hard skills, therefore, graduates can meet their future competency needs, by using knowledge, innovatively and responsibly to avoid unemployment. All those soft skills refer to Higher Order Thinking Skills which must be as accordance with Indonesian Ministry of Research and Education regulations. However, not all higher education institutions in Indonesia, especially in East Kalimantan implement the learning process with all the above requirements, especially HOTS method, such as project-based learning, discovery learning and inquiry learning. that apply in curriculum. Therefore, by applying High Order Thinking Skills can encourage students in tertiary education in East Kalimantan, Indonesia to be independent learners who have critical thinking, creativity and innovative. As a result, graduates who master 21st century skills have critical, creative, and innovative thinking skills that enable them to be competent in the global world of work.

12:25-14:05 | Salle 203
Saturday Onsite Parallel Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Chika Nweke

12:25-12:50
79037 | *Using Digital Flashcards in Teaching YL's Writing Skills: Practical Sources in Teaching EFL-YL Using IT*
Rihatmi Rihatmi, Universitas Negeri Yogyakarta, Indonesia
Sugirin Sugirin, Universitas Negeri Yogyakarta, Indonesia

This research explored the use of digital flashcards as a novel teaching tool in English as a Foreign Language (EFL) classes, specifically targeting Young Learners (YLs) to help them improve their writing skills. Traditional approaches to teaching writing often struggle to engage younger students effectively. Digital flashcards, with their interactive and visually appealing features, offer a promising solution. The study involved a second-grade English teacher and her students at a state elementary school in Pacitan, East Java. The topic of the learning materials was expressing favorite fruits in writing term. Using a qualitative design, the study aimed to describe the implementation of using digital flashcards in writing classes to give meaningful and effective learning experiences for YLs. Objectives included identifying teachers' challenges and best practices for integrating digital flashcards into the EFL writing class. Additionally, this study provides practical sources on how teacher designed a digital flashcard. The research findings indicate that teachers face challenges like technical competence, limited technology access, curriculum alignment, time constraints, adapting to diverse learning styles, professional development needs, engagement maintenance, assessment, and infrastructure limitations. The study divides teacher activities into preparation (designing digital flashcards) and practice (implementing English writing teaching with flashcards), involving introduction, core activities, and closing activities. This research seeks to contribute insights that can explain the integration of IT and EFL instruction for Young Learners in the ever-evolving educational setting.

12:50-13:15
81783 | *Integration of Generative AI in Reflective Learning: A Case Study in Hong Kong's Diverse Tertiary Educational Landscape*
Erwin Huang, Hong Kong University of Science and Technology, Hong Kong
Aki Leung, Hong Kong University of Science and Technology, Hong Kong
Jac Leung, Hong Kong University of Science and Technology, Hong Kong

This paper explores the intersection of generative artificial intelligence (GenAI), reflection and experiential learning, highlighting GenAI's pivotal role in fostering deeper cognitive processes and the attainment of complex knowledge structures. In recognition of the multifaceted dimensions of reflection, this study examines GenAI's role in promoting different focuses of reflection including technical reflection on efficiency of attaining goals; practical reflection on challenging assumptions and establishing identities; and critical reflection on reflecting within a broader consideration of socio-historical and political-cultural context. GenAI is widely praised for its ability to serve as agent to writing and agent to knowledge. This study explores GenAI's potential as agent to reflection, offering a perspective transformation devoid of judgement and social bias. To closely investigate these dynamics, a diverse cohort of undergraduate students from four local universities in Hong Kong will participate in this study over the next 3 years. These students are of diverse background in science, social science, engineering, business, and health profession (radiography). The reflective exercises will be embedded in the course context of entrepreneurship education, social innovation, and health professional training. Conducting research of GenAI in education within Hong Kong, given the city's unique position as a dynamic metropolitan city serving as a global hub of technology and having a diverse educational landscape where eastern and western educational philosophies and practices meet, will provide insights of GenAI in education potentially applicable tin various contexts.

13:15-13:40
79483 | *Logistics of Hybrid Course Signal Processing Containing MATLAB-Based Laboratory*
Samuel Kosolapov, Braude Academic College of Engineering, Israel

Course signal processing algorithms is an important part of electronic engineering education. An important part of this course is a laboratory during which students are expected to practically implement and compare algorithms explained during frontal lectures and exercises. The traditional option is to provide the laboratory in a dedicated room on campus. However, physical presence on campus has been problematic in recent years. Hence, special logistics were designed to evaluate the feasibility of the hybrid option. In the frames of this logistics, lectures are provided by ZOOM. Laboratory assignments are to be executed by MATLAB. The simplest option to test algorithms is to use synthetic signals - signals prepared by using some code or signals contained in some external files. In order to provide a real challenge to the students, they were asked to create real-life audio signals by using internal microphones of student's laptops. The internal speaker or external earphones of the student's laptop can be used to compare original and processed signals in the audio range. In this way, students can do the assignments by writing MATLAB code and by using the hardware at their homes (individually or in groups of two or even three students) during ZOOM sessions. Additionally, students were asked to present two small projects in the class physically. This approach enabled to minimize the need for the physical presence of the students in the class while providing adequate individual grading for every student in the group.

13:40-14:05
81742 | *Teaching Scientific Writing in the Era of ChatGPT*
Chika Nweke, University College London, United Kingdom
Fiona Truscott, University College London, United Kingdom

Generative AI tools such as ChatGPT have very quickly become widely accessible as well as embedded into a wide range of existing software. The early iterations of these technologies so far have produced impressive outcomes in terms of their ability to produce generic writing, leading to the question - will the teaching of writing skills become obsolete? A number of studies show that there niche areas within engineering that GenAI tools have not garnered enough specificity in information to produce written reports that are technically accurate enough for students to pass off as their own work. In spite of this, research shows the growing trend of students using Gen-AI tools to complete their assignments without understanding the shortcomings of the technology when applied to their engineering discipline, particularly problematic with first-year engineering students. The Integrated Engineering Programme (IEP) was introduced to University College London in 2013/14 as a means of embedding transversal skills-based education into the curriculum. This presentation aims to outline the steps taken on the IEP to maintain the standards of writing competence and how Gen-AI tools have shaped how we teach scientific writing and best practice when embedding their use into the curriculum.

Saturday Onsite Parallel Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Camille Brandt

14:20-14:45
81947 | *Special Pedagogy for an Inclusive University: The Experience of Inclusion 3.0 Project*
Tommaso Santilli, University of Macerata, Italy
Catia Giaconi, University of Macerata, Italy
Noemi Del Bianco, University of Macerata, Italy
Ilaria D'Angelo, University of Macerata, Italy

The framework of inclusive education aims at ensuring equal learning opportunities for all students, embracing their diversity and enhancing individual talents through a context-oriented approach that can foster students' active participation. As the number of students with disabilities and SpLDs enrolled in higher education courses has seen a significant increase over the past years (Mengoni et al., 2021), a renewed sensitivity to accessibility and inclusion within Universities has emerged across communities. Such a perspective follows the trajectories traced by the UN Convention on the Rights of Persons with Disabilities (2006) as well as the UN 2030 Agenda for Sustainable Development, both aiming at ensuring equitable and inclusive education. In response to the challenges of creating inclusive learning environments, the University of Macerata has designed and implemented the "Inclusion 3.0" Project (Del Bianco et al., 2021; Del Bianco et al., 2020; Giaconi & Del Bianco, 2018) as a comprehensive Program to enhance inclusion pathways within the University contexts. Between innovation and social value, this contribution presents the "Inclusion 3.0" Project's framework, main objectives and strategic actions. Specifically, the Project included the implementation of co-design inclusive experiences, the promotion of self-advocacy skills, the organization of awareness-raising events and the provision of accessible learning tools for university students with disabilities and SpLDs (Giaconi et al., 2018). In this sense, the Project represents an ongoing experience to foster accessibility and inclusion within the University of Macerata, reinterpreting the place of University as a relevant and valuable life context.

14:45-15:10
81518 | *Play-Based Early Education and Teachers' Professional Development: Impact on Vulnerable Children*
Chirine Dannaoui, University of Balamand, Lebanon
Maya Antoun, University of Balamand, Lebanon

This paper explores the intricate dynamics of play-based early childhood education (ECE) and the impact of professional development on teachers implementing play-based pedagogy, particularly in the context of vulnerable Syrian refugee children in Lebanon. By utilizing qualitative methodologies, including classroom observations and in-depth interviews with five early childhood educators and a field manager, this study delves into the challenges and transformations experienced by teachers in adopting play-based learning strategies. The research unveils the critical role of continuous and context-specific professional development in empowering teachers to implement play-based pedagogies effectively. When appropriately supported, it emphasizes how such educational approaches significantly enhance children's cognitive, social, and emotional development in crisis-affected environments. Key findings indicate that despite diverse educational backgrounds, teachers show considerable growth in their pedagogical skills through targeted professional development. This growth is vital for fostering a learning environment where vulnerable children can thrive, particularly in humanitarian settings. The paper also addresses educators' challenges, including adapting to play-based methodologies, resource limitations, and balancing curricular requirements with the need for holistic child development. The study highlights significant implications for policymakers, educators, schools, and not-for-profit organizations engaged in early childhood education in humanitarian contexts, stressing the importance of investing in teacher capacity and curriculum reform to enhance the quality of education for children in general and vulnerable ones in particular.

15:10-15:35
80837 | *Defying Odds: Advancing Equitable Literacy Education in Underserved Schools*
Earlisha Whitfield, University of Central Florida, United States

Literacy interventions are crucial in addressing educational disparities and providing equitable opportunities for students. However, implementing small-group interventions can be challenging for teachers in high-needs schools, leading to frustration and overwhelm. To address this issue, a case study was conducted in a K-8 charter school located in the Southern United States. The school has a high percentage of students with disabilities, minorities, and from low-income families. This qualitative study examines how effective teachers utilized targeted interventions to improve outcomes for students with reading difficulties. The research questions guiding this study delve into the experiences, perspectives, and practices of effective teachers by exploring strategies they employ when implementing literacy interventions for Tier 2 students and how they create a supportive and inclusive learning environment. Specifically, what are the educational experiences, practices, and perspectives of teachers toward implementing RTI Tier 2 interventions? The study employs the theoretical framework of Reflective Learning Theory to explore the research questions. The works of John Dewey, Donald Schon, and Graham Gibbs inspire this framework. The data collected in the study uses interviews, observations, and document analysis. The participants in the study were general education elementary school teachers who had effectively implemented RTI. By collecting data in a natural classroom environment, the study aims to gain detailed insight into their experiences. The study's findings offer valuable insights for educators and administrators who seek to improve literacy development through effective interventions and reflective practices.

15:35-16:00
81367 | *Inclusive Early Education for Children with Autism*
Camille Brandt, Bemidji State University, United States

Early education and intervention for children impacted by autism has been identified as having a powerful and positive long-term impact on the overall development of a child on the autism spectrum. Many early childhood education models offered through local education agencies reflect part-time or partial week options. Parents with children on the spectrum who work outside of the home (or at home post-pandemic) are in need of high-quality inclusive settings for education and care. One early childhood education approach, the Montessori Constructivist Method, has been found to meet the needs of children with varied levels of autism through the multi-age, hands-on, individualized strategies incorporated into Children's House classrooms. Data was collected through observation, interviews, and work samples for children on the spectrum enrolled in a midwestern Montessori preschool operating 8 hours per day 5 days per week over the course of 10 years. Results reflect consistent and measurable growth in the following areas: social skills, language, play skills, academic skills, independence, life skills. Children enrolled in the Montessori preschool highlighted in this work impacted by autism consistently showed growth across developmental domains. The data collected over the course of each academic year informs the practice of inclusivity, impacts professional development choices for staff, and contributes to the discussion on best practices for early education and inclusion for students with autism.

16:15-17:30 | Salle 203
Saturday Onsite Parallel Session 5
Language Development & Literacy
Session Chair: Leah McKeeman

16:15-16:40
79747 | *The Fairy Tale in the Grade 9 EFAL Classroom*
Cornelia Smith, Tshwane University of Technology, South Africa Vukosi Maluleke, Tshwane University of Technology, South Africa

This study explored the teachers' perspectives on fairytales as part of engaging with folklore in English as prescribed literature in the Grade 9 English First Additional (EFAL) language classroom in selected schools in Gauteng. There are many attributes linked to the incorporation of fairytales in the classroom such as expanding vocabulary and learning how to utilise words and phrases. There are however several challenges with the use of these tales in class. We therefore conducted a qualitative study using interviews to determine the attitudes of teachers regarding the use of fairytales. Purposeful sampling was used to extract information from 15 teachers from three secondary schools in Soshanguve, Gauteng. Focus group interviews were conducted to cast light on the phenomenon. The study found that attitudes towards English as well as reluctance to engage in humorous role play were causes of the negative perceptions towards learning via fairytales. The history of indigenous languages and Apartheid still had an influence on learners' willingness to learn using English fairytales. It was also found that some learners enjoyed fairytales and that these stories can indeed impact language learning positively even in the senior phase, but that new strategies such as transplanting the fairytale and using African names when dealing with them could assist in making the stories more relatable and relevant to unique cultural surroundings.

16:40-17:05
82041 | *The Effect of Using Modern Short Plays to Improve Communication Skills and Cultural Awareness for Language Learners*
Sara Hascal, Brandeis University, United States

Short plays offer a unique opportunity to integrate drama activities into second language teaching, aligning with the communicative approach. These methods encourage learners to actively engage with the language, promoting functional use and interaction. Drama allows teachers to present the target language actively and communicatively, providing learners with opportunities to perform multi-tasks through social interaction, fostering creativity and communication skills. This study examined the impact of using authentic short plays on communication competence and cultural awareness among language learners. The research employed a mixed-methods approach, combining quantitative data from pre- and post-intervention assessments of communication skills and cultural knowledge with qualitative data from participant observations and interviews. The intervention involved incorporating modern short plays into the language curriculum over 2 semesters. Learners engaged in reading, analyzing, and performing scenes from curated plays, facilitated by the instructor. Activities included character analysis, role-playing, improvisation, and discussions on cultural themes. Results indicated significant improvements in learners' communication skills, including fluency, pronunciation, and use of idiomatic expressions. Additionally, learners demonstrated enhanced cultural awareness, evidenced by their ability to interpret and discuss cultural nuances present in the plays. The methodological implications highlight the value of incorporating drama and authentic literary texts into language curricula. Short plays offer a rich context for developing both linguistic and intercultural competence. Furthermore, the interactive and collaborative nature of drama activities promotes a supportive learning environment, reducing affective filters and promoting risk-taking.

17:05-17:30
79573 | *Read Like an Expert: Preservice Teachers Use of Place-Based Literacy to Ground Students Disciplinary Learning Experiences*
Leah McKeeman, Kansas State University, United States

Effective learning, literacy and knowledge are framed within contextualized, real-world, place-based situations, not just within silos of expertise. Waite (2013) posits that "knowing" a place means being sensitive to, and aware of its nuances, similarities, differences, and complexity from one location/situation to another. There are four components of place-based education (PBE), learning in the place, learning of or about the place, learning from the place, and learning for the sake of the place (Granit-Dgani,2021). Literacy is fundamental to everyday life, in everyday situations. Place-based literacy combines innovative pedagogy of PBE with the dynamics of disciplinary literacy offering relevant, meaningful, and student-centered learning opportunities. As part of their professional pedagogical coursework, preservice teachers discover the value of PBE while developing content area literacy strategies to support disciplinary literacy skills. Professionals approach reading and literacy tasks uniquely based upon what they do and where they are. Preservice teachers are challenged to take on the perspective of one who is a professional within their chosen content area and observe through that lens. Analyze the purpose, products, and perspectives of that place and those who interact in it. Examine how experts within that content read, write, listen, view, and speak. Grounded in that perspective preservice teachers construct learning experiences for students that focus on literacy, language, and content development that are requisite in the chosen place, for the chosen professionals.

Notes

09:00-10:40 | Salle 232
Saturday Onsite Parallel Session 1
Education & Difference
Session Chair: Leyre Gambra

09:00-09:25
78099 | *Overview of Brazilian and Portuguese Inclusive Education: Regulation and Framework for Students with High Abilities in the Basic Education System*
Ana Paula Assoni, Universidade de Coimbra, Portugal
Marcelino Arménio Pereira, Universidade de Coimbra, Portugal

The giftedness students remain invisible in the school context, without the stimulus condition for creativity and learning through teaching practices. The following analysis examines the legislation surrounding inclusive education for students with high abilities in Brazil and Portugal over the last 10 years. The documentary analysis was based on inclusive support for the gifted in regular primary school classes. This study focuses on the impact of regulations on the daily routines of schools in both countries. Despite efforts to promote inclusive education, both Brazil and Portugal face challenges with recognizing and supporting gifted students within the school system. Teacher-centered educational policies persist, and adequate training for teachers is one of the key obstacles to inclusion. The research showed the countries maintain generalist educational policies centered on the teacher, who is responsible for adapting the curriculum, but without the appropriate knowledge to develop activities that are effective for learning according to the specificities of the students. This study emphasizes the importance of addressing myths and beliefs surrounding high-ability students and highlights the role of teachers in facilitating effective educational activities for gifted students.

09:25-09:50
80055 | *A Qualitative Study on Ambiguous Loss Experiences of Mothers of Slow Learners*
Seungmin Han, Yonsei University, South Korea
Soon-Yong Pak, Yonsei University, South Korea

This study aims to uncover the voices of mothers of upper elementary school-aged slow learners by weaving their ambiguous loss experiences. To accomplish this, three in-depth interviews were conducted with four mothers of slow learners. From a very young age, their children were subtly different from typically developing children. They sought a diagnosis from a doctor to alleviate their anxiety, but the process and result were also ambiguous. The mothers sought relief from their 'frozen grief' by labeling their children as 'slow learners.' Unfortunately, the lack of support and the reality of not belonging anywhere led them to experience feelings of guilt, confusion, and depression. Subsequently, the mothers coped and adapted to the ambiguous loss, which was a struggle to move forward with the "yoke." They coped and adapted to ADHD medication, school, and society. Throughout this process, their most prominent quality was resilience, which culminated in a self-sustaining learning community called 'symbiosis.' The significance of this study is that it defined slow learners as 'a category that includes borderline intellectual functioning (IQ 71-84), showing lower intellectual and adaptive functioning, social skills, and learning abilities than typically developing individuals, resulting in difficulties in understanding, reasoning, and applying information comprehensively,' applied ambiguous loss theory to the ambiguous pain experienced by the participants, and was a qualitative study that lived with the participants for more than a year. Based on these findings, recommendations for further study and the society are made.

09:50-10:15
81883 | *Facilitators to Overcome Barriers in a Leisure Tennis Program for Athletes with Intellectual Disabilities*
Apolinar Varela, University of Navarra, Spain
Raúl Fraguela-Vale, University of A Coruña, Spain
Araceli Arellano, University of Navarra, Spain
Leyre Gambra, University of Navarra, Spain
Nerea Crespo-Eguilaz, Clinic University of Navarra, Spain
Celeste Luz Reyes, University of Navarra, Spain

This paper focuses on the barriers that athletes with intellectual disabilities have to face in the leisure tennis program Más Que Tenis. In most leisure sports programs several factors have been identified as barriers. It is the case of variables such as: money, transport, facilities, time, program activities and services or self-esteem. The aim of this study is to explore the barriers that exist in the Más Que Tenis program for the athletes with intellectual disability and how the community involved in this program manage it. Through a qualitative approach, semi-structured interviews were conducted with 21 athletes with intellectual disability, 19 parents and 19 workers from 10 entities across 8 spanish communities. Three interview protocols were established and structured into themes including general topics (years of experience, days of practice, motivation, etc), social, physical and psychological well-being, barriers-facilitators and needs. Thematic analysis of the interviews was carried out with the support of MAXQDA 2022 software. Analysis showed that most relevant findings about barriers are classified in two principal categories: personal and social barriers (social demands and cognitive demands of activity) and logistics aspects (weather conditions, facilities, days for practice). Data also shows a strong community that supports the athletes with different facilitators like transport, money, specialised staff, sponsors, nearby facilities, among others. The main conclusion of this study is that a solid support network (sponsors, families, occupational centres or specialised associations) helps to avoid common barriers. This situation promotes better conditions for sports practice in athletes with intellectual disabilities.

10:15-10:40
81986 | *Study of Motor Skills in Athletes with Intellectual Disabilities Using the Movement Assessment Battery for Children-2 (MABC-2)*
Leyre Gambra, University of Navarra, Spain
Apolinar Varela, University of Navarra, Spain
Nerea Crespo-Eguílaz, Clinica Universidad de Navarra, Spain
Araceli Arellano, University of Navarra, Spain
Raul Fraguela-Vale, University of Coruña, Spain
Celeste Reyes, University of Navarra, Spain

The aim of this study is to describe motor skills of a group of athletes from a program of the Rafa Nadal Foundation. Sample: 76 participants (68% males) with intellectual disabilities (ID), aged 12 to 54 years (mean 33.7). Intellectual capacity was assessed using the Kaufman Brief Intelligence Test, and motor competence using an adaptation of the Movement Assessment Battery for Children-2 (MABC-2) (Henderson et al., 2012); normative scores corresponding to mental age were used for the interpretation of the latter. The mean-verbal IQ (x=57.51; sd=18.34) and non-verbal IQ (x=61.19; sd=15.03) correspond to the mild ID level; although 48% falls into the moderate level. In the MABC-2, T scores were used. As a group, they obtained a medium-low performance in Aim and Catch (AC: x=43.53; sd=16.17) and low performance in Manual Dexterity (MD: x=25.56; sd=7.54) and Balance (B: x=28.17; s=10.39); with the MD dimension significantly lower (ANOVA, p<.01). They stand out for their deficient performance compared to the rest of the subtests: "inserting pegs" (ANOVA, p<.05) and "balancing on a support" (ANOVA, p<.01), in the respective MD and B dimensions. These results do not differ by sex and age, but they differ by the degree of disability; with better performance in the group with mild ID. Motor dexterity and balance are deficient. The contribution of specific norms for this population is considered necessary.

Saturday Onsite Parallel Session 2
Higher Education

Session Chair: Ann Diker

10:55-11:20
80279 | *Wage Premiums for Workers with Graduate Degrees: A Comparative Study of Nine Asian Countries*
Mamiko Takeuchi, Aichi Gakuin University, Japan

This paper utilizes individual worker data from nine Asian countries (Japan, China, Korea, India, Malaysia, Thailand, the Philippines, Vietnam, and Indonesia), gathered by the Japanese think tank Person Research Institute in 2019 and 2022. The study compares and examines the wage premium for workers with graduate degrees. The wage premium is defined as the additional payment received by workers who have obtained a graduate degree, reflecting the increase in wages resulting from this higher education. The analysis indicates that a portion of the wage premium can be attributed to higher wages in large firms, managerial positions, or specific industries related to the graduate degree. Additionally, we find that in some countries, the graduate degree premium is larger for women than for men. Amid the COVID-19 Pandemic in 2022, the wage premium for women is particularly robust in Japan, China, and Korea, remaining significant even after controlling for other attributes such as employment in large firms, managerial roles, and industry sectors. Although India has the highest proportion of workers with graduate degrees among the nine Asian countries, a robust graduate wage premium is not identified to the same extent as in the aforementioned three countries.

11:20-11:45
82018 | *Using Graduateness Attributes to Assess Work Readiness of Final Year Students at a University of Technology in South Africa*
Beatrice Ngulube, Tshwane University of Technology, South Africa
Appolonia Ilorah, Tshwane university of Technology, South Africa

There is a constant lamentation by employers that graduates do not have the necessary skills that they are looking for in employees. Hence, this study investigated the final-year students' perception of their graduateness and work readiness using graduate attributes. Understanding graduate work readiness and graduateness from the students' perception is important as this can inform different stakeholders in the 'triple helix' of the institutions, the government, and the employers. A quantitative strategy with a survey was employed. A self-administered questionnaire was used to collect data. The research hypotheses were tested using multiple regression (stepwise) analysis. Four hundred (400) questionnaires were distributed, and three hundred and fifty (350) were returned at an 87.5 % response rate. Out of these questionnaires, 259 were useful for analysis. The result of the study showed that participants believed that they possessed all the graduate attributes as indicated. Except for goal-directed behaviour (GDB), the rest of the graduate attributes have a strong relationship with work readiness. The study is in line with the Learning and Teaching Strategy (LTS) 2020-2025 of the participating universities. The framework proposed in this study covers the three-tier set of graduate attributes as proposed and conceptualised in the university LTS 2020-2025: Scholarship, global citizenship, lifelong learning, as well as other attributes that signify work readiness.

11:45-12:10
79780 | *Diversity and Student Success: Retention and Grade Outcomes of a Higher Education Support Program to Diversify the Nutrition/ Dietetics Workforce*
Ann Diker, Metropolitan State University of Denver, United States
Madison Roe, Metropolitan State University of Denver, United States

In a global society, a diverse workforce is imperative. The nutrition and dietetics workforce in the United States is 80% white and 92% female, indicating its lack of diversity. Higher education institutions can enhance efforts to diversify any workforce through inclusion of support programs. Students, particularly those who have been historically underrepresented, may need financial, academic, and social support as well as skill development and career-related experiences prior to entering the workforce. The Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students (SDS) program provides support to diverse undergraduate nutrition/ dietetic students through financial assistance, proactive advising, mentorship, skill development workshops, and other program activities. This study examined the impacts of the program on retention and cumulative grade point average (GPA) outcomes. Retention was calculated as the number of students retained from one year to the next excluding graduates. Changes in cumulative GPA were assessed for individual scholarship recipients during their time participating in the program. Analysis showed higher year-to-year retention of HRSA SDS scholarship recipients (77-95%) compared to non-scholarship nutrition students (67-75%).. Cumulative GPA increased for 47% of scholarship recipients, stayed the same for 39%, and decreased for 14% of students. This presentation will discuss components of support programs that enhance student success and retention using quantitative group and case study data and qualitative feedback from program participants. Globally, departments in higher education settings can implement support programs to enhance student retention, academic success, and workforce diversity.

12:25-14:05 | Salle 232
Saturday Onsite Parallel Session 3
Higher Education
Session Chair: Perienen Appavoo

12:25-12:50
81404 | *Challenges of Digital Assessment in Times of Generative Artificial Intelligence: The Experience of the Universitat Oberta De Catalunya*
Amalia Creus, Universitat Oberta de Catalunya, Spain

Advances in artificial intelligence present new possibilities and challenges for higher education, with the potential to fundamentally change the teaching and learning processes, opening questions about the very meaning and future directions of universities. Particularly in online universities, the growing popularity and availability of generative AI tools, such as ChatGPT that can write compelling essays on any topic, code in various programming languages and ace standardized tests across domains, raises questions about the sustainability of traditional teaching methods and assessment practices. To delve into the opportunities of this new scenario, the Universitat Oberta de Catalunya (UOC) established a series of strategic actions aimed at transforming its assessment systems and methods. These strategic actions cover three main dimensions that are addressed in an interrelated manner: the technological, the pedagogical and the cultural dimension. In this paper we present a global vision of the University's strategic priorities in the transformation of digital assessment, as well as the analysis of specific initiatives such as: the implementation of online assessment practices that incorporate orality, synchrony and randomness; methodological approaches that integrate AI as a pedagogical tool; training initiatives aimed at teachers, and academic integrity campaigns that seek to involve the entire university community in the transformation of digital assessment. Our experience shows the importance of engaging educators and students in assessment reform, efforts to focus on the process of learning over its outputs, critical thinking and authentic learning.

12:50-13:15
81837 | *New Academics' Use of Generative AI in Teaching*
Barbara Tam, Hong Kong Polytechnic University, Hong Kong

This research studies the usage of Generative AI (GenAI) in teaching among new academics, exploring their perceived challenges, current adaptation, and desired support, at a university in Hong Kong. Since the introduction of ChatGPT in 2022, the interest and utilization of GenAI have witnessed a rapid global increase within the education sector. GenAI has the potential to revolutionize education in unforeseen ways. However, it also presents risks and challenges. Although the researched university expects GenAI to become a customary component of learning, teaching, and assessment, and has issued guidelines to promote ethical and prudent usage among teachers and students, there remains a lack of understanding regarding teachers' perceptions and utilization of GenAI. To address this gap, a questionnaire survey was conducted to collect data on the use of GenAI for teaching among new academics. The findings (n=69) reveal that nearly half of the teachers have never employed GenAI in their teaching practices. A significant proportion of teachers who do use GenAI have doubts about its efficacy. Moreover, the majority of teachers who have employed GenAI use it for content construction rather than idea generation. The most prevalent challenges identified include obtaining inaccurate information; struggling to employ appropriate "prompts" to acquire the desired information. Furthermore, an overreliance on GenAI could potentially hinder students' development of creativity and critical thinking skills. It is imperative for universities to promptly educate their teachers and students on the proper utilization of GenAI to ensure that it serves as an educational advancement rather than a fallback.

13:15-13:40
79566 | *Challenges and Prospects of Technology-Enhanced Teaching and Learning in Georgian Higher Education Institutions*
Izabella Petriashvili, Ivane Javakhishvili Tbilisi State University, Georgia
Tina Gelashvili, Samtskhe-Javakheti State University, Georgia
Ina Baratashvili, Ivane Javakhishvili Tbilisi State University, Georgia

The study is based on the analysis of outcomes of the Erasmus+ Project DITECH: Developing and Implementing Technology-Enhanced Teaching and Learning at Georgian HEIs (2021-2024). 7 state universities of Georgia were involved in the project, the start of which coincided with Covid-19, thus making its objectives even more pressing and topical. The challenges that Georgian HEIs faced included: lack of students' technological skills in using digital tools in learning; lack of skills and competences of academic staff in designing online courses; lack of appropriate infrastructure and software to design and implement online teaching and learning; lack of appropriate professional development trainings in technology-enhanced teaching approaches and methods. The aim of this qualitative study is to explore the impact of applying various digital tools and online resources on learning and teaching, as well as to learn about students' and teachers' perceptions of the challenges and prospects of using educational technology in academic environment. The research data is based on the analysis of students' and teachers' feedback on course pilots within the DITECH project. 297 students (BA-209; MA-88) and 137 professors/teachers from 7 universities participated in the survey. The survey with semi-structured questionnaires and in-depth interviews with selected respondents have been used as research tools. The findings have revealed some significant changes in teaching and learning practices. The study offers a number of recommendations that, potentially, can support higher education institutions in Georgia in enhancing the quality of education at large.

13:40-14:05
79743 | *A Comparative Analysis of Face-to-Face and Online Tutorials*
Perienen Appavoo, Open University of Mauritius, Mauritius

Owing to the unprecedented outbreak of the COVID-19 pandemic, higher education institutions around the globe transitioned from the traditional face-to-face learning to an online mode. With the proliferation of technology, it is crucial to develop pedagogical approaches that promote effective learning and student satisfaction. In recent years, the Open University of Mauritius (OU) has seen a surge in terms of student enrolment. This study aims at identifying the challenges faced by its learners and explore their preferences regarding the online, face-to-face and blended modes of delivery. A qualitative approach was adopted whereby data was collected through focus group discussions from three cohorts of students enrolled in the Bachelor of Education programme. Greater flexibility for personal and family activities, and the time saved from commuting were cited as major factors for favouring the online model, especially among female learners. However, poor internet connections were reported as the main drawback by many students. With respect to face-to-face learning, students felt that their performance, motivation level and retention capacity were better as there was less distraction and disturbances. Face-to-face classes also facilitated interactions between learners and tutors. It was also revealed that the online learning environment favoured passive learning as many students tend to switch off their cameras. The findings of this study showed students' strong preference for the blended learning model, whereby they could harness the benefits of both approaches to ease their learning.

14:20-16:00 | Salle 232
Saturday Onsite Parallel Session 4
Online & Distance Learning
Session Chair: Stephen Peridore

14:20-14:45
82034 | *The Effectiveness of Japanese Language Course in the Integration of Synchronous and Asynchronous Learning*

Mika Tamura, Kyushu University, Japan
Yuga Omori, Kyushu University, Japan
Daisuke Ikeda, Kyushu University, Japan

The COVID-19 pandemic has forced language educators to shift their pedagogical approach to online teaching. To address this, we designed a curriculum that seamlessly blends synchronous and asynchronous learning with a computer-assisted language learning (CALL) system, PairBear, to enhance students' Japanese speaking skills. Created to provide an online Japanese language learning environment for international students who could not travel, we adapted and further developed it to adapt it after the pandemic. This study aimed to explore students' learning experiences and perspectives of this language curriculum with this CALL system and analyze the effectiveness of integrating synchronous and asynchronous learning in Japanese language teaching. A mixed-methods research design employing an end-of-course questionnaire with ten respondents and in-depth interviews with three selected participants was undertaken to collect qualitative comments. The study also conducted oral interview tests at the beginning and end of the course to check for improvement in their language level. The study's results revealed that the students experienced a significant increase in confidence, motivation, willingness to communicate, and frequency of communication. This positive outcome, particularly effective for beginner-intermediate learners, offers them an efficient approach to improving their Japanese language skills. Furthermore, the study highlights PairBear's practicality as a tool for language educators. It can be incorporated into the curriculum for pre-intermediate foreign language learners between Basic Users (A1, A2) and Independent Users (B1, B2) on the CEFR's Global Scale, enriching their learning experience. This small-scale study carries significant implications, empowering language educators to leverage PairBear as a practical tool to enhance their curriculum.

14:45-15:10
79958 | *Engaging Online Students in Blended Synchronous Learning: An Exploratory Study*

Qiyun Wang, Nanyang Technological University, Singapore

Blended synchronous learning (BSL) is an instructional approach that enables online students to participate in classroom activities from geographically separated sites using video conferencing technologies. Despite its educational benefits, maintaining and increasing the engagement of online students is challenging. In this study, some strategies were adopted in two classes (N=22 & 23) to investigate how online students could be effectively engaged and their perceptions of the strategies. Surveys and focus group discussions were administered. Results showed that leading group discussions was helpful for online students to be engaged. However, it had challenges for online students as they did not know who was talking and not every member could be observed in the video. Having a teaching assistant was highly rated. It enabled the instructor to pay close attention to the questions posted to the chat box promptly and helped online students know what was happening in the class when the connection was unstable. Giving peer feedback was another useful strategy. However, it only worked when everyone was familiar with the assignment topics of others. Using an interactive tool like Pear Deck did not noticeably increase student engagement. It seemed the design of learning content and activities was more important than the tools used. In addition, the students commonly indicated that they were highly engaged, and they did not think that their engagement level was lower when they were online. This finding was inconsistent with existing literature, which requires further investigation in the future.

15:10-15:35
80016 | *Variation in Learning Gains Through Online vs Face to Face Language Learning for Adults: The Case of Welsh*

Lowri Jones, Bangor University, United Kingdom
Enlli Thomas, Bangor University, United Kingdom

Online learning has seen an incredible shift in most educational contexts due to the Covid-19 pandemic (Watermeyer, Crick, Knight and Goodall, 2021; Gacs, Goetler and Spasova, 2020). As most education sectors are redefining themselves in a post-covid era, it is critical to understand the opportunities and potential challenges that teaching and learning in an online space offer. The social face-to-face aspect has been a key element of the communicative language approach, mainly used for teaching Welsh adult learners in recent years. But as we see a strategic shift towards an online teaching approach in this field, we must understand what the potential gains are in online learning Vs the Face to Face context, when teaching a minority language to adult learners. This study was a Comparative Case Study, collecting and analysing the language samples of two online beginner classes, with the samples of a traditional face to face class (control sample) analysing their abilities to communicate in the target language, and how competent they were in their use of the target language to convey and express meaning. Motivation and attendance were also tracked. The samples were scored based on Grammatical Accuracy and Pronunciation, with the objective of developing all learners as communicators, but also identifying any variations within the learning gains within both modes of delivery. The variations in learning gains that will be explored are as follows: - The potential for online delivery in creating artificial speakers, - Issues around language transfer - Belonging and motivational issues.

15:35-16:00
79366 | *An Online Educational Framework for Teaching Listening & Speaking Skills to English Language Learners*

Stephen Peridore, College of Southern Nevada, United States
Veronica McVoy, College of Southern Nevada, United States

The purpose of this presentation is to demonstrate how the development and teaching of online college-level English-as-a-Second language (ESL) listening and speaking skills are a viable, logical, progressive, and efficient endeavor. Those interested in developing and/or teaching online ESL listening and speaking courses will learn how to effectively integrate and organize a learning management system (LMS) with cutting-edge Web 2.0 tools to make online listening and speaking courses user-friendly and interactive through the use of video, voice, and discussion boards, synchronous online conferencing tools with breakout rooms, online tutorials, innovative third party software, and online assignments and assessment tools, all of which effectively promote the acquisition of both English listening and speaking skills. Doing so will allow teachers to engage students by adapting teaching methodologies that are proven effective in traditional classrooms and applying them to the online environment, which simultaneously promote both listening and speaking skills and E-literacy, so students can function and compete, not only in home, work, and academic environments, but also in the ever-changing digital age. Moreover, teaching ESL listening and speaking courses online means more flexibility for students with competing home and workplace responsibilities and a much more tailored curriculum in a less threatening environment. Finally, a comparative analysis of a pre-test administered during the first week of class and a post-test administered during final exam week indicates that that the vast majority of students experienced significant gain scores, which further validates the argument that ESL listening and speaking skills can be effectively taught online.

16:15-17:30 | Salle 232
Saturday Onsite Parallel Session 5
Higher Education
Session Chair: Edouard Giudicelli

16:15-16:40
81555 | *Sense of Belonging in an Isolating Field*
Jessica Torro, Metropolitan State University of Denver, United States
Rachel Sinley, Metropolitan State University of Denver, United States
Melissa Masters, Metropolitan State University of Denver, United States

Sense of belongingness describes an individual's feeling of being accepted, valued, and connected within a particular group, community, or environment. Creating a sense of community is important, specifically in nutritional studies, where underrepresented students may not feel they belong in a field where 80% of dietitians are white women and only 6% Hispanic, 3 % black, and 5% Asian. With the COVID-19 pandemic and lack of diversity in dietetics, students' belongingness may be impacted due to social isolation and lack of representation. Sense of belonging in higher education, among underrepresented students, can increase motivation, self-efficacy, and persistence through rigorous courses. A new survey dedicated to understanding students' sense of belonging was developed to probe students' feelings of belonging, isolation, and connection to the broader discipline of dietetics and the MSU program. Student Scientific Identity and Sense of Belonging (Hanauer et al. 2016), Perceived Cohesion Scale (Bollen and Hoyles, 1990), and UCLA Loneliness Scale (Hughes et al., 2004) were adapted for our purposes and student population. Several open-ended questions regarding perceptions of barriers and supports to developing sense of belonging were also asked. The IRB approved survey was distributed to students and analyzed for effective and ineffective trends. Overall, students reported a high sense of belongingness but did make suggestions for improvement, including in-person activities. This presentation will discuss the results of the study, examine students' sense of belongingness within the Department of Nutrition, and provide best practices that can build community in a field that can often feel isolating.

16:40-17:05
81000 | *Revitalizing Tried and Tested Student Support Practices in Open Distance Learning: A Case Study of UNISA*
Stephina Modiegi Ntsoane, University of South Africa, South Africa

The purpose of this case study was to revitalize tried and tested student support practices in open distance learning at the University of South Africa (UNISA) which is a Comprehensive Open Distance Electronic Learning (CODEL) institution. The approach involved a review of the literature on student support practices. The study found that UNISA had a range of support practices that were effective but needed to be improved and better integrated. The study recommended that UNISA implement an integrated student support model that is responsive to students' needs, enhances student engagement, and enables students to succeed in their academic pursuits. The study concluded that UNISA should leverage its existing student support practices, such as tutoring and mentoring, while also implementing new initiatives, such as a student success center and an online support portal, to provide comprehensive and accessible student support services.

17:05-17:30
79705 | *Understanding the Doctoral Dropout Intention: A Longitudinal Study*
Edouard Giudicelli, Western Brittany in Brest, France
Arielle Syssau, University Paul Valéry, Montpellier 3, France
Nathalie Blanc, University Paul Valéry, Montpellier 3, France

This presentation aims to examine why so many doctoral students end up dropping out of their doctoral program. In France, between 5% and 30% of doctoral students drop out each year, depending on the discipline. The reasons for these drop-out rates have remained ambiguous. In the mindset theory of the action phases (Heckhausen & Gollwitzer, 1990), an action crisis can be defined as an attitude towards a long-term goal that arises when individuals begin to doubt their own ability to achieve their initial objective. Applied to doctoral studies, students fall into an action crisis when they intend to abandon their doctorate (Giudicelli et al., 2023). The goal of this research is to identify the variables associated with the dropout intention. To reach this goal, a two-year longitudinal study was conducted on 81 doctoral students from two doctoral schools of humanities and social sciences located in Montpellier. The survey was sent in 2020 and again in 2021. The study consisted of using validated scales to measure three types of variables: contextual, dispositional, and affective variables. Correlations, walsh-t tests, logistic regression and generalized estimating equations were used to analyze the data. The results show that a number of contextual, dispositional, and affective variables are associated with the students' dropout intention. Moreover, the PhD experience tends to worsen through the two-year study, even for the students who did not intend to drop out. Overall, this research could be of help for universities, doctoral schools, thesis supervisors, and the students themselves to prevent thesis dropout.

Notes

09:00-10:40 | Salle 233
Saturday Onsite Parallel Session 1
Arts & Culture
Session Chair: John Potvin

09:00-09:25
81929 | *Global Arts Language Arts Cultural Traditions in Indigenous Communities*
Kayla Jackson, Diné College, United States

GALACTIC (Global Arts Language Arts Cultural Traditions In Indigenous Communities)is rooted in local historical and contemporary Indigenous knowledge systems and practices to connect to the always evolving global world. In virtual and face-to-face settings, GALACTIC foregrounds cultural practitioners, traditional knowledge carriers, artists, healers, cooks, storytellers, social organization and institution builders and cultural policy activists to further decolonization and to envision and create futures of justice, development, and security in peace. Indigenous global networking and Indigenous Global Studies (IGS) are the organizational and institutional frameworks that we pursue as we implement this project. We are developing IGS as a degree-granting undergraduate program, situated at a Tribal College in the United States and an Indigenous higher education institution abroad, with curricula at the intersection of arts, Indigenous knowledge, cultural heritage policy, peacemaking and social justice. Indigenous global cultural exchange is a key component for GALACTIC to carry on Indigenous knowledge.

09:25-09:50
81320 | *Transformative Power of Environmental Art: A Comparative Study of Digital Media, Performance, and Craft-Based Approaches in Indian Art*
Jayanti Mandi, Indian Institute of Technology Kanpur, India
Ritwij Bhowmik, Indian Institute of Technology Kanpur, India

Artists have always attempted to depict or communicate the current socio-political or environmental situation through their artwork. Amid a worldwide environmental calamity, artists see it as their obligation to intervene through their creative process. Ravi Agarwal, Atul Bhalla, and Navjot Altaf's contributions to environmental art demonstrate a shared dedication to addressing ecological issues and promoting social change in India. These artists utilize digital media, performance art, and traditional craft techniques to challenge norms and promote sustainability within communities. Ravi Agarwal uses photography, video art, and installations to portray the changing interplay between nature and civilization, stimulating thought about human impact on the environment. Atul Bhalla uses a multidisciplinary approach to encourage viewers to reassess their roles within the larger ecological and sociological context, advocating a rethinking of our impact on the earth. Navjot Altaf relies on indigenous cultures, using traditional artisan processes to elevate marginalized voices and question mainstream norms. Her art promotes social harmony while keeping a close eye on contemporary events. This paper seeks to understand better how Ravi Agarwal, Atul Bhalla, and Navjot Altaf's artistic practices contribute to transformative environmental art and how this transformation translates into broader societal conversations about ecological awareness and social responsibility. Through an in-depth investigation of their multidisciplinary approaches and participatory projects, the paper indicates how, when used effectively, the transformative power of art has the potential to shape societal narratives and advocate for a sustainable and harmonious coexistence between humans and nature.

09:50-10:15
79669 | *Urban ICH Safeguarding and Community Involvement: The Case of Taohuawu Woodblock Prints in China*
Zihao Wang, University of Leeds, United Kingdom

Intangible Cultural Heritage (ICH) safeguarding and community involvement have been widely discussed in recent years, but until now they have rarely been explicitly combined. In China, scholars often study ICH safeguarding and community involvement separately. However, since 2003, UNESCO has emphasized the importance of community involvement. As UNESCO celebrates the 20th anniversary of the ICH Convention, the role of local communities in ICH safeguarding has been re-emphasized, largely in response to the challenges posed by changing urban landscapes, particularly those cities affected by growing populations and development pressures. However, few studies have explored ICH safeguarding and community involvement in urban settings. So, "What is the role of community involvement in urban ICH safeguarding?", "What are the special characteristics of urban communities?" In addition, "How do different stakeholders and actors in community involvement in ICH safeguarding behave in urban settings?". This paper aims to answer the above questions by implementing fieldwork on the national ICH Taohuawu woodblock prints in the city of Suzhou, China. Furthermore, I will explore the important role of grassroots in urban ICH safeguarding and community involvement.

10:15-10:40
79687 | *From Bananas to Lacquer: Jean Dunand, Josephine Baker and the Allure of Deco Shine*
John Potvin, Concordia University, Canada

Perhaps no other person best embodies to allure of Art Deco than African American Josephine Baker (1906-75). Baker was seemingly an endless source of creative inspiration in countless aesthetic fields. Best known for the iconic, though 'risqué' fake banana dress she donned in her performances of the Folies-Bergère in 1926, Baker also sported the most cutting edge, luxurious fashions and jewellery of her time, both on and off stage. The focus here is on artist-décorateur's Jean Dunand's (1877-1942) arts décoratifs and jewellery. Known for his novelty and exoticism, African-inspired rare and elegant lacquerware, Dunand created a number of lacquered panels representing Baker. Additionally, he also created a number of precious lacquered jewellery pieces, which formed an integral part of these lacquered representations. In the early decades of twentieth century in France, African or tribal-inspired designs were the site for cultural contest and were seen as either emblematic of decadence and degermation or as a conduit for liberation that could help to renew modern French culture, fashion and the decorative arts. Influential figures like architect-designer Adolf Loos (1870-1933), who lived and worked in Paris (1922-27), linked decoration (or ornamentation) with primitivism and degeneracy. Decoration coupled with the so-called lower senses (namely touch) were deployed as markers of degeneracy and were often seen as derivative of primitive impulses. This paper will explore part of the rich 1920s French landscape where luxury, interior design and jewelry met in the intersecting case studies of Jean Dunand and Josephine Baker.

10:55-12:10 | Salle 233
Saturday Onsite Parallel Session 2
Arts in History & Politics
Session Chair: Daniela Stanciu-Păscăriţa

10:55-11:20
No presentation scheduled

11:20-11:45
81928 | *Monuments and Meaning: The Political Agendas in Thailand's Democracy Monument During the 2020 Pro-Democracy Student Movements*
Chaipat Ngambutsabongsophin, Swinburne University of Technology, Australia
Flavia Marcello, Swinburne University of Technology, Australia

The Democracy Monument in Bangkok is one of Thailand's most significant monuments and has long been embedded in continuing political conflict between Royalist and pro-democracy factions. It commemorates the 1932 People's Party revolution when Thailand shifted from an absolute monarchy to a constitutional one and became a symbol of the Thai people's democratic ideals. It became a key location for pro-democracy demonstrations in the 1970s and remains so until this day, as shown by the 2020 pro-democracy demonstrations led by student movements against the government calling for democracy and political reform. This paper first charts the evolution of the Democracy Monument as a contested arena of political discourse by looking at both its continued use by pro-democracy movements and consequent attempts by military-led governments to prevent public gatherings around it. Second, it focuses on the 2020 protests to demonstrate how the monument began to operate as a symbol in both online and public spaces where the government could exert much less control. Through quantitative and visual analysis, this paper will examine how the 2020 student movements used Social media to both organise protests and distribute images after the event. The 2020 protesters were able to communicate the original People's Party's ideals and amplify their political message beyond the physical space of central Bangkok to a digital space accessible to Thailand and its diaspora. It is a prime example of how contemporary modes of mass communication can promote democratic agendas in countries controlled by strict laws, such as Thailand's lese-majeste.

11:45-12:10
79668 | *Becoming a (National) Minority in Greater Romania: Political Sociability of the Transylvanian Saxons in Post-Imperial Realities*
Daniela Stanciu-Păscăriţa, Lucian Blaga University, Romania
Sorin Radu, Lucian Blaga University of Sibiu, Romania

The process of integrating the Transylvanian minorities into the national state of Greater Romania, following the end of the Great War, proved to be a difficult and challenging process. The social, economic and cultural realities were completely different in Habsburg imperial Transylvania compared to those after the incorporation of Transylvania into the Kingdom of Romania, so that the German population had to readjust. Seen from the double perspective of social and cultural history, this research proposes to analyze the sphere of sociability of the Transylvanian Germans, which they used to create means of communication with the political elites in the Romanian capital. The aim is to capture local Transylvanian elites engaged in the social sphere in Transylvanian towns on the one hand, and in Bucharest on the other, where they seek to open up channels of communication with central political elites. By bringing into the foreground of the analysis public spaces such as cafés or ballrooms, the research aims to draw a fresco of the relations between majority and minority seen from the perspective of leisure, i.e. to recreate the center-periphery relationship in a period prefigured by great changes. This research is based on archival documents, memoirs of the local elite, German and Romanian written periodicals and journals from the interwar period, such as Siebenbürgisch-Deutsches Tageblatt and Adevărul and discourses held by the officials in the Romanian Parliament.

Saturday Onsite Parallel Session 3

Culture in Literature & Modern Media

Session Chair: Justin Matthews

12:25-12:50
79138 | *Applying Vladimir Propp's Morphology of the Folktale on Nicholas Sparks' "Safe Haven"*
Doaa Aldihaymawee, Jabir Ibn Hayyan Medical University, Iraq
Yousif Yousif, Diyala University, Iraq

"Safe Haven" is one of Nicholas Sparks excellent novels. It was published in 2010. It is basically about women's abuse. According to Vladimir Propp's "Morphology of the Folktale" in general, no researcher has studied this novel. Propp's theory was formerly found to analyze Russian folktales. However, some researchers apply it to English fairytales and stories, such as Sundari (2014), who used it to "Sleeping Beauty"; Nursantia (2003) to Joseph Conrad's novel "Heart of Darkness"; and Salmah (2004) to Charles Dickens's "Our Mutual Friend". Thus, the gap of applying Propp's "Morphology of the Folktale" to novels in general and modern text in specific inspires the researcher to fulfil this gap by addressing the following academic questions: 1) Is it possible to apply Vladimir Propp's Morphology of the Folktale (1968) to Nicholas Spark's novel "Safe Haven"? 2)What are the good and bad morals portrayed by the main characters in "Safe Haven"? 3) How many features of Propp's thirty-one features can be found in Nickola Spark's "Safe Haven"? After a deep analysis of the entire novel, the researchers find that Sparks uses twenty-five features in this novel among Propp's thirty-one features. Propp did not state that all the thirty-one features should exist in a single text. Additionally, the researchers conclude that in Sparks's "Safe Haven", the good morals are represented by Alex, while the bad morals are depicted by Kevin. Accordingly, even though Propp's theory is comparatively old and intended to be applied to Russian fairytales. The researchers find that it can be used in modern English novels.

12:50-13:15
81931 | *Unveiling Silenced Narratives: A Study of 'Farha' and its Representation of the Palestinian Struggle*
Taufik Hidayah, Hiroshima University, Japan

The territorial conflict between Palestine and Israel has a complex and contentious history, encompassing deeply rooted two-sided narratives that have shaped polarized perceptions of the conflict over time. Efforts to bring the narrative of the Palestinian catastrophe, the Nakba, to light through the medium of film have faced significant challenges. The 2021 Palestinian film, "Farha," directed by Darin Sallam, exemplifies such struggles, facing backlash from Israeli government, including campaigns to cancel Netflix subscriptions and threats of withdrawing state funding. This study aims to investigate and unravel the silenced narratives of the Palestinians living in the occupied territories. By employing narrative and semiotic analysis, and borrowing Saussure's dyadic model, this study juxtaposes actual events with the film's depiction. Additionally, it analyzes selected footage from the film and uses news outlets as sources for comparison. This study uncovers three insights: Firstly, despite the Israeli government's denying the film's historical accuracy, Farha's life mirrors the ongoing struggles faced by Palestinians living in the occupied territories. Secondly, the characters portrayed in "Farha" can be traced back to the ongoing Nakba and resonate with real-life events. Lastly, the harsh reaction to the film signifies efforts by the Israeli state to suppress certain narratives. "Farha" becomes difficult to ignore when examining certain pivotal scenes and characters in the film, ultimately demonstrating the potency of cinema as a medium to bring forth suppressed narratives and explore the complexities of historical truth.

13:15-13:40
79612 | *Diasporic Vietnamese Literature in the US from the Perspective of Identity, and the Case of Viet Thanh Nguyen*
Hong Anh Nguyen, Ho Chi Minh City University of Education, Vietnam
Thu Van Phan, Ho Chi Minh City University of Education, Vietnam

The paper inherits the views of Kevin Kenny, Isabelle Thuy Pelaud, Michelle Janette, and Viet Thanh Nguyen to analyze the development of diasporic Vietnamese literature written in English in the US based on expressions of identity. Firstly, from generation 1 (writers who came to the US when they were adults and predominantly wrote in Vietnamese) to generations 1.5 and 2 (writers who came to the US as young ages or were born in the US, primarily wrote in English), their works covered subjects ranging from collective identity to personal identity. Secondly, the paper emphasizes that traumatic identity is characteristic of diasporic literature, regardless of the generation of their authors. Thirdly, it examines the way establishing hybrid identity became a discourse of resistance from American racial prejudice. In the case of Viet Thanh Nguyen, belonging to generation 1.5, he can be considered the most famous Vietnamese diasporic writer in the US to date, further evidenced by his winning the 2016 Pulitzer Prize. In that context, the paper analyzes his ideological contributions in two aspects: Firstly, the writer redefines the ethnic identity and nationalism of the Vietnamese immigrant community; secondly, the writer provides new perspectives on Vietnam War. The research results are: clarifying the role of diasporic Vietnamese literature in English in the US, and affirming the way the writings of Viet Thanh Nguyen set a development milestone for this minority literature in general and for the topic of the Vietnam War in particular in the history of world literature.

13:40-14:05
81698 | *Holographic Afterlives: Deceased Performers as Technological Ghosts*
Justin Matthews, Auckland University of Technology, New Zealand
Angelique Nairn, Auckland University of Technology, New Zealand

The reanimation of iconic performers through holographic technology weaves together nostalgia, cutting-edge innovation, and profound moral complexities. At its core lies the interplay between legacy, memory, and the digital expansion of life - challenging traditional boundaries of live performance. The resurrection of artists like Elvis Presley, Amy Winehouse, and Whitney Houston via holographic shows raises questions about consent, authenticity, and the commercialization of artistic afterlives. This phenomenon compels a reevaluation of the ethics of creating digital immortality for the deceased. The technical marvels and ethical pitfalls of bringing performers back to the stage posthumously are examined by exploring the evolution of holographic stagecraft from Pepper's Ghost illusions to modern AI-driven projections. The cultural entrepreneurship motivating these digital resurrections illuminates a multibillion-dollar market for "Delebs"—commodifying the personas of dead celebrities. However, creating immortal digital simulacra raises concerns over exploitation, consent violations, and compromising artistic legacies. Navigating this landscape necessitates interdisciplinary collaboration between ethicists, legal experts, technologists, and cultural analysts. As humanity ventures into this new frontier, a conscientious approach ensuring dignity for the departed emerges as an ethical imperative amid the potential for commercial overreach and creative innovation. The capacity to trap deceased artists in a form of "digital purgatory" as "digital zombies" or "enslaved ghosts" is of concern—resurrected to perform perpetually without agency, beholden only to commercial interests. This raises fears of exploitation and a perverse negation of the human essence, compelling careful examination of ethical practices to preserve artistic integrity and autonomy in the digital afterlife.

14:20-16:00 | Salle 233
Saturday Onsite Parallel Session 4
Visual & Performing Arts Practices

Session Chair: Birgit Bærøe

14:20-14:45
78073 | *Authenticity in Protest Lyrics: Exploring Fauve's Existentialist Discourse Through Sartrean Philosophy*
Timi Isaac O'Neill, University of Wales Trinity Saint David, United Kingdom

This paper explores the authenticity of the protest lyrics of Fauve, a renowned French band celebrated for their emotionally charged and socially conscious compositions. Grounded in Jean-Paul Sartre's philosophical framework, the presentation looks at Fauve's artistic vision, to study the philosophical importance of their message. Fauve's music parallels Sartrean existentialism, tackling themes such as individual freedom, existential dilemmas, and societal critique through thought-provoking lyrics. In consonance with Sartre's philosophy, the band embarks on an existential journey, emphasizing personal liberation and societal transformation, highlighting the individual's responsibility to ascribe meaning in an ostensibly absurd world. The lyrics reflect a profound sense of existential alienation, echoing Sartre's discussions of disconnection from self and societal roles, where individuals feel unnoticed. Additionally, they touch upon the concept of bad faith, revealing individuals' struggles with self-control and unease in public, implying self-deception and inauthenticity. Nevertheless, a recurrent theme of resilience and the desire to overcome challenges align with Sartre's authenticity, where individuals make conscious choices and take responsibility for their lives. The lyrics also underscore existential concepts of freedom, responsibility, and anguish, as individuals grapple with their struggles and assert control over their destinies, even in the face of adversity. By examining the intersection of Fauve's music and Sartre's philosophy, this research uncovers the manifestation of authenticity in protest lyrics and its contemporary significance. It underscores the enduring relevance of existential thought, fostering a deeper understanding of the human condition.

14:45-15:10
81849 | *Reappraising Materials and Making: Understanding Art as a Complex Mind-matter Process*
Tanvi Jain, Indian Institute of Technology Kanpur, India
Shatarupa Thakurta Roy, Indian Institute of Technology Kanpur, India

Materials have been significant components of artistic expression. However, the prevailing mind/matter dichotomy within ancient philosophical discourses has degenerated the role of material as passive and inert. This intrinsically hierarchical framework has endured since the Aristotelian era. Identifying the neglect of material dimension within the discourse of art history, the study aims to examine the active role and agency that materials assume during the process of ideation and creation of artworks. It considers the artists' nuanced sensitivity and attentiveness towards materials and materiality. Drawing from Tim Ingold's argument, the study departs from the conventional approach of analyzing the finished artworks; instead, it intricately captures and emphasizes the potential of examining the productive process of art-making that brings the artwork into existence. By critically analyzing the practice of twentieth-century Indian artists Ramkinkar Baij and Mrinalini Mukherjee as case studies, the study proposes that, firstly, art embodies a complex mind-matter process transcending the dichotomy of mind vs. matter; secondly, material assumes an active role in shaping the meaning and physical identity of the artworks; and thirdly, materials and the process of making influence the artistic style. The study also focuses on contextually grounded reading of the artist's material and process for a holistic understanding of the artworks. The article consciously chooses two deceased exponents of Indian art whose works are well documented. This approach lays the radical potential of archival data for investigating the embodied experiences and material engagement of historical artists.

15:10-15:35
81907 | *Non-Consumerism, Meditation, and Wellbeing: Music Education in Baul Communities and Folk Industries in Bangladesh*
Golam Rabbani, Toronto Metropolitan University, Canada

Bauls are itinerant and household minstrels and spiritualists primarily dwelling in Bangladesh's rural and sometimes urban areas. Baul spirituality or "shadhana" is a belief system and non-consumerist lifestyle that follows the tradition of guru-disciple transmission of education. A Baul guru is the teacher of his or her school of thought and philosophy, and anyone can become a disciple in the guru's "shadhon-ghar" or the spiritual school. Almost all forms of spiritual education in the Baul tradition are expressed through songs and performances. This paper examines the role of non-consumerism, meditation, and well-being in the guru-disciple transmission of music education in Baul communities. It will explore how musical education and practices teaching non-consumerism address the psychoanalytical approaches to collective illusion, reference points, and hedonic adaptation. Through various songs and practices, Baul gurus teach disciples about the challenges of mass illusions in materialist or capitalist life, the toxic practices of comparison among humans, and the loss of value of assets and goals after achievement. This paper will also investigate the practices of meditation in Baul communities and rural folk industries, where the teachings manifest the significance of nature-centred life. Baul gurus demonstrate several types of meditation music primarily practiced in forests and on grassy fields, and such meditations are meant to teach the disciple how to connect with the soul of mother nature. Finally, this paper will study the songs and performances used to teach Bauls' concept of well-being that celebrates the bonding of every kind of human relationship.

15:35-16:00
81874 | *Contemporary Art and Artistic Discretion*
Birgit Bærøe, University of Oslo, Norway

Professional discretion is about being granted the authority to make assessments and decisions in the absence of specified guidance. Theories about discretion are primarily found within the social sciences and the research field of professional theory and the welfare state. Drawing on this conceptual apparatus combined with recent art theory, I will propose a theoretical conceptualization of artistic discretion. The aim is to show how this framework can provide a way to understand assessments of contemporary visual arts in its complexity. Contemporary art consists of a variety of composite expressions and practices, across genres, categories, and disciplines. This expanding and increasingly cross-disciplinary field has in the last decades contributed to repeated discussions about the status and crisis of art criticism. Criticism understood as assessments of whether the specific work is good or bad, judgment on quality and value, has played a decreasingly role in favor of a more descriptive, affirmative critique. However, parallel to the development of alternative post-critical theories, renewed attention is directed towards the need for an explicitly critical, professional discussion about justification and the meaning of judgment and evaluation. Problems of categorization and judgment becomes pertinent in a visual arts field of interdisciplinary practices with composite aesthetic, institutional, ethical, epistemological, and political aspects, where different normative principles and frameworks conflict. In this context I will suggest that a theory of artistic discretion can address the dilemmas and considerations involved in assessments, more precisely than traditional theories of aesthetic judgment.

16:15-17:30 | Salle 233
Saturday Onsite Parallel Session 5
Education, Sustainability & Society
Session Chair: Gagandeep Singh

16:15-16:40

81078 | *Vocationalization of Secondary Education: Empowering Teenage Mothers in Refugee Settlements – A Case Study of Windle International Uganda*

Simon James Daale, Windle International Uganda, Uganda
Hilda Namakula - Masaba, Windle International Uganda, Uganda

This paper explores the vocationalization of secondary education by Windle International Uganda (WIU) and its impact on the lives of vulnerable groups, particularly teenage mothers in refugee settlements. Drawing on the Continental Education Strategy for Africa (CESA 16-25) and other key AU documents, this paper provides evidence-based insights into the progress made in implementing AU decisions to promote education and empower marginalized populations. Through the lens of WIU's initiatives, this paper highlights the transformative potential of vocational education in improving the livelihoods and future prospects of teenage mothers in refugee settings. As an organization, we have made significant progress in implementing vocationalization of secondary education and supporting teenage mothers. Through partnerships with local schools and communities, vocational training centers that offer a wide range of courses have been established, including tailoring, hairdressing, catering, and agriculture. These courses are designed to equip teenage mothers with practical skills that are in demand in the job market. Furthermore, WIU provides comprehensive support services to ensure the success of teenage mothers in their educational journey. This includes counseling, mentorship, and childcare facilities to enable them to attend classes without hindrance. By addressing the unique challenges faced by teenage mothers, WIU is breaking down barriers and creating opportunities for them to pursue education and secure a brighter future. Through testimonials and case studies, WIU has documented numerous success stories of teenage mothers who have graduated from its vocational education programs and gone on to establish successful businesses or secure gainful employment.

16:40-17:05

79380 | *Migration in Context of Academic and Career Aspirations Among Senior Secondary School Students of Punjab*

Gagandeep Singh, Panjab University, India
Kuldeep Kaur, Panjab University, India

Educational and occupational aspirations are universal traits (Kriesi,2019). The formation of aspirations is a central developmental task in adolescence (Hegna,2014). In the Indian context, these aspirations are linked to different social status positions and opportunity structures (Rani,2012). Both types of aspirations are influenced by academic achievement, which varies according to social origin (Sewell et al., 1969). So far, a researcher needs a broad and flexible point of view to explain when/how and under what conditions young people develop aligned aspirations. To understand the complexity of the processes underlying young people's decisions, the present paper focuses on exploring educational and occupational aspirations in the context of migration and studying how this (migration) relates to the achievement of these aspirations. The present research is descriptive in nature. We first describe and analyse migration patterns about educational and occupational desires (i.e. highest educational degree they would like to obtain and the desired occupation they prefer / may choose) among senior secondary school students of Punjab. From the top three districts with more student migrants, a sample of 150 senior secondary school students is selected randomly. Data collection is done through the self-made questionnaire on pre-migration desires and post-migration aspired achievement of these desires and then to explain the findings, a Sequential explanatory research design(Creswell,2012) will be used. The results show that socioeconomic status, Academic achievement, migration background, and parental education play important roles in explaining and achieving different levels and patterns of aspirations over time.

17:05-17:30

80797 | *The Impact of Electricity Blackouts on Academic Activities in South African Higher Institutions*

Pitikoe-Chiloane Moroesi G., Tshwane University of Technology, South Africa
Dondolo Hilda, Tshwane University of Technology, South Africa

It is evident that energy plays a pivotal role in the quality of individual's everyday life. As humans rely entirely on energy for their individual lives and efforts. The availability of energy in every sector of the economy is connected to an effective high level of living. The education sector utilises energy in the majority of activities. As the emerging technology usage is expanding in the education environment Thus, it is important that the energy supply is sufficient to the needs of the developing electrical infrastructure employed in the educational system. Electricity blackouts durations are considered necessary to avoid the total breakdown on the grid, caused by interruptions in supply. But, unplanned electricity blackouts can negatively impact various sectors such as; education, productivity, consumption behaviour, social costs and economy. The study investigated the impact of electricity blackouts on academic activities in higher institutions. The study employed the quantitative approach and the questionnaire was used for data collection from 350 students. The collected data was analysed using the SPSS software package. The study findings showed that most students were concerned with the issue of blackouts as their academic activities were affected. The recommendations indicated that the college/universities management need to plan in advance the alternative sources of creating energy to safeguard continuous supply of electricity in the college for academic activities. There should be continuous supply of electricity in the lecture halls, computer laboratories, libraries, lecturer's offices and student's residence, so that teaching learning can take place without any hindrance.

Notes

09:00-10:40 | Salle 234
Saturday Onsite Parallel Session 1
Teaching & Learning the Arts
Session Chair: Pedro Mendonça

09:00-09:25
79360 | *Lab for Aesthetic Education*
Wilfried Swoboda, University College of Teacher Education Vienna, Austria
Rolf Laven, University College of Teacher Education Vienna, Austria

The Aesthetic Education Lab (AELab) at the University College of Teacher Education Vienna aims to address and practically transfer arts education methodologies to cross-curricular areas such as multilingualism, language awareness and cultural diversity for teacher training. The intention is to test and research exemplary teaching development, particularly in non-rivalrous and collective settings. The aim is on the one hand to develop motivating approaches in teacher training using innovative methods and on the other hand to meet real diversity requirements using inclusive approaches. Two European research projects, SLIDE and ACIIS, are currently part of LAeB, whereby transformations from the fields of service learning and drama education are being approved and implemented. The presentation will introduce the basic structure of the Aesthetic Education Lab and its two research projects and highlight the expected impact on teacher training.

09:25-09:50
79515 | *Using Visual Materials for Tertiary Political Science Education: Effectiveness and Methods of Pedagogical Use of Environmental Cinema*
JeongWon Bourdais Park, University of Nottingham Ningbo China, China

This paper is a reflection on the advantages of using visual materials, especially films, and how to use them effectively for environmental studies in tertiary education from a political scientist's viewpoint. Cinema has long been used for pedagogical purposes across social science disciplines, especially with the development of methodological innovations in visual materials for both teaching and research. In this conference paper, I mainly address the question: What are the main effectiveness and limitations of using films for pedagogical purposes? And, what innovative approaches can be employed to enhance such educational effectiveness? It focuses on using fiction films for political science classroom teaching by communicating the historical and conceptual evolution of environmentalism in the interdisciplinary arena of social sciences and environmental studies. Taking both environmental education in political science and cultural studies approaches, this research particularly employs Gramscian concepts of 'cultures and knowledge' and political anthropologists' concepts of 'everyday politics'. Based on a typological analysis of selected environmental films, I mainly argue that the evolution of environmentalism as a socio-political ideology has been well-represented in cinema. Considering the nature of cinema as a powerful communication tool, well-designed class teaching using selected films may ensure the effectiveness of the interactive learning process. The final goal of the pedagogical use of eco-cinema in the disciplines such as political science and international relations is to contribute to nurturing environmental citizenship.

09:50-10:15
79671 | *Interdisciplinary Collaboration and Learning Through Co-creation: Experience from the Museum Field*
Lin Stafne-Pfisterer, National Museum of Art, Architecture and Design, Norway

Museum research has highlighted the pedagogical value of participation, exchange, and open dialogue as key elements for learning (Hooper-Greenhill, Museums and Education. Purpose, Pedagogy, Performance. London: Routledge 2007).To reach out to the target group "young audiences 20-30 years with interest in design and film, but who seldom visit the art museum", the curatorial team invited a design academy to engage in our work in progress. This presentation will show how the collaboration with two professors and twelve students at the academy became part of the education for three months and resulted in a formal learning outcome and had great impact on the public presentation of the Cubist painting exhibition. (John Dewey's pedagogical theories in Experience in Education (1938/1997) and Art as Experience (1934/1980) support this idea and resulted in recent singular experiments within Nordic museums through Professor Olga Dysthe and others, see f.i. Experience in Education (1938/1997) and Art as Experience (1934/1980) Breaking Boundaries. Museum Education as Research, ed. Line Engen 2023) The collaboration was built along a method of generic learning outcomes. Art historical research leading up to the exhibition was discussed with the class. We found little was kept from Hellesen's own design, thus it became the task for the students to fill out this gap with their own creations. (Stafne-Pfisterer, "Between Cubism, Theatre and Life", in Thorvald Hellesen. Pioneering Cubism 2023) A cubist dance performance in student costumes, bringing movement to the cubist painting was created and great visual material will be part of the presentation.

10:15-10:40
77004 | *Impacts of Art Appreciation Activities on Attentional Processes of Children Aged 7–10*
Pedro Mendonça, Université du Québec en Abitibi Témiscamingue, Canada

According to UNESCO (2006), an education that value aesthetic experience enhances life conditions of individuals, society and humanity progress. Research shows that visual literacy and art appreciation activities not only improve student's knowledge on art but also their critical thinking and empathic abilities. These effects are even most noticed in less advantaged students (Greene, Kisida et Bowen, 2013; Housen, 1992). Furthermore, among adults, studies show significant improvement of the visual attention after art appreciation activities are regularly held. Researches show improvement in concentration and observational abilities of participants transferable to other domains than the arts such as medicine, police work or general work performance (Herman, 2016; Naghshineh et al., 2008; Lazo et Smith, 2014). In elementary school, visual attention is essential in learning processes, not only in visual art but also in all school disciplines. It follows our interest in investigating the impact of longitudinal art appreciation activities on the attention quality of children in elementary school. When art appreciation is practiced regularly, could attentional processes of pupils (7 -10 years old) be enhanced? Our research is conducted with a group control experiment running over one full school year. We use an attention span tests designed for children (KiTAP – Kids Test for Attentional Performance, Knox et al., 2012) to collect data on attentional processes while applying VTS (Visual Thinking Strategies) protocol for art appreciation with children.

10:55-12:10 | Salle 234
Saturday Onsite Parallel Session 2
Teaching & Learning the Arts
Session Chair: Rebecca Salzer

10:55-11:20
79673 | *Evolution of Realistic Sketching Expertise: Assessing Strategies, Skill Categories, and Growth Dynamics*
Ma Hsiao Ying, National Taiwan Normal University, Taiwan
Chen I-Ping, National Yang Ming Chiao Tung University, Taiwan

The ability for realistic drawing is a highly unique and intrinsic talent in humans, yet our understanding of its essence and the learning process involved remains considerably limited. This research aims to delve into the developmental trajectory of expertise in realistic sketching. To accomplish this, we initially developed an assessment method capable of objectively measuring an artist's proficiency in sketching. The performance in realistic sketching was dissected into eight subcategories for detailed evaluation. Additionally, we established a systematic procedure for systematically observing an artist's drawing process. Subsequently, we compared the performances of five groups with varying levels of ability: regular junior high school students, junior high art class students, high school art class students, university art department students, and an advanced elite group. Our findings reveal that with the elevation of expertise, more mature artists demonstrate an enhanced ability to maintain a holistic drawing strategy throughout the entire process. In contrast, less experienced artists tend to employ a sequential approach, addressing individual details one at a time. Furthermore, we observed varying progression rates in different subcategory skills. Some skills exhibited rapid improvement within the first three years of artistic training, reaching a plateau swiftly, while others, even after a decade of training, displayed a consistent and steady progression. The identification of these differential growth rates among skill categories provides valuable insights for realistic drawing instruction.

11:20-11:45
81297 | *Navigating Challenges: The Lived Experience of Creative Entrepreneurs in New Zealand's Performing Arts*
Angelique Nairn, Auckland University of Technology, New Zealand
ustin Matthews, Auckland University of Technology, New Zealand
Deepti Bhargava, Auckland University of Technology, New Zealand

Working in the performing arts presents a unique set of challenges for creative entrepreneurs striving to balance artistic values with pragmatic needs. This study addresses a gap in the existing literature by exploring the lived experiences of creative entrepreneurs in New Zealand's performing arts scene. Through 54 semi-structured interviews with individuals across various roles in the industry, including dancers, musicians, directors, and actors, we delved into the nuanced challenges they face.Thematic analysis revealed several key findings. While many participants found their work fulfilling and noted improvements in industry diversity, they expressed frustration with the lack of support from government organizations. Moreover, there was apprehension regarding the utilization of digital technologies to promote their work, highlighting a need for greater digital literacy and support in this area. Additionally, the project-based nature of their work and uncertain demand for their services contributed to feelings of instability, impacting mental health. This research sheds light on the complex dynamics at play within New Zealand's performing arts sector and underscores the importance of tailored support mechanisms for creative entrepreneurs. By addressing these challenges, stakeholders can work towards a more sustainable and thriving environment for creative laborers in the performing arts.

11:45-12:10
79779 | *Democratizing the Digital Dance Landscape*
Rebecca Salzer, University of Alabama, United States

Dance's embodiment of cultural heritage enriches a wide range of other humanistic study. That same embodiment, however, also presents challenges for its preservation and study. The increasing ease and availability of film, video, and digital technologies have created opportunities for dance to expand beyond its traditional body-to-body transmission. But, access to dance information, especially recordings, has historically been limited and inequitable, both in terms of whose work is represented in archival collections and who has the privilege to view that work; a situation thrown into stark relief during the Covid-19 pandemic, when the performing arts community was forced to pivot toward screens overnight. The author, a researcher for the Dancing Digital/No Boundaries Archive Project (DD/NBAP), has been working since before the pandemic to create more accessible, equitable, interconnected, and sustainable dance resources online. They will discuss the project's multiple strategies to represent the voices currently excluded from the archive - especially those of women and BIPOC dance artists - including the creation of a Dancing Digital Commons (DDC), built upon the existing Wikidata integration model and envisioned as a curated locus of linked dance data from contributing institutions and individuals. The author will share the project's early demo for the DDC, which is centered upon information about ten contemporary African American choreographers, and integrates data from established performing arts archives. They will also discuss how the DDC might function as a model for data justice and enrichment across the arts and humanities.

Saturday Onsite Parallel Session 3
Life in Literature Studies
Session Chair: Jacqueline Kolosov

12:25-12:50
79582 | *The Joys, Sorrows, and Greatness of Douglas Fir: Reading David Suzuki's "Tree: A Biography" and Harley Rustad's "Big Lonely Doug"*
Chak-kwan Ng, Hong Kong Metropolitan University, Hong Kong

Traditionally, literary criticism on life writing focuses on the representation of the life experiences of a human individual, examining how the narrative is shaped in ways that interpret the subject's personal development, interests and motivations, and the broader historical and cultural influences on the subject as well as their life story's significance. In the face of the posthuman turn in humanities, recent auto/biography studies have engaged in rethinking the anthropocentric orientation of the field and proposed approaches that decenter the human's identity as the principal actant and foreground the significance of nonhuman life. The emergence of nonhuman biographies as a genre reflects a growing recognition of the personhood and agency of animals and plants. David Suzuki's Tree: a Biography (2004) and Harley Rustad's Big Lonely Doug (2018) are two notable examples in this emerging genre, focusing specifically on the lives of Douglas fir trees. This paper aims to demonstrate a comparative reading of the two works: while Tree: a Biography presents the life story of a Douglas fir as synecdochic for a natural history of life on the Earth by weaving scientific knowledge in the narrative, Big Lonely Doug tells a story of nature conservation from the perspective of a particular tree that has attained symbolic significance. Despite the different storytelling, Suzuki and Rustad both highlight the Douglas fir's importance for the ecosystem and demonstrate a deep appreciation for the tree's natural and cultural presence, speaking of the power of nature.

12:50-13:15
79667 | *Rethinking Resilience, Traversing Trauma: A Study of Sexually Abused Children and Young Adults in Tracey Hoffmann's Valley of Chaya*
Sheetal Kumari, Indian Institute of Technology Roorkee, India

In Valley of Chaya, Tracey Hoffmann depicts a dark global community where young adults and children are abducted and sold into brothels. The victims of sexual violence at brothels endure such horrific conditions that it is joyous to learn of their survival but terrifying to go through. The victims have to relive the traumatic journey while experiencing a range of autonomic, anxiety and depression-related symptoms, as well as psychological fallout, including nightmares, trouble sleeping, hyper-alertness and memory impairment. In contrast to trauma, which leaves victims with recurrent and unpredictable consequences, resilience creates aspects of notable hardship and constructive adaptation. Once victims of such atrocities survive, they become more resilient and capable of handling trauma. With resilience playing a critical part, this research attempts to contextualize the trauma experienced by these survivors and their coping strategies. As in Valley of Chaya, the victims are of different age groups, religious backgrounds, and cultures, which problematize to cope with one another's trauma where sharing experiences is the crucial part. Through consulting trauma theory and resilience theory, the paper textualizes the factors of spatiality, religious faith and culture to cope with the trauma of sexual abuse of Hoffmann's Indian and Australian characters. Also, after witnessing and experiencing sexual abuse, the victims lack the language abilities to expose the horror and the social maturity to comprehend their exploitation. As resilience displays positivity and strength rather than the vulnerability of the victims, the paper explores how different linguistic backgrounds create a barrier to developing coping mechanisms.

13:15-13:40
79106 | *Exploring Exile and Crosscultural Complexities in Yasmine Gooneratne's A Change of Skies*
Mukesh Yadav, University of Engineering and Management, India

The paper explores how the past affects the future in Yasmine Gooneratne's A Change of Skies. The vital aspects of immigration, adjustment to new lands, expatriation and complexities of cross-cultural negotiation with specific issues of cultural identity and authenticity are dealt in the paper. The paper highlights the experiences of Asian immigrants and how they adjust to living in the new environment of Australia. The major characters, Barry and Jean are subjected to tremendous pressures in Australia. The couple relishes the challenge and ultimately prospers in the environment. However, the couples were disillusioned with the first experience of being forced to see themselves as a generic subject in the gaze of the 'Other'. In the novel, A Change of Skies, Gooneratne recognizes the complex sources of the present, she realizes the hope that these can generate a future freed of the limitations of the past, but not free of the universal absurdities of the human condition. People, do, she suggests, change their souls when they change their skies. More importantly, when they change their skies, they do not abandon the past, but produce a new future and new possibilities.

13:40-14:05
80459 | *One Small Hospital…All our Bodies Linked, as if Holding Hands: Towards a Poetics of Chronic Illness and Dying*
Jacqueline Kolosov, Texas Tech University, United States

The late Canadian poet and scholar Hilary Gravendyk coined the phrase "Chronic Poetics" to describe poetry that hones in on the relationship between chronic illness and generational form in order to extend the reach of disability criticism's relevance to all bodies, not just disabled bodies. Though my intentions are not so much political as existential, I share Gravendyk's recognition that although biomedical research into the management of chronic disease and terminal illness is well-established, far less valued much less documented is the experiential knowledge of patients as a means of understanding the impact of living with chronic and with terminal illness. Such a poetics recognizes the ability to perceive with that pain from within a body that refuses to recede from consciousness. While poetry therapy is an immensely valuable tool in this context, this presentation will focus on poetry written by well-established poets whose work becomes a portal that provides entry into another way of being. Such poetry portals ask the reader to consider their own potential as well as limitations in light of histories of isolation, exclusion and liminal experience that come with chronic and terminal illness. Merleau-Ponty's emphasis on the expressiveness of language in relation to embodiment also enters the conversation though primary emphasis remains on the poetry of those including the late Jane Kenyon, Stanley Plumly, and Saskia Hamilton, with attention to John Keats as well as Emily Dickinson.

Saturday Onsite Parallel Session 4

Gender & Sexuality in the Arts

Session Chair: Anthony Brown

14:20-14:45
78553 | *Blurred Lines: Expanding Conversations About Sexualization of Youth in Competitive Dance*
Lisa Sandlos, York University, Canada

This paper explores the multifaceted implications of teaching youth (ages 12-18) to express themselves through dance in a society that has increasingly imposed sexualized and gendered norms on young bodies, particularly since the 1990s. Specifically, the paper investigates how sexualization impacts youth who dance in privately-operated studios and competitions within Canada and the United States. Distinct from healthy expressions of sexuality that are important in adolescence, sexualized dance blurs the lines between self-expression and the erotic aesthetics or provocative movements dancers often learn to reproduce. While sexualization of girl dancers is widely recognized and debated in competition dance, it is not always well-understood by instructors, parents of dancers, or the dancers themselves and impacts on boys and non-binary youth in dance are rarely acknowledged. Within a feminist theoretical framework of embodiment, gender and sexuality, this paper addresses this deficiency by highlighting particular ways sexualization can influence the identity development, body image, self-confidence, and social interactions of young dancers. Additionally, the paper investigates the following subtopics: a) current perspectives on sexualization, training, and performance practices within competitive dance schools in response to widespread acknowledgement of the need for greater equity, diversity, and inclusion, b) dance community thinking as influenced by the #MeToo movement and issues of consent, self-confidence, and bodily autonomy, and c) how social and digital media can perpetuate or resist sexualized constructions of young dancers. The paper concludes with strategies for dance studio communities wishing to develop alternative pedagogical approaches and expand conversations about sexualization within competitive dance.

14:45-15:10
79675 | *Rethinking Resilience and (Queer) Ways of Being in the Pandemic: Contextualization of Body Politics and Phenomenology in Select Poems*
Saher Bano, Indian Institute of Technology Roorkee, India

Through analysing select queer pandemic poems from The World That Belongs To Us: An Anthology Of Queer Poetry From South Asia, this paper examines 'little (resilience) narratives' from the margins, which are not only a response to adversity but also 'a way of being' (queer), a celebration of the alternatives, experiences, and identities which contribute to the diversity of South Asian queer community. The paper contextualises queer bodies as a metaphor of 'little (resistance) narratives', a deconstructive site, a 'polysemic' postmodern self in contention with the phallogocentric discourses. Through referring Sara Ahmad's 'Queer Phenomenology', which situates queer body and space in Covid-19 pandemic, the paper understands how queer subjectivities are involved in rewriting and reinventing the traditional (hetero)patriarchal structures into new forms of queer(y)ing. Further, drawing on Judith Butler's What World Is This? A Pandemic Phenomenology, the paper poses inquiries regarding orienting oneself, within spatial, social, and planetary contexts. In a world where the pandemic has blurred the boundaries between the human and the nonhuman, where issues like precarity, poverty, racism, transphobia, and sexism are pervasive, Butler explores the fundamental questions of "what makes a life livable?" and "how long can I live like this?" (29). As well, the queer performative bodies mentioned in the select poems embrace their sense of 'in-betweenness' and revel in transgression, alterity, and defiance. Through these gendered and sexual (re)presentations, queer resilience, bodily acts and performances amplify a leap into the future possibilities of genderqueer, and makes a space for alternative 'coalitions.'

15:10-15:35
79685 | *The Invisible Spectrum: Resilience of the Autistic Community in Female Representation*
Maria Borzenko, European Humanities University, Lithuania

There is abundant research on autism issues, but almost no research papers look into the representation of autistic women. Women are generally excluded from autistic medical research (D'Mello, 2022), and thus they are inaccurately portrayed in canonical autistic characters (Dean & Nordahl-Hansen, 2021). The gap between autistic women's existence in the real world and the lack of their recognition in the media landscape has led to the communities claiming some well-known characters as "headcanons", representing said community (Shafee, 2021). Such characters exhibit autistic traits while being generally more intersectionally diverse, and provide relatable characters that are not reduced to their disability, and that do not fit into narrow boxes of cinematic tropes of disability representation. These characters frequently serve as role models, but misconceptions surrounding their identities can result in inaccurate portrayals, consequently contributing to the stigmatization of real-life autistic women (Maich & Belcher, 2014). As an autistic researcher of autism, I strive to comprehensively explore autistic behavioral traits exhibited by female characters in popular movies, especially those characters not explicitly labeled as autistic, and the diversity of the image that they create. By employing content analyses, intersectionality analyses, and analyses of narrative codes, the research aims to contribute to a more accurate understanding of autistic representation in popular filmography and its potential real-life implications, proving greater diversity in the representation of autistic women through headcanons.

15:35-16:00
80141 | *Compulsory Heterosexuality Through Family-Led LGBTQ Conversion Practices in South Africa*
Anthony Brown, Stellenbosch University, South Africa

Despite recognition of their harmful impacts, conversion practices targeting lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals persist globally. However, scholarship overlooks African conversion efforts. Through in-depth interviews with 35 LGBTQ South Africans, this qualitative study explores the oppressive African practices overlooked by research dominated by Western contexts. The emergent themes expose multiple examples of abuse by led by families—from forced traditional healing ceremonies and religious rituals to corrective rape. Parents take children to traditional healers who perform rituals and prescribe regimens claimed to "eliminate" LGBTQ orientation. Families compel youth into lengthy church-led efforts to "pray the gay away". Most gravely, many queer women and trans participants face heightened risks of repeated assault and murder following corrective rape meant to violently "cure" nonconformity. Many participants detail secretly maintaining LGBTQ relationships amidst harm—courageous resilience by living authentically and seeking community support despite oppression. Their stories reveal flaws in enforcing rigid gender/sexual norms. The need for LGBTQ-affirming protections and education against conversion efforts is urgent to celebrate diversity against enforced heterosexual conformity. This study illuminates an under-analyzed practice, framed by compulsory heterosexuality theory, harming African gender/sexual minorities through family-driven conversion attempts. In addition, participants' stories reveal the courage of living authentically and seeking community support despite external oppression. Their resilience in embracing identity despite rare African conversion therapy practice intending to "fix" the fault in compulsory conformity. It points to the urgent need for education on supporting natural human diversity in gender and sexuality to eliminate conversion practices

16:15-17:30 | Salle 234
Saturday Onsite Parallel Session 5
Comparative Humanities in Practice
Session Chair: Manveen Singh

16:15-16:40
81607 | *Promoting Social Innovation with Hybrid Company Forms of Social Enterprises*
Prapin Nuchpiam, National Institute of Development Administration, Thailand

Social innovation provides a way to solve social problems through innovative products/solutions, processes and empowerment strategies. Social enterprise could be considered as a hybrid organization adopting various social innovation measures to achieve social benefits. Putting it this way, social innovation thus happens through social enterprise. Nonetheless, social enterprises do not always involve social innovation. Then, an issue has been raised whether any organization which has some degree of social innovation (through either products, process or empowerment) could be called a social enterprise. No matter whether the concepts of social innovation and social enterprise are differentiated or intertwined, there is currently no consensus on the universally accepted definition of social innovation and social enterprise. This paper aims to see how law can facilitate social innovation through social enterprise. The focus is on analyzing hybrid company forms, the US's Low-Profit Limited Liability Company (L3C) in particular. It relies on a documentary research method following a qualitative analytic mode making use of various types of documents obtained from many sources.

16:40-17:05
80231 | *A Study on Micro, Small, and Medium Entrepreneurs' Awareness of Flood Risk to Reduce Loss and Damage*
Savithri Jayakody, University of Tsukuba, Japan Kenichi Matsui, University of Tsukuba, Japan

In Sri Lanka, the MSME sector provides 45% of the employment and 52% of GDP. It represents 99.8% of the establishments. However, this sector is highly vulnerable to flood loss and damage. Post-Disaster Needs Assessments of Floods and Landslides in Sri Lanka (2017) reported that past floods cost LKR 10 billion damage to the MSME sector. Past studies showed that the risk of flood can be reduced by a variety of measures, but the role of flood risk awareness in reducing loss and damage remains unclear. This study investigated the role of flood risk awareness among MSMEs in minimizing loss and damage. We conducted a questionnaire survey among 90 MSMEs owners in three selected divisional secretariat divisions (DSDs) in Colombo district during the month of December 2023. The survey findings reveal a significant disconnection between government risk reduction efforts and information dissemination to MSME owners, contributing to a lack of awareness in disaster preparedness. Despite this, MSME owners demonstrate a high awareness of potential flood hazards and possess a strong risk perception. The respondents in Colombo and Kolonnwa DSDs face higher flood risks due to close proximity to flood sources and the frequency of flood events. The Kaduwela respondents, constrained in evacuation by the nature of their businesses, incurred more significant losses. The survey emphasized that well-informed MSME owners could have substantially reduced flood damage through informed actions, highlighting the importance of tailored risk communication strategies and targeted support for MSMEs to enhance flood preparedness and minimize associated losses.

17:05-17:30
79526 | *The European Commission's Draft SEP Regulation: A Slippery Slope or a Renewed Hope?*
Manveen Singh, O.P. Jindal Global University, India

Standards have long been considered the building blocks of innovation, and central to the standardization process are patents that protect the underlying technologies essential to a standard, also known as standard essential patents (SEPs). Since the beginning of the 90's, licensing of SEPs has attracted a significant amount of discussion involving not just the industry and academia, but also courts and competition agencies. While the latter has, time and again, come up with guidelines on SEP licensing, there continue to be questions asked in terms of a global solution to disputes concerning SEPs and the determination of fair, reasonable, and non-discriminatory (FRAND) rates. It is to that effect that the European Commission (EC) recently published its Draft SEP Regulation, intending to bring transparency and predictability to SEP licensing. The Draft Regulation drew instant reaction from both licensors and licensees across the information and communications technology (ICT) sector. Commentators and academics joined in, with quite a few being critical of the proposed regulation. Against the above backdrop, the present paper seeks to evaluate the Draft SEP Regulation proposed by the EC and further analyze the challenges likely to be posed concerning the implementation of the Draft Regulation. In doing so, it addresses the all-important question as to whether the Draft Regulation is likely to bring with it a renewed sense of hope for SEP licensing in the EU or disrupt the ongoing efforts on the part of the industry to find amicable solutions to SEP licensing.

Notes

Saturday Onsite Parallel Session 1

Adult, Lifelong & Distance Learning

Session Chair: Shontale Bryant

09:00-09:25
81845 | *The Effectiveness, Challenges and Psychological Impacts of Online Learning for University Students: A Case Study of Open University of Mauritius*
Preetamsingh Dookhun, Open University of Mauritius, Mauritius
Sanmooga Savoo, Open University of Mauritius, Mauritius

The purpose of this paper is to investigate the effectiveness, challenges and psychological impacts of online learning for university students at Open University of Mauritius. The coronavirus pandemic had considerably impacted the educational system throughout the entire world. The closure of educational institutions had disrupted the proper running of the system, limiting learners' acquisition of knowledge, and limiting the work of schooling authorities, stakeholders, and policy-makers. Design/methodology/approach – The research design for this study comprises of a comprehensive literature review and collection of primary data from 373 respondents. This study will take the form of a quantitative approach. Correlation analyses were used to test the hypotheses. Findings – A total response rate of 72.9 % (N-373) was obtained. With regards to effectiveness of online learning, good understanding of learning content; information retention and others are highly affected with the assistance of tutors in comparison to situations when there is no assistance. With regards to challenges of online learning, difficulty understanding the language medium; difficulty understanding the learning content among others are highly influenced with the assistance of tutors. With regards to psychological impacts of online learning, level of happiness and enjoyment among others is highly impacted with proper assistance of tutors. In short, proper tutor's assistance affects the effectiveness and psychological impacts of online learning but does not affect the challenges of online learning. Practical implications – This research will assist policymakers in identifying the effectiveness, challenges and psychological impacts of online learning for university learners. Originality/value.

09:25-09:50
79761 | *Meaningful Learning for Blind Students in Using Audiobook as a Tool in Distance Education*
Jaka Warsihna, Universitas Terbuka, Indonesia
Zulmi Ramdani, UIN Sunan Gunung Djati Bandung, Indonesia
Andi Amri, Universitas Muhammadiyah Prof.Dr.Hamka, Indonesia
Fauzy Rahman Kosasih, Universitas Terbuka, Indonesia

Current technological advancements have introduced a new perspective in facilitating optimal learning for individuals. The presence of audiobooks as a learning medium is anticipated to ease the process for blind students in accessing a greater volume of material and achieving enhanced accessibility. Previous studies have not extensively explored the role of audiobooks for blind students despite the potential of this medium as a driving factor for their success in learning. A descriptive phenomenological study was employed to investigate the experiences of blind students in using audiobooks as a supporting learning media. Two blind students, actively engaged in distance learning programs, participated in this research. Through thematic analysis, the findings revealed that audiobooks can indeed serve as an effective tool for them to access diverse and directed learning resources. However, specific considerations, such as accessible features and the dynamic nature of audiobook narrations, which need to align with the content, must be taken into account during implementation.

09:50-10:15
81901 | *Enhancing Online Education in Indian Management Institutes: Investigating Critical Success Factors for Program Effectiveness*
Hanna Olasiuk, O.P. Jindal Global University, India
Sanjeev Kumar, O.P. Jindal Global University, India

Online education has gained popularity in Indian management institutes due to its flexibility and accessibility. This study examines critical success factors (CSFs) influencing online education to enhance program effectiveness. Using a dataset of 123 articles from Elsevier's Scopus database, covering 2003 to 2024 globally, the study combines bibliometric analysis and structural topic modelling (STM). This approach is a state-of-the-art method for natural language processing and text analysis, making it crucial for document analysis. The findings reveal that India ranks second in research on online education in higher education, highlighting the need for excellence in this domain. Key CSFs identified include technology infrastructure, faculty readiness, course design, student engagement, and institutional support. A robust technology infrastructure is essential for seamless learning, while faculty require training in online teaching and effective communication. Well-designed courses catering to diverse learning styles and interactive elements enhance student engagement, which is critical for motivation and learning. Institutional commitment and leadership are vital for resource allocation and strategic planning. Addressing these CSFs is crucial for management institutes to develop high-quality online education programs that meet student and stakeholder needs, ensure quality, and meet educational goals. Additional findings report a surge in the articles on online education in higher education, contributing 32 articles from 2020 to 2022.

10:15-10:40
79584 | *Perceptions of Transactional Distance From Black Males in Online Asynchronous Math Courses*
Shontale Bryant, Christian Brothers University, United States

Transactional distance theory (Moore, 1973, 1993, 2013, 2019) identifies transactional distance as a psychological or communication gap that can be perceived by learners based on their personal educational needs and/or preferences. These perceptions of distance can occur in any learning environment but especially in online learning environments and can influence course satisfaction, participation, and persistence (Tinto, 2009). Perceptions of transactional distance are observed through interactions and are influenced by the theory's three main tenets of course structure, dialogue, and learner autonomy through instructional design and personalization. Semi-structured qualitative interviews were conducted with Black males taking online asynchronous math courses at a mid-sized North American university to determine how the participants' perceived instances of transactional distance. The tool was designed as a lens to examine transactional distance through five types of learner interactions. Results of the study support the theory's purport that learners perceive instances of transactional distance based on personal educational needs and/or preferences. The findings also support empirical research findings stating that educational disadvantages can be exacerbated in distance learning environments, especially for marginalized or underprepared populations (Paul et al., 2015; Salvo et al., 2019; Stewart et al., 2010; Xu & Jaggars, 2013). Per the research, learners should experience varied interactions with options for personalization. Stakeholders have the opportunity to support learners through professional development for instructors and course designers, cycles of feedback, learner support programs, personalization, and varied course design which should include interactions, dialogue, opportunities for autonomy, and course structures appropriate for online learning environments.

10:55-12:10 | Salle 269
Saturday Onsite Parallel Session 2
Primary & Secondary Education
Session Chair: Jaysveree Louw

10:55-11:20
81582 | *Animalezas Sonoras – Collaborative Composition Workshop for Children*
Nur Slim, Universidad Nacional Autonoma de Mexico, Mexico

Animalezas Sonoras is a collaborative composition workshop. The methodology is conceived for children between 3 and 6 years of age and centers on the enhancement and amplification of the imaginative processes within a constructivist theoretical framework. The method seeks to stir active participation through senso-perceptual stimulation by means of textures, sounds, and images in order to develop the child's creative and musical capacities. This workshop is also at the origin of the Guía de juegos para pequeños compositores (Games guide for little composers), a working guide which provides musical composition exercises that introduce children to sound experimentation and helps develop their imagination. Empirical observation has proven that collaborative composition and the use of new, non-traditional methodologies strengthens the creative potential in children, which in turn allows them to acquire more solid tools to shape their personalities and solve everyday problems. Today, composition and performance are considered two separate fields, although this has not always been the case. It is important that children learn to express themselves through music, not only learning to play an instrument, memorizing exercises with songs that do not always force or stimulate them personally, but giving them the tools to be the creators of their own story. The aim is to give them a transdisciplinary education so that they become free adults, because they will have reflective thinking and will grow up being sensitive to what is happening in the world.

11:20-11:45
81148 | *Influence of Parent-Teacher Partnership on Student Academic Engagement and Mathematics Achievement in Senior Secondary Schools in Nigeria*
Taiwo Oladipo-Abodunwa, The Polytechnic, Nigeria
Joshua Adeleke, University of Ibadan, Nigeria

Many students all over the world dread mathematics, and efforts must therefore be made to evolve strategies that may help to arouse students' interest, to improve students' engagement with the subject to enhance performance to impact positively on the national growth of Nigeria. The provision of home and classroom environments that are conducive to mathematics learning through Parent-Teacher Partnership (PTP) will be a step in this direction. A sample of 4146 SSS3 students from 72 randomly selected schools (public= and private=) selected from 12 Local Government Areas (LGAs); inclusive of one purposively selected rural LGA in the three senatorial districts in Oyo State, Nigeria provided data used in investigating the causal effect of PTP on student academic engagement and mathematics achievement. Analysis revealed that PTP (knowledge β=0.11, t=8.11; attitude β=0.04, t=2.35 and practice β=0.15, t=10.1) of both parents and teachers influenced students' academic engagement and achievement in mathematics in senior secondary schools in Oyo State, Nigeria. School authorities and stakeholders in education should encourage teachers to partner with parents to heighten achievement in mathematics.

11:45-12:10
81370 | *Make Teaching Fun: Teaching Mathematics to Grade R Learners Through Storytelling*
Jaysveree Louw, Central University of Technology, South Africa

Mathematics is a crucial subject that forms the foundation of various disciplines. It is the explanation of how we organise our everyday lives to make sense of what is going on around us. Our understanding of how things work on planet Earth depends largely on our understanding and use of Mathematics. In Grade R (the year of schooling that precedes Grade 1) Mathematics, it is especially important for the teacher to focus on physical, social, conceptual and lingual knowledge. The aim of this theoretical paper is (1) to examine the relationship between the teaching of Mathematics through the telling of stories and (2) to highlight the benefits of merging Mathematics teaching with storytelling. The paper argues that many young learners find the traditional ways (e.g. rote learning) of learning Mathematics boring, too abstract, rigid and unenjoyable. These traditional approaches to teaching Mathematics could shed light on why many learners in South Africa do not perform well in Mathematics. One alternative to teaching Mathematics is to teach it through the telling and reading of 'Math stories' in order to make learning Mathematics fun and enjoyable for Grade R learners.

12:25-14:05 | Salle 269
Saturday Onsite Parallel Session 3
Professional Training, Development & Concerns in Education
Session Chair: Clarisa G Quan

12:25-12:50
78261 | *Uncovering English Language Instructors' Professional Identity Construction: An Autoethnographic Exploration of Research-Based Paper Presentation Experiences*
Fitri Agustin, Universitas Pendidikan Indonesia, Indonesia
Novita Eka Tristiana, Universitas Negeri Semarang, Indonesia
Umi Farisiyah, Universitas Negeri Yogyakarta, Indonesia
Tina Priyantin, Universitas Pendidikan Indonesia, Indonesia

The concept that teachers are agents who actively manufacture meaning about their professional identities serves as the foundation for our presentation of the construction of our identities as EFL instructors building their professional development through on-site and online research-based paper dissemination. The methodologies of collaborative autoethnography (CAE) and arts-based educational research (ABER) were utilized to investigate and reflect upon the formative experiences that have contributed to our professional development and our sense of who we are as teacher researchers. We are gaining insight into the historical, socio-cultural, and institutional factors that have shaped and transformed our identity as English as a Foreign Language (EFL) teacher researchers by articulating and reflecting upon the textual and visual evidence we have collected and continuously analyzed. The material at hand encompasses written and visual forms that have been gathered and analyzed. Through our joint efforts, we have been able to anticipate potential avenues for professional growth. This has motivated us to enhance the type of collaborative research that fosters community capacity development within our own group and the broader scholarly community.

12:50-13:15
81940 | *The Impact of the PLC+ Framework and SIOP Model to Improve New Teacher English Language Development Instruction*
Kimberly Garcia, California State University, Northridge, United States

In the early 2000s, findings from a US National Reading Panel study prompted politicians, educational leaders, and curruculum publishers to promote the "Science of Reading (SoR)," a systematic approach to literacy hyper focused on reading foundational skills, as the instructional model for literacy instruction. SoR has been widely adopted by standardized curriculum publishers and implemented in most public schools in the United States. After nearly three decades of implementation, standardized literacy curriculum focused on SoR has failed to advance the literacy achievement and English language acquisition of Emerging Bilingual (EB) students. This failure is compounded by the fact that teachers new to the profession have expressed feeling underprepared to differentiate instruction for EB student groups. The objective of this small-scale qualitative study is to determine if providing new teachers in a large urban school district professional development that 1) follows the steps outlined in the PLC+ Framework and 2) supports new teachers in implementing the Sheltered Instruction Observation Protocol (SIOP) model will positively impact new teachers' sense of self-efficacy in their ability to provide English language development (ELD) instruction for their EB students. Utilizing Grounded Theory to analyze data from open-ended surveys, interviews, and focus groups, it is expected that the mapping of the PLC+ theoretical framework over the training of the research-based SIOP Model instructional framework will both increase new teacher self-efficacy and feelings of preparedness, and positively impact the educational experience and achievement of their EB students.

13:15-13:40
80307 | *How Educate Internationally-Educated Nurses: Perceptions of Nursing Administrators*
Chiharu Miyata, Kyoto Prefectural University of Medicine, Japan

The number of foreign nurses via the Economic Partnership Agreement system has been increasing in Japan, it is crucial to promote the stable employment of Internationally-Educated Nurses (IENs). This study will allow us to better understand the conditions under IENs, and by discussing refer to evidence of Western countries that accept more IENs than Japan, we can lead to effective education and support for IENs. Therefore, this study aimed to explore the key factors for the effective education and support for IENs from the perspective nursing administrators. This study applied a qualitative descriptive approach. A semi-structured interview was conducted to nine nurse administrators were chosen based on a purposive sampling method. Each interview was recorded and transcribed, after which it was analyzed using the qualitative content analysis method. Four categories were extracted as key factors: "Clarification of career path", "Support for improving language skills", "Support for their career reconstruction", "Comprehensive support". The outcome suggested that nursing administrators need to; to make a clear policy how to develop IENs as valuable human resources, to provide continued support to improve their language skills, to create of guidelines from the perspective of the career development of foreign-educated nurses, clarify the individual goals, and to share values, beliefs, and communication styles each other's. These things could enable IENs to acquire the necessary cultural knowledge and appropriate skills necessary for performing their duties and the ultimate profession of them, which can lead to their growth and improve quality of care in clinical setting.

13:40-14:05
81978 | *Ten Years of SCRATCH in the Applied Linguistics Classroom: Student Teachers Evaluating the Program's Modifications from SCRATCH 1.4 to 3.0*
Clarisa G Quan, University of Guam, Guam

For over 10 years, undergraduate and graduate students and student teachers taking LN400/500 Applied Linguistics at the University of Guam were required to design SCRATCH projects that they had to present at the university-sponsored Annual Regional Language Arts Conference, and that they could actually use in their teaching primary, middle school, or high school students. SCRATCH is a free downloadable program from MIT (Massachusetts Institute of Technology), whose programmers have released newer versions that address older coding issues. This presentation will discuss how the various versions of SCRATCH, (i.e., Scratch 1.4 that students used from 2010 to 2012; Scratch 2.0 that they utilized from 2013 to 2018, and its latest version, 3.0, that students used in 2019, 2022 and 2023) - affected the quality of students' projects and triggered their comments about the program's user-friendliness, usefulness, and and yes, bugs that they feel still have to be addressed. Student Suggestions for improving the program will also be included.

Saturday Onsite Parallel Session 4

Media, Film Studies & Communication

Session Chair: Daniel Gilmore

14:20-14:45
81504 | *Influencing the Tradition: Studying a Bengali TV Serial's Influence Over Men's Fashion Preference in Contemporary Kolkata*
Gargi Ghosh, Indian Institute of Technology Kanpur, India
Ritwij Bhowmik, Indian Institute of Technology Kanpur, India

The paper attempts to trace and document a rare example of visual media promoting its own cultural heritage to a community, taking the Bengali TV show "Korunamoyee Rani Rashmoni" (dir. Rupak Dey, 2017-22) as a case study. 2017 onwards, the show "…. Rashmoni," which followed the life of social reformer Rani Rashmoni in colonial Bengal and showcased zamindars clad in traditional 19th-century attire, gained extreme popularity in Kolkata. Concurrently, identical designs worn by the show's male characters became immensely popular in contemporary Kolkata markets without any conscious official merchandising endeavor. This phenomenon prompted the researchers to make a descriptive claim, and they adapted visual ethnography and narrative analysis as methodology tools while interviewing men's apparel sellers and independent designers from Kolkata. The research findings locate both social and visual media influence on Bengali men's choice of clothing- from following yesteryear superstar Uttam Kumar's personal style (1970s), to TV serial "Janmabhumi" (1997-2002) and subsequently, the current surge of demand owing to serial "…..Rashmoni" (2017-22). The paper offers a visual evolution of male period drama costumes represented in Bengali media & their subsequent effect on general customers' fashion choices. It sheds interesting light on the gender roles in purchasing decisions in relation to the viewership of fictional televised content. The resilience of the trend through the global pandemic, outliving the source of inspiration in 2024 Kolkata markets, and shattering the social class barriers traditionally associated with the design indicates the potential of visual communication of regional language media in its cultural stronghold.

14:45-15:10
81213 | *Cable Newsing Ourselves To Death: Examining the Connection Between Cable News to Social Media*
Daniel Gilmore, New York University, United States

New media forms often build themselves off of their immediate predecessors, but shifts sometimes occur. At the launch of CNN on June 1st, 1980, founder Ted Turner pledged that this first of its kind news network "won't be signing off until the world ends", in a sharp contrast to the structuring of broadcast television up until that point. Turner's pledge to build his news network around continuous, 24 hour coverage meant that a new mode of content generation had to be built in order to fill the now unceasing demands of airtime. Ultimately, Turner's vision of what "the news" could look like won out and this model of an endless churn of material to fulfill an unlimited expanse of consumption space has come to dominate a tremendous amount of our present media landscapes—especially online. What this presentation seeks to argue is that our present era of the internet—the era of social media—rather than taking its cues from earlier forms of the internet, has instead been modeled after the practices and incentives of cable news. Triangulating between Neil Postman's theories of media's adaptations to consumption demands and Marshall McLuhan's arguments about the affordances of media form, the focus here is to examine how the growth of social media eventually led to a present landscape of an internet built on an insatiable engagement engine powered by an unending demand for user generated content and the ways in which that has, like cable news, worked to corrode the quality of these media spaces.

15:10-15:35
79677 | *Digitalization, New Media & OTT: Case Study of Ushering New Perspectives for Gender Issues*
Chayanika Uniyal, University of Delhi, India
Amna Mirza, Sarojini Naidu Centre for Women's Studies; Jamia Millia Islamia University, India

Technological and digital innovations are of huge significance in contemporary scenarios. From the digitalization of business models and governance to its impact on the everyday lives of common people, digital is the driver of the fourth industrial revolution too. The rise of virtual realities, Web3, and artificial intelligence has led to new challenges and opportunities. The way the masses consume entertainment and the rise of over-the-top (OTT) platforms are hallmarks of it. Further, media forms an integral part of portrayal, depiction, and features, which leads to stereotypes, biases, and exclusion. A boom in smart phones and high-speed internet also raises concerns about regulatory requirements for OTT platforms. OTT platforms navigate exponential growth and create an entertainment ecosystem, leading to innovative ideas. There are debates on social norms and identities that have often arisen from OTT content. This becomes a counternarrative to the follies of mainstream perspectives. OTT content is driven by the idea of a strong woman, challenging stereotypes, and calling out the social gendered dynamics. OTT adds heterogeneity to our understanding of gender. In a demand-driven world, this creates new forms of presentation and representation, adding a tenor of empowerment for women and gender issues at large. The paper attempts to discuss how, amidst the evolving nature of OTT platforms, they have been able to garner new perspectives on gender issues. It also discusses case studies from OTT platforms to enlist the significance of engagement with gender issues on a consistent basis, which is beneficial for holistic development too.

15:35-16:00
82286 | *From Hegemonic Masculinity to Hegemonic Muslimness: Bangladeshi Cinema in the Process of Construction of the Minority Other*
Afroza Bulbul, Erasmus University, Netherlands

This paper aims to contribute to the understanding of Bangladeshi films' representational strategies used in reinforcing Muslim hegemonism. It shows how cinema screens have been used in the state's politics of marginalization of minority religious communities using Pita, a liberation war-themed Bangladeshi fiction movie as an example. With reference to the liberation war of Bangladesh (1971), Pita has used the marker of hegemonic masculinity as a Muslim masculine icon who turns out to be the saviour of the nation constructing Hindus as the Other. This paper has chosen Pita following the purposive selection method for its' unorthodox representation in the film history of Bangladesh in addressing minority agendas. Drawing on Stuart Hall's cultural representation theory, this paper examines trends and practices used in representation that downplay the minority religious community's agency. Despite being a Muslim-majority country, Bangladesh fought the liberation war based on the spirit of secularism against Muslim-dominated Pakistan. However, the country has gone through Islamic revivalism over time rendering different religious communities as the Other. This paper argues that Pita participates in the state's politics in strengthening the 'power' of Muslims in two ways: first, the film uses the war spirit by imaging masculine power of a Muslim hero snubbing the Hindu religious community's agency; second, as a tier of cultural elite institutions, it uses the cinema platform to collaborate with the state by reinforcing the existing religious and racialized hierarchical ordering.

16:15-17:30 | Salle 269
Saturday Onsite Parallel Session 5
Skills Development
Session Chair: Chika Nweke

16:15-16:40
73795 | *Using Survey Project Work for University Students in English for Science and Technology Courses*
Nopporn Sarobol, Thammasat University, Thailand
Suneeporn Lertkultanon, Thammasat University, Thailand

Many benefits of using project work in English language classrooms have been shown in several studies. Students could develop their language skills, collaborative skills, research skills and other skills that they can apply in their future jobs. The aim of this present study is to investigate the benefits that university students gained as well as the difficulties they faced when learning English for Science and Technology courses through survey project work. The participants were 93 undergraduate students from the Faculty of Science and Technology and other faculties studying at a university in Thailand. Both quantitative and qualitative data were collected from a questionnaire and from students' reflections. The study showed that the students had good attitudes towards learning by doing a survey project. They revealed its benefits in terms of improving language skills, especially speaking skills. The students also agreed that they were more responsible, had developed their learner autonomy, and had improved research skills and other useful skills connecting them to the real world. Regarding their difficulties, they responded that they had problems with time management and lacked collaboration from some team members when doing survey project work. The results of this study could help teachers to employ this method in their classes systematically and successfully.

16:40-17:05
79693 | *Promoting Adult Lifelong Learning in the Republic of Mauritius*
Sabrina Ramsamy-Iranah, Academy of Design and Innovation, Mauritius
Vishwanath Pooneeth, Academy of Design and Innovation, Mauritius
Geeta Ramparsad, Academy of Design and Innovation, Mauritius

The presence of free education at various levels (pre-primary in 1940, secondary in 1977, and tertiary in 2019) poses a significant challenge in the Republic of Mauritius, where numerous adults either discontinued their education or faced limited access. In addressing this concern, a series of activities were designed to provide training opportunities to different generations, including the Silent, Baby Boomers, Gen-X, and Millennials, across diverse creative fields through lifelong learning concept. These efforts extended to urban and rural areas in the North, South, East, and West regions of the country via awarded/tailored formal and non-formal training courses. The primary focus was on unemployed adults and aging citizens from 18 years old onward, with a program under the Small and Medium Enterprises (SMEs) successfully upskilling sixty-eight (68) unemployed and retired women in basic pattern cutting and garment making, at first in the northern region subsequently to other regions. Additionally, twenty-three (23) senior citizens from the University of 3rd Age Mauritius (U3AM) participated in several practical workshops on concepts related to circular economy. Furthermore, forty-eight adults followed a Commonwealth of Learning (COL) online free multisectoral design courses exposing them to the virtual world of learning through the moodle platform. The outcome of these activities were that participants received credit earned certificates, updating them in new technologies, improving their motor and cognitive skills to maintain their well-being and exhibit their work in a professional manner. The aim achieved was to bridge the gap between generations and address some of the UN SDG goals

17:05-17:30
81741 | *Evaluating Professional Skills Development Across the Engineering Undergraduate Degree Programme: An IEP Review*
Chika Nweke, University College London, United Kingdom

The advancement of technical competency has traditionally been at the centre of engineering pedagogy in university education, however, the increasing emphasis on the need for professional skills by accreditation bodies and employers has seen pressures on the higher education system. University institutions worldwide have taken this on but in order to do so have had to shift their pedagogical approach. The attainment of technical and theoretical knowledge has long suited a teacher-centred learning style where students receive information from the educator and are expected to assimilate and absorb knowledge passively. However, the attainment of professional skills implies the need for application in professional or pseudo-professional settings in order to ascertain its procurement. This has led to the implementation of active learning or student-centered pedagogies where students play a more participatory role and hands-on role in their learning. The award-winning Integrated Engineering Programme at University College London celebrates 10 years of existence this year and has been seen to be one of the global leaders in the embedding of professional skills within the engineering curriculum. But how effective has it been? This research addresses the following questions using interviews and focus groups: 1. What are the key issues/commendations staff have of students' application of professional skills within an engineering context? 2. What could be incorporated into year 1 learning to better prepare students for subsequent years of study? 3. How is skills-based teaching perceived by students as they progress through their degree?

Saturday Poster Presentations

17:35-18:35 | Salle 201
Saturday Poster Session

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

Saturday Poster Session (PCAH)

Arts - Teaching and Learning the Arts

80089 | *Drawing Essentials v2.0, an Analog & Digital Drawing Experience*
EJ Herczyk, Thomas Jefferson University, United States

At Thomas Jefferson University, introductory level drawing is a requirement for all first-year design students majoring in Animation/ Interactive Media, Fashion Design, Graphic Design, Industrial Design, and Textile Design. Understanding the essential elements of drawing, such as line quality, light and shade, and perspective, is critical for our students to progress in their designated design majors. Historically, the approach to teaching an introductory-level drawing course has, for the most part, been taught using traditional materials such as graphite, charcoal, and paper. However, as the needs of industry skills evolve, instilling our students with the ability to utilize technology throughout the drawing/design process has become more evident. This poster presentation will reveal two years of evidence-based research from several sections of DRAW101: Drawing Essentials. The research will outline different strategies that we currently employ, with a specific focus on 1) how we incorporate digital drawing hardware and software to complement the traditional analog mark-making materials commonly used in introductory-level drawing and 2) how this augmentation better prepares our first-year students with the skills that will aid them to progress in their design major and prepare them for the future of work in their chosen design field.

Sexuality, Gender, Families

81835 | *Teachers Fostering Family, Care, and Support for LGBT+ Visually Impaired Learners*
Lindokuhle Ubisi, University of South Africa, South Africa

Background: As learners with visual impairment (LVI) spend around 9 months of the year in residential schools for the blind (SFB), this setting becomes a crucial space for them to find family, care, support from those who understand their differences. Given this exposure to LVI throughout the year, teachers become invaluable agents in engaging and promoting diverse gender and sexuality inclusion for lesbian, gay, bisexual, transgender and other gender, and sexuality non-conforming (LGBT+) LVI. Aim: As such, this study sought to find out how teachers fostered diverse gender and sexuality inclusivity for LGBT+ LVI within this context. Methods: Thirty teachers in five South African SFB were conveniently sampled to participate in five focus group discussions. While data were thematically analysed, social interaction theory underpinned this study. Results: Teachers reported attempts by themselves, school managers, and other learners to offer family, care, and support to LVI with diverse gender and sexuality identities, albeit this came with certain obstacles. Conclusion: Recommendations are offered for teachers, parents, and the overall schooling environment to further foster family, care, and support to LGBT+ LVI.

Science, Environment and the Humanities

80226 | *An Analytical Review of Climate Change Impact on Coconut Production and Price in Sri Lanka*
Kimesha Silva, University of Tsukuba, Japan
Kenichi Matsui, University of Tsukuba, Japan

Coconut (Cocos nucifera L.) is an important food crop in Sri Lanka. It is known as Kapruka or the "tree of life" as it has become an integral part of the financial and social facets of Sri Lankans. Sri Lanka is the fourth largest coconut producer in the world. It contributes 0.7% of the country's GDP. However, changes in precipitation patterns were claimed to cause crop failures in the short term and production declines in the long term. Another past study said that the coconut supply was reduced due to climate change. These generalized studies cannot explain what has happened in Sri Lanka in the last ten years. This paper attempts to re-examine the extent to which climate change, impacted the coconut production and price in Sri Lanka. For this purpose, we conducted a comprehensive data analysis on rainfall and average drought months, coconut production, prices, exports, and domestic consumption, from 2010-2020. Through an analysis of rainfall and drought months, we found that increasing drought months in the main coconut triangle negatively impacted coconut. Inflorescence initiation is the most sensitive stage to climate variations. Higher temperatures, precipitation changes, and increased incidence of pests and diseases reduce coconut production by reducing fruit sets. Elevated CO_2 can offset the negative effects. However, yield under drought was low. Coconut production shows a moderately negative correlation to fresh coconut retail prices. Coconut production in the current year is mainly affected by the weather conditions in the previous year. Therefore, changes in production had a varied impact on price.

80381 | *Willingness to Pay for Agricultural Technologies by Irish Potato Farmers in Nakuru County, Kenya*
Wiliter Momanyi, University of Tsukuba, Japan
Kenichi Matsui, University of Tsukuba, Japan

Irish Potato is an important food security crop and comes second in consumption after maize. It contributes about Ksh 50 billion annually to the gross domestic product. However, the declining productivity over the last two decades is attributed to low adoption of improved technologies including certified seeds (2%), soil testing (3%), tractor services (2%), and fertilizers (12%). Past studies show there are technological efforts aimed at sustainable agricultural intensification by Kenyan government and private potato organizations. However, it remains unclear whether smallholder farmers are willing to pay for these technologies and the factors influencing their demand. We sought to investigate the determinants of Irish potato farmers' willingness to pay for agricultural technologies, through a mixed-methods approach with contingent valuation method. Here, we selected 195 respondents out of 4,000 farmers in Nakuru County, a leading producer of Irish potato in the country. Preliminary findings reveal varying degrees of willingness among farmers to pay for innovative technologies, such as certified potato seeds (97.4%), mulching (19.5%), tractor services (66.2%), fertilizer per acre (90.8%), soil testing (48.7%), and transport services (44.6%). Farmers income levels, access to credit, education, extension advice, and experience in potato farming were the determinants of willingness to pay. Understanding farmers' willingness to pay for agricultural technologies is crucial for tailoring effective interventions by policymakers and technology developers. By aligning technological innovation with farmers' economic preferences, the research aims to enhance the adoption of sustainable agricultural technologies, leading to improved livelihoods and food security in Nakuru County and similar agricultural regions.

Saturday Poster Session (PCAH)

Teaching and Learning

79681 | *Reimagining Student Engagement: Lessons from the Performing Arts*
Jenise Boland, Simon Fraser University, Canada
Lana Penner, West Point Grey Academy, Canada

Within the realm of education, the exploration of participant engagement is a relatively recent endeavour, spanning only the last quarter century. In contrast, the performing arts have navigated the intricate dance between artist and audience for millennia. Drawing on the academic research into audience and performance, this poster presentation reimagines student engagement through the arts-based lens of audience experience. Key insights from this investigation include the four integral components of positive audience engagement—knowledge, risk, authenticity, and collective engagement—emerging as significant indicators of student engagement. Paradoxically, while both performance artists and educators share a common goal of nurturing positive engagement within a transactional experience, the current metrics for student engagement diverge significantly. Presently, student engagement is predominantly conceptualized based on determinations by agents—teachers, parents, and principals—focusing on observable indicators such as task completion, working quietly, and achieving high marks. Unfortunately, these metrics inadequately reflect the dynamics of modern, cooperative learning environments. This poster presentation advocates for a paradigm shift in consideration of student engagement, urging educators to draw inspiration from the principles embedded in the performing arts. The proposal emphasizes a reevaluation of responsibility, moving away from an individual-centric approach to a shared model that encompasses the student's voice and the collective experience. Join us in envisioning a more comprehensive framework for student engagement that aligns with the transformative dynamics of contemporary classrooms.

17:35-18:35 | Salle 201
Saturday Poster Session (PCE)

Adult, Lifelong & Distance Learning

80107 | *An Innovative Pilot Project Designed to Educate Early Childhood Teachers Online While Simultaneously Increasing the Workforce*
Patrice Farquharson, Charter Oak State College, United States

This practice-oriented paper presents the design, implementation, and evaluation of a workforce pilot to provide online early childhood courses to 36 new employees. The pilot program, funded by a competitive workforce pipeline development grant, was developed to address the professional development needs of the workforce, enhance their skills, and improve the overall quality of early childhood education (ECE). The paper discusses the rationale behind the pilot, its goals, the selection of courses, the delivery method, and the evaluation process. It also presents the outcomes and lessons learned from the pilot, highlighting the benefits of online courses for workforce development in the early childhood education sector.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

81798 | *Investigating Linguistic and Non-Linguistic Factors Affecting Intercultural Communicative Competence in UK International Students*
Dunia Alghamdi, Newcastle University, United Kingdom

Intercultural Communicative Competence (ICC) is vital for international students in higher education, who often face challenges like language barriers and cultural differences. Investigating linguistic and non-linguistic factors influencing ICC development is crucial (Young & Schartner, 2014). This ongoing mixed-method longitudinal study examines the linguistic dimension of vocabulary knowledge and non-linguistic factors of social contact, impacting ICC among international students in one-year MA programs at UK universities (N=103). Quantitative data were collected using questionnaires, while qualitative insights were derived from interviews (N=22) during the academic year 22/23 (September, February, and the following July). The short form of the Multicultural Personality Questionnaire is used to measure ICC (Van der Zee et al., 2013). The significant contribution of this study lies in providing valuable insights into linguistic and non-linguistic factors that allow educators and institutions to devise effective strategies for enhancing ICC among international students. Quantitative findings reveal that Open-mindedness and Cultural Empathy significantly influence social contact with host nationals and multinational groups, with stronger correlations observed. The relationship between ICC and Vocabulary Knowledge is also emphasized. These results highlight the importance of fostering Open-mindedness and Cultural Empathy to improve Vocabulary Knowledge and interactions with host nationals and multinational peers. This research enables UK-based educators to better understand international students' strengths and challenges, facilitating intercultural communication between international and British students and assisting them in overcoming potential learning obstacles.

Design, Implementation & Assessment of Innovative Technologies in Education

79703 | *Digital Companions for Learners: Design Principles for AI Assistants in Education*
Sandra Hummel, ScaDS.AI; Dresden University of Technology, Germany
Mana-Teresa Donner, ScaDS.AI; Dresden University of Technology, Germany

AI-based learning assistants are gaining popularity at a rapid pace. This research is dedicated to establishing empirically validated design principles for the effective development and implementation of AI assistants in educational settings. Our primary focus is on ensuring learner acceptance and accommodating their preferences. How can AI assistants be designed to enhance learner acceptance and cater to their preferences in educational environments? Rooted in the KIAM model, this research examines AI acceptance, emphasizing the alignment between technology and learner needs. The methodology includes qualitative and quantitative approaches – surveys and focus groups with learners to assess attitudes, behaviors, and preferences. Experimental studies observe interactions between learners and prototype AI assistants, providing data on usability and effectiveness. Key findings highlight transparency, trust, and fairness as crucial components driving technology acceptance. Based on focus groups (n = 24), the study proposes AI assistant design principles such as user-friendly interfaces, consistent design, adaptability to individual learner needs, customization options, and emotional intelligence of the learning companion. In this context, emotional intelligence entails the AI assistant responding empathetically to students' emotional expressions and offering constructive guidance. Additionally, the importance of integrating gamification for motivation is emphasized. These principles aim to enhance aesthetic appeal, support functionality, and ensure a positive learning experience. A personalized AI assistant considers learning pace, rhythm, and progress tracking for targeted interventions. These empirically grounded design principles offer a comprehensive framework for developers and educators to create AI assistants that align with user needs, promoting acceptance, and fostering positive learning outcomes.

81556 | *Unpacking Interactivity in Immersive Virtual Reality*
Gregory McGowin, Univeristy of Central Florida, United States
Stephen M. Fiore, University of Central Florida, United States

Immersive Virtual Reality (I-VR) offers new opportunities for transformative learning through interactive experiences, yet the concept of interactivity remains ambiguously defined in this context (e.g., Makransky & Petersen, 2021). While frequently referenced, a precise definition of interactivity for fostering learning in I-VR environments is lacking. This paper builds upon McGowin and colleagues' learning affordances model (2023), which introduced a theoretical framework leveraging I-VR innovations and cognitive sciences to assess and support learning in I-VR. In this work we will review interdisciplinary definitions from prior literature to construct a conceptual definition of interactivity and then operationalize it using Schulmeister's (2003) hierarchical model. We will provide representative examples of how the elements of interactivity (e.g., low vs high) have been used from the relevant learning literature (e.g., medical, higher-ed) to help explore and elucidate the distinct capabilities of interactivity in I-VR that foster learning. This review aims to bring clarity to interactivity as a learning affordance, offering an organizational structure for the analysis and design of interactivity in I-VR experiences. The discussion extends to unique I-VR capabilities tailored for situated learning encounters. By bringing clarity to the definition of interactivity and exploring its various levels, this paper provides a framework to guide the development of I-VR learning experiences. Furthermore, it lays the groundwork for future empirical investigations into the interplay between interactivity, other affordances, and learning outcomes. Establishing an interdisciplinary understanding of interactivity allows developers and practitioners to thoughtfully leverage this technology's interactive potential, ultimately promoting more effective immersive learning experiences.

Saturday Poster Session (PCE)

82443 | *A Way to Teach Semiconductor Courses – Introducing Physical Constant Measurements*
Chin-Chung Yu, National University of Kaohsiung, Taiwan
Yi-Hung Hsu, National University of Kaohsiung, Taiwan

The International System of Units was originally based on the seven fundamental physical quantities. On May 20, 2019, the Conférence générale des poids et mesures (CGPM) officially adopted four physical constants as new measurement standards: the Planck constant, elementary charge, Boltzmann constant, and Avogadro constant. Obtaining these physical constants requires sophisticated instruments, and their historical background and physical meanings are not well organized in senior high school. How to conduct simple and safe experiments for these physical constants in high school and college courses is an important and urgent issue. In this study, the measurements of Planck's and Boltzmann's constants were conducted using the energy equation and the surface current model, respectively. The measurements were performed using an ESP32 single-chip microcontroller with a 16-bit ADC on light-emitting diodes (LEDs) and transistors. Due to the advantages of the Internet of Things, the experimental data can be accessed by a smartphone and used in a typical classroom. About one hundred high school students in Kaohsiung City, Taiwan participated in a semiconductor course where they studied basic concepts such as pn junctions and transistor semiconductor physics, based on the aforementioned fundamental physical constants. Through the above experiments, you can understand the nonlinear effects of diodes, photovoltaic effects, transistor amplification, and learn about the application of physical constants in physical measurements.

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

81674 | *How is Social Justice Education Incorporated in Universities in the United States?: Multi-layered Gateways to Becoming an Ethical Educator*
Dong Choi, Park University, United States

The ethical codes of conduct and achieving social justice are closely related; they are one of the foundations to build a healthy community. In the field of education in all nations, the ethical codes of conduct that teachers exercise are critical to create social justice in their classroom and society. So teacher candidates should learn and be assessed while they are in universities to become ethical educators. This presentation will discuss how a teacher preparation program fosters teacher candidates ethical competency and assesses its outcomes via multiple layers in the school curriculum, stand-alone courses, disposition evaluations, committee reports, and campus life. A systematically designed spiral way of integration of relevant contents and evaluations in the ethical codes of conduct will be presented. Especially, how self-evaluation of teacher candidates on their own dispositions and professional behaviors activates their awareness and action of the ethical behaviors at educational and real-life settings will be highlighted. This presentation will discuss the following issues using diverse examples that my institution offers for teacher candidates. • How the curriculum facilitates teacher candidates to learn the ethical codes of conduct and assess their competency • How a stand-alone course related to diverse issues in education is structured with relevant contents • How the multiple disposition evaluations are structured throughout the curriculum • How students practice the ethical codes of conduct in real life settings via practicums and internships • How a committee handles violation of the ethical codes of conduct • How special events boost teacher candidates awareness of action plan in professionalism

81704 | *Understanding Children's Experience When Their Parents Work at Odd Hours: A Thematic Analysis*
Si Man Lam, The University of Hong Kong, Hong Kong

Children's healthy development comes with intensive parental commitment of time and energy. Juggling a job with parenthood is challenging. Yet, the rise of precarious employment has imposed further challenges on working parents. The economic aspect of precarity has been extensively investigated, however, the temporal aspect has received limited attention. This study aims to understand the implications of parents working precarious schedules on children's development. Semi-structured interviews were carried out among 15 children aged between 10 and 15 years from Greater Bay cities in mainland China. A reflexive thematic analysis was performed in search of overarching patterns within the data. Four themes were identified from the analysis, each with four sub-themes. The first theme was constructed as invasion of work into family life with four sub-themes: (a) blurring boundary between workplace and home, (b) parents' anger outburst, (c) distracted parenting, and (d) disrupted family time. The second theme was referred to as deprivation of bonding opportunities with the following sub-themes: (a) parent burnout after work, (b) diminished family routines, (c) communication breakdown, and (d) dismissal of children's emotional needs. The third theme was identified as remote parenting via ICT, with the following sub-themes: (a) monitoring using home camera systems, (b) communication through virtual platforms, (c) online homework help, and (d) control over access to digital devices. The final theme was formulated as children's adjustments, with the following sub-themes: (a) craving for parents' company, (b) understanding of parents' work obligations, (c) undertaking domestic duties, and (d) social withdrawal from parents.

Educational Research, Development & Publishing

79730 | *Development of a Virtual Reality-based Forehand Smash Training Model for Table Tennis Athletes*
Novita Wulandari, Yogyakarta State University, Indonesia Siswantoyo Siswantoyo, Yogyakarta State University, Indonesia Handaru Jati, Yogyakarta State University, Indonesia Jusrianto As, State University of Jakarta, Indonesia

Background: This research background is based on the crucial assumption that skills acquired through virtual reality (VR) based forehand training can be effectively applied in real life. Although, research that specifically tests the validity of these assumptions is still limited to specific applications. This research is expected to provide new insights and enrich our understanding of the effectiveness of using VR to improve forehand skills in young table tennis athletes. Objective: The aim of this research is to design and develop a model of forehand training in table tennis sports using VR technology specifically for athletes aged 13-17. The model consists of four components aimed at improving motivation, concentration, hand movement techniques, waist rotation, and standing position. Research Design: Performance in VR-based forehand training is assessed using mixed model variation analysis. This analysis involves inter-subject factors (VR training group vs control group) and intra-subjects' factors. This method of research involved 60 participants, who were subsequently divided into VR training groups (n = 30) and non-training control groups (n = 30). During the VR training session, participants engaged in a competitive table tennis game against players based on artificial intelligence. An expert table tennis trainer evaluates the performance of participants in table tennis materially before and after the training phase. Without knowing the participant's training group, the expert trainer assessed the participants' forehand in terms of the quantitative aspects (number of rallies without error) and the quality of the skill aspects.

Saturday Poster Session (PCE)

81777 | *Why Engage in Scientific and Technological Initiation? A Groundbreaking Brazilian Study*
Woska Costa, Instituto Federal Goiano, Brazil Angélica Melo, Instituto Federal Goiano, Brazil Priscilla Noll, Instituto Federal Goiano, Brazil Matias Noll, Instituto Federal Goiano, Brazil

Scientific and technological initiation programs are developed to introduce students to scientific research and technological development. Our study aimed to evaluate undergraduate students' research experience, self-perceptions, and scientific production during one academic period. Quantitative analysis of curricula vitae and an electronic survey were conducted on students enrolled in a Brazilian Midwest Institute. The sample included 213 students (115 female, 54.0%) who participated in the undergraduate programs (UR) during the 2018–2019 academic term participated in the study. The students were divided into two groups according to their experience in research: 110 (51.6%) student's first time in a research program, and 103 (48.4%) experienced students. The results showed that students who had participated in research activities more than once perceived the benefits of UR more positively (p=0.047) and demonstrated a higher volume of academic production than those who were participating for the first time (p<0.001). Both groups agree that experience in UR will contribute to better academic performance in graduate programs (novices: 64.5%; experienced: 71.8%). Furthermore, most participating students expressed their intention to continue their involvement in UR (novice: 59.1%; experienced: 64.1%), indicating the positive trajectory of Brazilian UR programs. In conclusion, undergraduate students who participate in UR programs contribute positively to academic production and training by providing personal and professional benefits and the opportunity to produce academic work that can help initiate academic careers.

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

77814 | *Nouvelle Vertes: Ecocritics for French Language Learning at Universitas Negeri Yogyakarta*
Angela Tanjung Saragupita, State University of Yogyakarta, Indonesia Roswita Lumban Tobing, State University of Yogyakarta, Indonesia

The ecological problems humans face today are increasingly varied, along with the advancement of human knowledge. These ecological problems became a literary work in the French anthology of Nouvelle Vertes, which is the author's criticism of the destruction of nature by humans. This study aims to describe: (1) the forms of natural environmental damage in the anthology of Nouvelle Vertes, and (2) the implication of the results of the research with the learning of French at Universitas Negeri Yogyakarta, on the subject of Étude de Textes littéraires. The method used in this research is a qualitative descriptive method with Greg Garrard's ecocritical approach. The main source of the research data is the Nouvelle Vertes' anthology, with data collection techniques using participatory observation and member checking involving notetaking. Data analysis used by the research is an interactive analytical model by collects, selects, presents, and verifies data. After analyzing nine stories in the Nouvelle Vertes, the study results resulted in a total of 20 quotes describing the forms of natural environmental damage: air pollution, animal exploitation, illegal and massive deforestation, and water contamination. Based on the data obtained from the analysis, there is an implication on the learning of French in the subject of Étude de Textes littéraires; students can criticize words, phrases, and sentences according to the theory used for studying French literature. They learn new vocabulary and understand how to take care of the environment through literature.

80302 | *Motivation Profiles of Hong Kong Chinese Language Teachers of Non-Chinese Speaking Students*
Zhengli Xie, The Hong Kong Polytechnic University, China Yuan Yao, The Hong Kong Polytechnic University, China Xinhua Zhu, The Hong Kong Polytechnic University, China

The growing population of non-Chinese speaking (NCS) students in Hong Kong has presented substantial challenges for Chinese language teachers in their teaching practices. The motivation to teach NCS students not only impacts Chinese language teachers' quality of instruction but also influences their overall well-being. However, research on Chinese language teachers' work motivation is far more insufficient. This study aimed to identify the motivation profiles of Chinese language teachers of NCS students, examine the influencing factors contributing to the profile membership, and explore the relationships between motivation profiles and teacher well-being. Two hundred and ninety Chinese language teachers working with NCS students in Hong Kong primary schools completed an online survey. The data were analyzed using Latent profile analysis, ANOVA, and multinominal logistic regression. Results showed that three motivation profiles were identified: de-motivated, mixed-motivated, and autonomous-motivated. Female teachers and teachers with in-service training related to teaching NCS students were more likely to belong to the mixed-motivated and autonomous-motivated profiles. Mixed-motivated teachers exhibited the highest levels of well-being, followed by autonomous-motivated teachers and de-motivated teachers. The findings shed light on Chinese language teachers' work motivation and enrich the existing literature. Practical implications are provided for teachers, schools, and educational authorities to enhance Chinese language teachers' adaptive motivation to teach NCS students.

81991 | *Pauses and Hesitations in Foreign Language Speech Productions: Insight from University-Level French as a Foreign Language Learners*
Ekua Mensimah Thompson Kwaffo, Ashesi University, Ghana

Foreign language oral productions are often characterized by uncertainties of the learners whilst they attempt to articulate in the target language. These uncertainties which usually result from their limited proficiencies in the target language are usually manifested through pauses and hesitations. This study delves into the phenomenon of pauses and hesitations in foreign language oral productions, aiming to expound the factors contributing to hesitancy in the oral discourses of foreign language learners, which happens to be one of the key indicators of fluency in speech productions. A task-based language assessment was conducted involving ten university-level French learners who were tasked to describe and narrate a series of wordless pictures in the target language. Participants were also interviewed for information about their thought and cognitive processes as they completed the communication task. Data analysis, comprising orthographic transcriptions of their narrations and thematic categorization, highlight the prevalence of silent and filled pauses, grammatical and cognitive pauses as well as other hesitation phenomena, such as repetitions and self-corrections. Results underscore vocabulary limitations and fear of committing errors as prominent hindrances to fluency in the target language. Interviews also reveal that pauses often serve as cognitive checkpoints for learners, facilitating mental translations and speech planning. This research highlights the nuanced interplay between linguistic proficiency and cognitive processing in foreign language speech production, offering valuable insights for language educators and learners alike.

Saturday Poster Session (PCE)

Higher Education

79485 | *Exploring the Integration of Generative Artificial Intelligence in Higher Education Through the SAMR Model*
Brooke Marton McGowin, Virginia Tech, United States

Generative artificial intelligence (GenAI) is a type of artificial intelligence that can produce various types of content in different formats such as text, data, images, coding, and audio based on user prompts. The impact of GenAI has wide-ranging implications that are still emerging. However, it has already proven to be a transformative force, introducing both opportunities and challenges in the field of higher education. The Educause Horizon Report (2023) identified GenAI as a technology that can have a significant impact on teaching and learning as it can open up opportunities for students to focus more on higher-order thinking such as analysis and evaluation of information. However, there are concerns related to overreliance on the technology which could stifle motivation for some students to develop their skills (Warschauer et al., 2023) and other concerns over biases and inaccuracies (Lubowitz, 2023). Similar to the advent of the internet, there is a need to revisit learning theories and frameworks to see how and when GenAI fits in the learning environment. This proposal advocates for a closer look at the Substitution, Augmentation, Modification, and Redefinition (SAMR) model as a framework for instructors to strategically incorporate GenAI into their teaching methodologies. Puentedura's (2006) SAMR model, known for guiding technology integration, offers a nuanced approach, ranging from simple substitution to transformative redefinition. The purpose of this poster session is to explore how each tier of the SAMR model aligns with specific learning activities, providing instructors with actionable strategies for integrating GenAI across different fields.

81893 | *Can Student Support Programs Promote Utilization of Campus Support Services?*
Madison Roe, Metropolitan State University of Denver, United States
Ann Diker, Metropolitan State University of Denver, United States

Utilization of campus support services has been reliably linked to student success. However, studies indicate a discrepancy between reported need and actual usage of these resources. The study objective was to determine if a student support program, the Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students, increased nutrition students' utilization of campus support services. HRSA scholars (n=143) and students not in the scholarship program (n=203) were surveyed between 2020 and 2023 regarding their use of 30 free campus programs, divided into academic and general support services. Responses were collected at the beginning (pre-program) and the end (post-program) of each academic year. Survey data were analyzed using one-way ANOVA and post hoc tests in SPSS. There were significant group differences in usage of academic ($F(3, 342)=12.730$, $p<0.001$) and general ($F(3, 342)=20.895$, $p<0.001$) campus support services. HRSA post-program students used significantly more academic support services than HRSA pre-program program students ($p=0.014$), whereas nutrition majors not in the scholarship program saw no significant increase in their utilization of academic support services from pre- to post-program. The results may indicate that the HRSA scholars' program increased the likelihood of students utilizing the free support services available on campus; the poster will further address the nuances of which support services may be driving these differences.

International Education

79713 | *Quality Assurance of Higher Education in Regional Contexts: A Study on the Experiences of Europe and Mercosur*
Gabriella de Camargo Hizume, Western Paraná State University, Brazil

This study analyses the construction and development process of quality assurance in higher education regionally, especially in Europe and Mercosur. Throughout the research, we sought to answer the following questions: what contexts have emerged in which regional quality assurance processes in higher education emerged? How do they take place? What are they used for? What are their elements? How are they regulated? What are their similarities and differences? Are they compatible? To this end, we started with theories based on regionalism, considering that the development of each of the regional quality assurance systems is linked to specific conditions given at a certain historical moment. The analysis focuses on the regional and national levels. In the documentary corpus emphasis was given to those related to the Bologna Process, the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the Arcu-Sur System. The research used a qualitative approach using interviews and semi-structured questionnaires involving key people for the study, including representatives of International Organizations, Quality Assurance Agencies, stakeholders and researchers in the field. The data obtained allowed us to ascertain that the processes have similarities regarding their objectives and procedures, related to their function of certifying quality. At the same time, their designs are intrinsically linked to the institutionality and the actors involved in them.

Learning Experiences, Student Learning & Learner Diversity

80133 | *Equitable Grading Practices in Higher Education: Examining the Impact of Lenient Assignment Deadlines on Student Success in English 101*
Jewel Kerr Jackson, Community College of Baltimore County, United States

Community college students often face barriers to completing coursework on time. Late assignment submissions are not necessarily reflective of the students' ability or understanding of course concepts, but can be due to circumstances including work, familial caregiving, housing or food insecurity, and/or a myriad of other reasons. A mixed method study was conducted with students enrolled in a college composition course, English 101, to determine the effectiveness of removing late penalties for students who submitted course assignments late. The study included a survey with open and closed ended questions, interviews with students who submitted work late, and an analysis of pass/fail rates before and after the implementation of the no late penalty policy. This interactive session will discuss the findings of the study and give participants practical suggestions for implementing deadline flexibility in college level courses. Focusing on equity and access, I will discuss how this policy influences students' overall performance and course completion rates, with a specific emphasis on marginalized communities. This discussion aligns with broader discussions on equitable educational practices and aims to provide insights into the challenges faced by students from underrepresented backgrounds. This presentation will engage attendees interested in fostering inclusivity in higher education, addressing the intersection of academic policies and equity to promote more accessible learning environments.

Saturday Poster Session (PCE)

Mind, Brain & Psychology

80918 | *Prenatal Adverse Experiences Alter the Spatial Learning and Neuronal Development in the Cerebral Cortex*
Rodrigo Pascual, Pontificia Universidad Católica de Valparaíso, Chile
Martina Valencia, Pontificia Universidad Católica de Valparaíso, Chile

Several studies have shown that stress during pregnancy leads to socio-emotional and learning difficulties. The most likely mechanism involved in the adverse effects of chronic stress on offspring is persistent excess circulating maternal cortisol. Although normal pre- and postnatal cortisol levels contribute to proper brain and behavioural development, the effects of abnormally elevated prenatal cortisol on neurodevelopment are not well understood. Alternating restraint in pregnant rats simulates this condition quite well, as it produces an increase in cortisol (corticosterone) similar to that observed in pregnant human mothers under conditions of chronic stress. In the present study, we therefore investigated whether prenatal stress induced by physical restraint in pregnant rats (1) produces long-term changes in the neural development of the cerebral cortex, and (2) whether these changes are associated with learning deficits (spatial memory) at three equivalent postnatal stages: infancy, adolescence and adulthood. The results showed that animals exposed to chronic prenatal stress had reduced neuronal development in the cerebral cortex, which was associated with spatial memory deficits compared to controls. Furthermore, the most significant effects were observed in adolescence and adulthood. We believe that this study may be useful in an educational context, as it adds to the already extensive literature on the effects of adverse postnatal experiences on the academic development of children and/or adolescents. In addition, it allows greater attention to be paid to maternal-fetal health as a potential variable in the context of poor educational performance in the child.

Teaching Experiences, Pedagogy, Practice & Praxis

79706 | *Exploring Resilience Through Indigenous Education: Teaching the B.C. First Peoples Course*
Jenise Boland, Simon Fraser University, Canada
Lana Penner, West Point Grey Academy, Canada

Navigating the complexities of teaching a British Columbia First Peoples Course as non-Indigenous educators, we delve into a transformative journey centred on resilience, inspired by the course's emphasis on the diversity, depth, and integrity of the cultures of BC's traditional inhabitants. Our presentation reflects on the profound impact of the past year, marked by global turbulence and upheaval due to the pandemic, as we designed and taught the newly mandated Indigenous Education graduation component of the British Columbia curriculum. Rooted in the languages, culture, and history of Indigenous peoples, the course is designed to address a crucial part of British Columbia's history. It aligns with the Calls to Action of the Truth and Reconciliation Commission, specifically focusing on the imperative to "integrate Indigenous knowledge and teaching methods into classrooms" (clause 62) and "build student capacity for intercultural understanding, empathy, and mutual respect" (clause 63). Our narrative integrates the course's principles into the broader context of teaching, fostering hope, and aligning with the objectives of reconciliation as we navigate our own complicated intersection of learning, teaching, and witnessing the ongoing resilience of Indigenous peoples. We will share the course outlines and learning activities developed for teachers who do not identify as the cultural groups explored in curriculums, with a unique emphasis on local First Nations and other First Peoples residing in Canada. Join us as we share the lessons drawn from a year of successes and challenges, while contributing to the collective journey towards a more inclusive and empathetic future.

82202 | *University Professors in India Navigating Self-Censorship: Drivers, Pressures and Implications*
Salonee Jukar, Tilburg University, Netherlands
Abhijeet Raut, University of Mumbai, India

Self-censorship refers to the voluntary withholding of information, opinions, or beliefs, often due to fear of backlash or desire to conform to societal norms. This phenomenon is prevalent in academia, where professors may self-censor to avoid offending political, religious, or other sentiments. The paper explores the drivers and impacts of self-censorship among teachers through a qualitative study. The literature review highlights how self-censorship stems from psychological factors like desire for social conformity and identity preservation. It is also driven by socio-political factors like the need for political correctness, fear of persecution, and policies of educational institutions that discourage open expression on certain topics. Past research has documented self-censorship's detrimental effects on academic freedom, scientific progress, and education quality. The study involved in-depth interviews with university professors from Indian universities. Thematic analysis revealed several common reasons for self-censorship: respecting students' divergent political/religious beliefs, institutional policies restricting speech on certain issues, inaccurate curricula requiring censoring of contrasting perspectives, fear of parental/societal backlash from expressing controversial views, and personal beliefs about the moral obligations of teachers. Participants felt increasing self-censorship due to technology exposing their views to wider audiences. The paper concludes that self-censorship is widely practiced by professors to negotiate complex personal, institutional and societal pressures. However, it inhibits open discourse vital for education and research. Recommendations include fostering an environment respectful of divergent views and reviewing policies that may inadvertently promote self-censorious attitudes.

Sunday, June 16

Parallel Sessions

All times are 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.

Sunday Onsite Parallel Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Norma Flores González

09:30-09:55
79874 | *AR2: Augmented Reality for Enhanced Reading Comprehension*
Allan Jay Esteban, Kyung Hee University, South Korea

Despite ongoing efforts by the Philippine government to enhance literacy rates, reading challenges persist among Filipino students, as evidenced by declining international assessments. While technology integration is a global trend in education, its application to reading instruction in the Philippine context remains underexplored. Thus, this study presents the design phase of an innovative research initiative aimed at exploring the potential of augmented reality (AR) technology for augmented reading (AR2) to enhance elementary students' reading comprehension in a rural public school in the Philippines. With a backdrop of persistent challenges in reading proficiency among Filipino students, this research follows a phased approach, emphasizing the design of AR content as its initial stage. The study employs Assemblr Studio, a platform for AR content creation, in the design of researcher-made AR collaborative reading tasks. This phase involves the creation of AR content derived from a short story for elementary pupils, carefully curated for contextualized learning. The design phase lays the groundwork for an empirical investigation into the transformative potential of AR technology in the Philippine educational setting. The phased approach ensures a comprehensive exploration of AR's impact on reading instruction. The study anticipates contributing not only to the understanding of technology integration in education but also to the design considerations crucial for effective AR implementation. Hence, this study aims to inform educational policies and practices, providing evidence-based strategies to address literacy challenges and promote 21st-century skills among Filipino learners.

09:55-10:20
80390 | *Developing Students' Functional Literacy Through PISA Format Tasks*
Aigul Aitan, Nazarbayev Intellectual School of Chemistry and Biology, Kazakhstan
Korganbaeva Ardak, National Center of Professional Development, Kazakhstan
Amandykova Moldir, Nazarbayev Intellectual Schools, Kazakhstan
Altynay Dimissanova, Nazarbayev Intellectual School of Physics and Mathematics, Kazakhstan
Kulpiya Amandossova, Nazarbayev Intellectual School of Physics and Mathematics, Kazakhstan
Nazgul Aitanova, 23rd Regular School of Aktau City, Kazakhstan

In 2019, as a result of preparation for the PISA, it was revealed that the functional abilities of students are low. To solve this issue, the ActionResearch was done in 3 months. During the study, a survey among students, illustrated that they were not prepared to describe information, analyze/interpret graphic text, and search for data using a hyperlink text. Our research aims to create an individual who is able to: • use gained information from text in everyday life; • quickly overcome obstacles encountered in life; • know how to solve problems and communicate in the implementation of their ideas. We planned to use graphics/mobile texts, hyperlinks in the lesson process. Graphic texts were chosen, since it was concluded it will be more effective to work with moving text for the development of critical thinking skills. Methods as "FILA", "GROW", "FISHBONE", "SWOT" were used on the lessons. According to the results of the first trial PISA exam, 64% of 25 students could not complete tasks with hyperlink, with the second text in it. To assess the ability of students to process and analyze the data in texts the interview was taken, after which the formative assessments with hyperlink, graphic texts were added to a school programme. It helped to flourish their critical thinking skills. Consequently, 88% of students depicted higher results. Students of NIS Aktau demonstrated better marks on 2022 PISA, than in 2019. After these practices, the project was represented at the international conference held in Bremen and Prague.

10:20-10:45
81481 | *Using Instagram as an Academic Tool for Enhancing Scientific Writing Skills and Self-efficacy Among University Students*
Marta Carballo-Losada, UNINPSI and Universidad Pontificia Comillas, Spain
Rocío Rodríguez-Rey, UNINPSI and Universidad Pontificia Comillas, Spain
Silvia Collado, Universidad de Zaragoza, Spain
Macarena Sanchez-Izquierdo, UNINPSI and Universidad Pontificia Comillas, Spain
Elsa Santaolalla, Universidad Pontificia Comillas, Spain

This study aims to explore the efficacy of an innovative educational intervention designed to enhance university students' proficiency in using the APA citation and reference guidelines employing Instagram as an educational platform. We evaluated the efficacy of the intervention through a quasi-experimental design with a sample of students from three Spanish universities. Students in the experimental group (N = 200) followed the Instagram account @apa_rte, while students in the control group (N = 260) did not. They completed questionnaires before and after the intervention to assess their expertise in using the APA guidelines, their self-efficacy and anxiety towards writing and defending academic texts, and their perception of the utility of Instagram for academic purposes. The 20-week-length intervention took place during two academic years: 2021-2022 and 2022-2023. Additionally, during the second year we measured students' motivations to use @apa_rte as a learning tool. After the intervention, the results showed that students in the experimental group improved their expertise in using the APA guidelines (p < .001) and their self-efficacy in using APA when writing academic texts (p < .001). Their extrinsic motivation to use @apa_rte decreased (p = .002). However, their anxiety levels and perceived utility of Instagram as an academic tool did not significantly change. In the control group, students' competence in the use of APA format remained the same, although their anxiety (p < .001) and self-efficacy levels (p = .002) increased. These finding suggest that the Instagram-based intervention was efficient and enhanced students' proficiency in using APA guidelines.

10:45-11:10
80162 | *Comic Strips as a Strategy to Promote Lexical Competence*
Norma Flores González, Benemérita Universidad Autónoma de Puebla, Mexico

Lexical competence is fundamental for learning a foreign language and developing other skills. However, vocabulary appropriation is an issue in classrooms since memorization techniques do not contribute to the long-term enrichment of vocabulary background. Considering this context, the objective is to know if the comic strip is a strategy to enhance vocabulary learning in English as a foreign language. Methodologically, an experimental design took place through the following phases: diagnostic, treatment, and post-diagnostic on a sample of first-semester 60 students during the fall of 2023. There were 30 students randomly assigned to a control group and 30 to the experimental group, respectively. The results show that the comic allows creative vocabulary work, which improves learning of new lexicon and positive attitude towards foreign languages. It increases students' performance rate in activities. Besides, the image helped them remember the meaning, and its constant use allowed reference to other structures until forming more complex phrases. Regarding motivation, it improved when the students did something different from what they were used to since comics are an appropriate way to promote writing and reading skills because the stories are full of adventure and humor. In conclusion, this strategy is a practical teaching tool for students since, due to its simplicity and design, it is suitable for learning the lexicon in different areas of study.

11:25-12:40 | Salle 103
Sunday Onsite Parallel Session 2
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Nicholas De Jager

11:25-11:50
79902 | *Homemade Microscope as a Learning Tool*
Aline Bazoni Moura De Carvalho, Universidade Federal Do Espirito Santo, Brazil
Karina Carvalho Mancini, Universidade Federal Do Espirito Santo, Brazil

The objective was to evaluate the effectiveness of using homemade microscopes built by students using low-cost and easily accessible material, as a teaching tool for learning in science, in order to equip the student to meaningfully understand cells. The research was developed with 50 students in the 8th year of Elementary School at a municipal public school located in the state of Espirito Santo in the country of Brazil. Therefore, the research begins from the difficulties encountered in carrying out work in Elementary School, which seeks to lead to the understanding of cellular functioning in a school without a science laboratory. The research consisted of retrieving prior knowledge, teaching sequences applied to reinforce learning, making homemade microscopes, discussion and socialization of knowledge and post-test application to evaluate the learning acquired. In general, the results showed that after applying the proposal, the students were able to elaborate their answers in an affirmative manner, and it is clear that the activity developed was quite significant and that the participants understood more about the cell subject. With the methodology applied through this research, it was possible to develop more dynamic and attractive classes for students, favoring the understanding and learning of the content being worked on, and also making the student the protagonist of the learning process.

11:50-12:15
80109 | *A New Experience of Leaning Hand Hygiene Through Game-Basis Learning Materials in Primary School*
Peggy Pui-lai Or, The Education University of Hong Kong, Hong Kong
Louisa Ming Yan Chung, The Education University of Hong Kong, Hong Kong

Background: To motivate children to learn hand hygiene effectively, board games targeted primary students were designed and developed for learning and skill practice. The benefits of the boardgames are to enhance problem-solving skills and promote social skills in school children. The aim of this study is to engage the children to play collaboratively and transfer knowledge of hand hygiene by repeated exposure. Method: A pilot study was conducted between June and July in 2023 in 3 local primary schools. One boardgame was designed to educate children the correct strategies in hand hygiene to be a germ fighter. Pretest and posttest true or false questionnaires on infection control knowledge and skills were collected. Results: 155 school children were participated, their aged were between 6 to 11. Seventy-seven (46.4%) were male and 78 (47%) were female. Chi square test was used to analyze the 10 true or false questionnaires. Seven questions have statistical significance, such as Q1. "Perform hand hygiene in 20 seconds", p=0.01. Q4. "Perform hand hygiene before meal", p=0.027. Q5."Do not wash hand after playing toys", p=0.02. Q8 "Use alcohol-based hand rub when there is no water supply to wash your hands." p=0.049, Q10. "Facing others to cough, p=0.01. Conclusion: Boardgames addressed hand hygiene awareness in children. Boardgames were effective to engage children to transfer knowledge and skills of hand hygiene by playing process reinforces the players to apply knowledge and skills in daily life.

12:15-12:40
81625 | *An Exploration of the Multimodal Parallels Between Artefacts Designed by Primary and High School Students from South Africa*
Nicholas De Jager, Akademia, South Africa

This study aims to highlight the semiotic relationships between several artefacts produced by primary and high school students from South Africa, in terms of their use of linguistic, visual, and aural modes. Collected during the author's postgraduate studies and subsequent research projects, these artefacts range from drawings, paintings and sculptures, to songs, poems, storyboards and gamifications. Each artefact was designed in response to a multimodal intervention programme which had been implemented in various schools, to enrich students' readings and experiences of prescribed literature. This has provided a wealth of data to help answer current questions in the multimodal field, including the ways in which linguistic texts can be transmodalised into artworks and contemporary forms of mass media. To build upon the findings generated from this past research, a more comparative lens is now adopted, and the potential parallels between these artefacts (especially with regards to their use of line, colour, texture, shape, sound and movement) are explored to gain further insights into how meaning is made and 'remade' during the re-semiotisation process. Since a wide range of school set works – including poems, short stories, novels and plays – had served as source texts for the students' artistic redesigns, the study also discerns the many intertextual connections that exist in the literary canon, and how these connections are perceived and represented by students of diverse ages, cultural backgrounds and socio-economic contexts. In light of this artefactual data, the many affordances of a multimodal pedagogy for literature learning can further be emphasised.

12:55-14:35 | Salle 103
Sunday Onsite Parallel Session 3
Learning Experiences, Student Learning & Learner Diversity

Session Chair: Natalia Albul

12:55-13:20

81968 | *A Mixed-Methods and Participatory Bottom-Up Design to Enable Students as Partners and Co-Creators in Their Education*

Eleni Hadjigeorgiou, Newcastle University, United Kingdom
Faizah Ashraf, Newcastle University, United Kingdom
Charlotte Boulton, Newcastle University, United Kingdom
Alison Shaw, Newcastle University, United Kingdom
Sharron Kuznesof, Newcastle University, United Kingdom
Mark Geoghegan, Newcastle University, United Kingdom

Peer-Networks for Engineers is designed to embed the student voice and specifically address the lack of meaningful and diverse inclusion of underrepresented minority students in Engineering (URMs) higher education. By uncovering students' lived experiences of inclusion and exclusion at Newcastle University, peer-networks' hindering and promoting factors are used to inform the co-creation and implementation by students of 3 peer-networks. Methodology: Through 1. A realist systematic review we identified promoting and hindering practices aimed at increasing feelings of inclusion and sense of belonging via peer-networks in engineering followed up by 2a. A Student-Poll where Newcastle engineering students prioritised desired peer-networks. 2b. A digital autoethnography, to explore URMs' context-specific experiences of underrepresentation and exclusion. 3. URMs and researchers gathered in a World-Café setting to co-design 3 peer-networks for engineers informed by the previous research steps. 4. Results were co-analysed through a podcast series and write-ups with URMs. Findings: 1. Thirty-three promoting and nineteen hindering mechanisms were identified over 11 types of peer network interventions; 2a. Desired peer networks as voted by eighty-two engineering students were: Student society, Makerspace, Inclusive-Induction; 2b. Twenty-six URMs participated in digital auto-ethnography. URMs' narratives triangulated and enriched findings from systematic review; 3. Twenty URMs formulated a theory of change for an inclusive and best practices peer network version they selected to take a leadership role in. The knowledge produced by the project will be embedded into the structures of School of Engineering teaching and support, to maintain transformational and enduring outcomes of the project.

13:20-13:45

81458 | *Preparing Pre-Service Student-Teachers for Addressing Learner Diversity in an Inclusive School: A Case of India*

Vandana Saxena, University of Delhi, India

There is a consistent emphasis on promoting inclusivity across all stages of education in India. The National Education Policy adopted in 2020 at the national level envisions learners from diverse socio-economic and with differentiated abilities, learning together. This has direct implications for teacher preparation, most specifically at the school level which is critical for the retention and progression of learners with a spectrum of learning needs and learning styles. This descriptive research design study was conducted in a teacher education institution that offers a teacher education programme preparing teachers to teach various subjects from grade six to grade twelve. The data was collected in three phases. Phase one at the time of admission, Phase two after the conclusion of the first year and Phase three after completing a four-month school internship programme in the second year. The study started with 125 pre-service student-teachers and a total of 100 participants continued till the final phase of the study. The purpose of the study was to critically examine the readiness of the participant for teaching in an inclusive setting. The four primary discriminators studied were Social Class, Disability, Gender and Home-Language. The tools and techniques used were, a Rating Scale, Focused Group Discussions and Narrative Analysis [based on critical analysis of case study (2) provided by the researcher to the participant]. The analysis revealed that there was a significant increase in the level of sensitization about student diversity but they remain largely unequipped to address the learning needs of every student pedagogically.

13:45-14:10

81632 | *Designing Inclusive Experiences for Undergraduate Students Within the Studio Learning Environment*

Natalia Albul, University of Florida, United States Susan Lukowe, University of Florida, United States

Studio environments are adaptable spaces, rich in technology that facilitate collaborative, project-based learning. The studio environment is crucial in framing students' experiences while ensuring inclusivity. Using hermeneutic phenomenology (Urcia, 2021), we explore undergraduate students' experiences and interactions within studio spaces in US higher education settings and its effects on the effectiveness of the learning process. Tinto (1993) Longitudinal Model of Institutional Departure is used as the conceptual framework. The sense of belonging within the studio boosts motivation, engagement, and overall satisfaction with the learning journey and ensures that all students, regardless of background or identity, feel valued and empowered to contribute to their collective growth and success (Tinto, 1993). The studio collaborative approach deepens comprehension and cultivates interpersonal skills, fostering an environment that values diversity, equity, and inclusion (Johnson et al, 1994). Based on the data analysis from structured interviews (students and faculty), observations (design competition) and documents, the main theme emerged: the physical studio environment is a secondary supporting element when collaborating pedagogy is employed. The other themes were focused on the characteristics of the interactive built studio environment. Within the studio, there are students from various backgrounds and having an inclusive environment allows them to share their unique insights, fostering a vibrant exchange of ideas that promotes understanding among peers and faculty. By embracing diversity, promoting accessibility, and nurturing a culture of empowerment and belonging, it is possible to create positive learning experiences that prepare students for a global professional world.

14:10-14:35

81867 | *Generative AI for University Students' Wellness Support: Addressing Challenges and Exploring Opportunities of Companion AI in Hong Kong*

Erwin Huang, Hong Kong University of Science and Technology, Hong Kong
Jac Leung, Hong Kong University of Science and Technology, Hong Kong
Aki Leung, Hong Kong University of Science and Technology, Hong Kong

This study responds to the pressing issue of mental health crisis among undergraduate students in Hong Kong, where studies have revealed alarmingly high rates of depressive and anxiety symptoms among respondents, ranging from 40% to 68.5%. An international non-profit organization reported a 67% increase of suicidal rate of Hong Kong youths from 15 to 24 years old from 2014 to 2017. In response to these challenges, this paper explores the potential role of generative artificial intelligence (GenAI) in addressing the gap in wellness support. GenAI, while not intended to replace the critical role of counselors and advisors, has the potential to support cohesive and accessible help. With the latest development, GenAI is able to provide continued and holistic companionship, answering questions regarding career or academic concerns, with advantages including accessibility, human-like responses, and non-judgmental responses. However, the integration of GenAI in wellness support also poses potential risks including biases embedded within the datasets upon which it was trained, privacy concerns regarding personal questions, hidden biases against marginalized groups such as English as a second language students, and the level of influence GenAI may have in decision-making processes. To investigate the feasibility and effectiveness of integrating GenAI into student mental health support systems, a pilot study involving 50 undergraduate students over two years will be conducted. This research aims to contribute to the ongoing discourse on student wellness support by exploring innovative solutions that leverage technology to address complex challenges faced by students in Hong Kong universities and other similar contexts.

14:50-16:30 | Salle 103

Sunday Onsite Parallel Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Maria Efstratopoulou

14:50-15:15
79994 | *The Use of Active Methodologies for Teaching and Learning Stochiometric Calculations*
Angélica Vermelho Comper, Universidade Federal do Espírito Santo, Brazil
Gilmene Bianco, Universidade Federal do Espírito Santo, Brazil

Chemistry plays an extremely important role, as it encompasses the development of products and technologies that enrich the quality of life. Stoichiometry is part of our daily lives and its importance in the most diverse industrial processes that are essential for the development and survival of a society is very evident. Information and Communication Technologies (ICT) play a fundamental role in facilitating the exchange of information and knowledge. By seeking to demystify this traditionalism, the incorporation of digital technologies in Chemistry Teaching has the potential to enrich the students' teaching-learning process. Therefore, we sought to identify and highlight active teaching methodologies that have the potential to transform the traditional model of education, giving it more investigative, interactive and stimulating characteristics. In developing this study, specific strategies were implemented, such as the creation of content on stoichiometric calculations on Google Sites, the development of Quiz games on the Kahoot platform and the creation of educational forms on Google Forms. The use of technologies has provided substantial benefits for students' teaching and learning, giving them a more meaningful, attractive approach and facilitating the understanding of content. The use of differentiated activities as a methodological resource allowed greater involvement and motivation on the part of the student when carrying out chemistry activities. It is concluded, therefore, that it is possible to develop and apply different and active methodologies to teaching stoichiometric calculation.

15:15-15:40
80163 | *The Science-Fiction Digital Narrative for Conceptual Appropriation*
Efigenia Flores González, Benemérita Universidad Autónoma de Puebla, Mexico
Norma Flores González, Benemérita Universidad Autónoma de Puebla, Mexico

The way of learning scientific concepts constitutes an obstacle in the biology learning process since students do not understand their definitions and apply them mistakenly, reinforcing tacit knowledge. Various studies indicate that such appropriation only occurs if students integrate new concepts and use them in real contexts through strategies such as ludic, word association, concept integration, or experimental practices. Regarding this background, the objective is to know if science fiction digital narrative promotes the appropriation of scientific concepts related to genetics in biology. Methodologically, the conceptual understanding is measured quantitatively by rubrics in integrative activities based on digital stories with an application in a sample of 40 students from the Enrique Cabrera Barroso Regional High School. The results show it as plausible for the appropriation of genetics concepts because, for its design, students must understand concepts and put them into practice in a story adapted to a real context and learning objectives, achieved through reflection and critical analysis. In addition, the tool promotes the association of concepts with its graphic representations supported by multimedia materials, strengthening the understanding and active participation of the group by allowing collaborative editing. In conclusion, digital narrative triggers students' creativity to write the script of the story, promoting student's autonomy and mastery of scientific knowledge in the learning process.

15:40-16:05
81479 | *MALL Needs and Challenges for Teachers and Students in Thailand*
Pornpimol Sukavatee, Chulalongkorn University, Thailand

Mobile technology is an emerging and a rapid developing field as a ubiquitous personalized learning with its potentiality to augment the quality of teaching and learning. This study aims to explore the needs and the challenges of Thai EFL teachers and students, focusing on mobile-assisted language learning or MALL. To get to the insights, the needs assessment was conducted amongst the six regions of Thailand. The participants are 120 teachers and 1,500 secondary students from both public schools and private schools in Thailand. The stratified random sampling was employed. They were invited to complete the questionnaire to identify the current challenges and the needs regarding MALL. The results yield that teachers and students in Thailand use mobile technologies to support their language teaching and learning. Some popular tools e.g. presentation tools, video tools, and social networks tools. are in current use. Their needs on the accessibility of information technology and wireless communication were put in priority. They show the highest needs of the internet access at school and also outside school. The familiarity of implementing mobile tools and innovations is considered as their challenges. In addition, teachers state the needs of mobile technology support, and the training to use MALL innovations. Both teachers and students need to use multiple applications to promote various communication skills. This study helps shed light on the nature of MALL challenges and needs of secondary education in Thailand. The future action plan are discussed and set.

16:05-16:30
80340 | *In Their Own Voices: A Nationwide Study of Students' Attitudes Towards the Implementation of Smart Learning Environments in UAE Schools*
Maria Efstratopoulou, United Arab Emirates University, United Arab Emirates
Maxwell Opokou, United Arab Emirates University, United Arab Emirates

A smart learning environment (SLE) encompasses the use of advanced technology and smart pedagogical teaching skills tailored to suit students with diverse learning needs. In recent years, some countries, such as the United Arab Emirates (UAE), have formulated policies to implement SLE in their education systems. Since students are the intended beneficiaries of SLE policy, it is crucial to explore their perceptions of its implementation in a novel context. Therefore, this study explored the attitudes of students towards the implementation of SLE in the UAE. To conduct this investigation, 1857 secondary school students (grades 7 and 12) were recruited nationwide. A newly developed instrument was employed to collect data, which were then subjected to exploratory and confirmatory factor analyses to understand its dimensions and validate the factor structure, respectively. Subsequently, the mean scores were calculated and multivariate variance analysis, structural equation modelling, and moderation analysis were conducted to test three specific hypotheses. The results identified ambivalence among students regarding the implementation of SLE and significant differences between them based on their school location and study grade. Additionally, this study discussed the need for nationwide stakeholder engagement to deliberate on the scope, innovation of technological devices and necessary teacher development for efficient SLE implementation.

09:30-11:10 | Salle 203
Sunday Onsite Parallel Session 1
Education, Sustainability & Society
Session Chair: Marco Burbano

09:30-09:55

80524 | *Empowering Education: Exploring Interactions of Eastern Africa's Electricity Access Levels and Climate Change Vulnerabilities on Primary Education Completions*
Samuel Kusasira, Makerere University Business School, Uganda
Olvar Bergland, Norwegian University of Life Science, Norway
Sheila Namagembe, Makerere University Business School, Uganda
Nicholas Mukisa, Makerere University Business School, Uganda

Sustainable Development Goal four (SDG4.1), requires that all boys and girls complete free and quality primary education by 2030. Although Eastern Africa's primary education enrollment is above 90%, primary education completion rates are below 71 percent (World Bank, 2023). Additionally, the region grapples with low levels of electricity access (Hafner et al., 2020) and extreme vulnerabilities to the climate crisis (IPCC, 2023). Therefore, this research has examined the impact of electricity access, food insecurity, atmospheric temperature variations, and malaria prevalence on primary education completion rates. Anchored on the human capital development theory (Becker, 1964), a quantitative analysis of secondary data from the World Bank, UNESCO, and country-specific education reports was employed. Annual time series datasets for Uganda, Kenya, Rwanda, Malawi, and Tanzania were analyzed. Using the fixed effect panel model, a 1% increase in electricity access, improves education completion by 0.28% in the region. An average increase in temperature by 10C contributes to the reduction in education completion rates by 11.5%. Additionally, a 1% rise in moderate and severe food insecurities contributes to a 0.69 % reduction in education completion rates. Achieving equitable lifelong learning starts by attaining inclusive primary education completion for all. The research findings reveal the necessity for all-inclusive investments in electricity access, climate-resilient education systems to handle the impacts of increasing global temperatures and enhancing food security to attain higher completion rates. Based on the findings there is a need to align primary educational policies with the ongoing energy and climate change scenario to achieve SDG4.

09:55-10:20

81888 | *The Shot Heard Around the World: The Epidemic of Mass School Shootings*
Jelisaveta Janicijevic Agatonovic, Columbia University Teachers College, United States

Mass school shootings have become a worldwide epidemic and have warranted many protests by civilians. Especially since schools are meant to be a safe space physically, emotionally, and mentally for all within those four walls, and since there has been a lack of diverse voices included when considering the implementation of new policies/ procedures. This research examines existing literature on more preventive or proactive vs reactive strategies for policy consideration that have been argued in light of mass school shootings that have occurred in the United States. Utilizing what has been effective and what has not from the United States context, recommendations are made as to what other countries such as Serbia, which experienced its first mass school shooting in May of 2023 can learn and implement moving forward to prevent further tragedies.

10:20-10:45

80229 | *Investigating Waste Management Learning in School Education in Japan and Bangladesh: Textbook Content Analysis*
Nigar Islam, University of Tsukuba, Japan Kenichi Matsui, University of Tsukuba, Japan

In dealing with global waste management challenges, education has been considered an efficient tool to improve students' awareness and mitigation actions. According to the UN Education for Sustainable Development initiative of 2015, sustainable waste management is expected to be part of school curricula. There has been little research examining textbook contents related to waste management. These tend to focus on sustainability within specific disciplines. Based on the literature review this study developed an analytical framework for analyzing the extent to which waste management content has been incorporated into Japan's and Bangladesh's Elementary and Junior school textbooks. The analysis identified interdisciplinary and competency education approaches in Japan's subjects on Society, Home, and Morality, and in Bangladesh's for Science, Social studies, and Language, which incorporate examples, stories, historical notes, research, and innovation to teach waste management. Comparing the two countries, the results reveal Japan's emphasis on a recycle-oriented society whereas Bangladesh's waste management education tends to promote risk awareness of the consequences of poor waste management. Visual illustration analysis indicates that Japan's textbooks contain pictorial representations with real-time images, diagrams, drawings, graphs, and maps but Bangladesh lacks these details, so they represent them with drawings. This implies that Japan has the waste management practices necessary to integrate the real scenario into textbooks. The findings of the analysis help better understand waste management education design and students' knowledge acquisition.

10:45-11:10

79696 | *Characterization of the Research Models of 4 Hei on the Colombian-Ecuadorian Border Regarding Sustainability*
Marco Burbano, Universidad Politécnica Estatal del Carchi, Ecuador

This research aimed to analyze the orientation of the research models of four public higher education institutions (HEI) located in the border area between Ecuador and Colombia towards sustainability. Through applying an instrument previously validated under the Delphi methodology, information was collected from the heads of the research units of their respective HEI. The results obtained through a rigorous statistical analysis indicate that, in general, no statistically significant differences were found between the research models of the four HEIs analyzed and the sustainability principles. However, when examining specific dimensions such as environmental and economic, one of the institutions did show significantly superior performance according to the applied hypothesis tests, which suggests a more effective integration of sustainability criteria within the priorities of the research agenda. One of the main methodological strengths of the present study was the comprehensive characterization of HEI research models through the simultaneous evaluation of multiple indicators categorized into four key dimensions: environmental, social, economic and institutional. Among the study's main contributions is the pioneering analysis of the integration of sustainability in the field of research models of public HEI in a border context, which has been barely addressed by specialized literature until now. The study's findings have relevant practical implications since they provide the HEIs analyzed with empirical evidence to critically evaluate their models and introduce systematic improvements to align their research priorities with the SDGs and the sustainability needs of their local contexts.

11:25-12:40 | Salle 203
Sunday Onsite Parallel Session 2
Education, Sustainability & Society
Session Chair: Camisha Sibblis

11:25-11:50
81619 | *The Portrayal of Islamophobia in Islamic English Medium Textbook: An Analysis Within the UK Islamic Educational Context*
Fithrah Ansar, Queen's University Belfast, United Kingdom

This study examines the representations of Islamophobia within Islamic educational materials taught in English. Utilizing a qualitative discourse analysis methodology, the research scrutinizes the range of Islamophobia depictions found in Islamic textbooks offered in English within the British educational framework. The objectives of this study is to qualify the presence of Islamophobic contents through a multimodal lens and explore the potential impact of these portrayals on shaping students' perceptions and attitudes towards Islam and Muslims. The research employs multimodal discourse analysis as its methodological framework, which facilitates the identification and description of Islamophobic content within textbooks through a comprehensive analysis of both visual and textual elements. The subject of this research is the "Safar Islamic Studies," a textbook produced in the United Kingdom. This textbook is selected purposively to investigate the presence and nature of Islamophobic elements within Islamic educational materials in a British context. Findings from the analysis reveal the presence of Islamophobic cues through various means such as representation, omission, and the portrayal of stereotypes. The results support the development of pedagogical resources that counteract tendencies of Islamophobia while simultaneously acknowledging and valuing the vast array of cultural diversity within Muslim societies in UK. The study concludes with recommendations for textbook authors, publishers, and educational policymakers to update and incorporate the balance and inclusivity of teaching materials, thereby fostering a culture of mutual respect and comprehension among students of varying backgrounds.

11:50-12:15
80360 | *Fostering Equity and Transformation: Anti-Racist Learning Communities in US Community Colleges and Their Influence on Pedagogy and Organizational Practices*
Jamie Smith, West Valley College, United States

Racism persists as a significant concern in academia, necessitating proactive measures within higher education institutions. In the United States, community colleges play a pivotal role in addressing this issue through initiatives, task forces, and anti-racist learning communities. However, there is a noticeable void in research regarding the impact that anti-racist learning communities have on the individuals engaged in them on community college campuses. This conference presentation explores the influence of community college anti-racist learning communities on faculty and classified staff's pedagogical practices and interpersonal interactions. Through participant interviews, insights were gathered on their learning experiences within these learning communities, the influence on their professional practices, and the role of organizational support in their anti-racist development. Key findings from the research conducted includes the importance of sharing diverse lived experiences, the necessity of an anti-racist approach in curriculum reviews, and the role that active engagement in anti-racist learning communities has on developing anti-racist practices. Moreover, the study underscores the significance of intentional organizational structures, peer-led anti-racist learning communities, and proactive leadership practices in supporting employee anti-racist development. The research also introduces a novel addition to an existing organizational learning model. By dismantling structures of privilege and discrimination, academia can evolve into a stronghold of justice, equality, and intellectual advancement, contributing to a more inclusive and socially conscious society.

12:15-12:40
82092 | *Carceral Dislocation in the School-Prison Nexus: What Happens to Black Boys who are Excluded from School*
Camisha Sibblis, University of Windsor, Canada

This paper discusses the findings of a study exploring the experiences and outlooks of excluded Black male youth and how they are constructed in the Ontario education system. It also delves into the ways in which the identities of Black male youth shift as a result of their time in spaces of exclusion, such as expulsion programs. A qualitative Critical Race Methodology was used to formulate an understanding of subjectivity as it pertains to school excluded Black males. The sample consisted of 13 self-identified Black males (n=13) between the ages of 18-28 years old, who had either graduated from an Ontario Safe Schools expulsion program, completed their term, had been otherwise demitted or decided not to attend. The findings showed that participants experienced expulsion programs as carceral spaces. The spaces significantly influence young Black men's self concepts and impose upon them what I call carceral identities. Furthermore, in reflecting on their interpretations of hegemonic masculinity, participants revealed a fundamental ontological rupture: the ubiquity of the carceral in the lives of Black boys for whom prison techniques and concentrated disciplinary power have permeated exclusive school spaces, causing a type of dissonance that I refer to as carceral dislocation.

12:55-14:35 | Salle 203
Sunday Onsite Parallel Session 3
Financial Education & Management
Session Chair: Sanjeev Kumar

12:55-13:20
78497 | *Research on Factors Affecting Undergraduates' Financial Management Skills: The Moderating Role of Financial Education*
Diep Nguyen Ngoc, Duy Tan University, Vietnam
Giang Ha Hai, Duy Tan University, Vietnam
Ngan Le Viet Quynh, Vietnam National University - International School, Vietnam

Individual financial management is crucial for achieving economic and social stability and development. This study aims to identify factors influencing the financial management skills of students, addressing a gap in existing research. This research expands on previous studies by examining the mediating role of financial education in the relationship between financial attitudes and individual financial management. Therefore, factors influencing undergraduates' financial management skills are examined. Moreover, filling the existing knowledge gap has practical, scientific, theoretical, and policy implications. Including financial education as a mediating variable enhances understanding of the relationship between financial attitudes and individual financial management. A quantitative method was employed to collect data from 258 students currently studying in Vietnam. Exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM) were utilized to assess measurement scale reliability and test the theoretical model. Three influential factors were found to affect students' financial management skills, including financial attitude, parental financial socialization, and financial literacy. These factors significantly shape students' financial behavior. Furthermore, financial education moderates the relationship between financial attitude and individual financial management, indicating its potential to enhance financial skills. The study's findings have broader implications beyond their immediate scope. By identifying key factors influencing students' financial management skills, this study proposes policy implications to enhance these skills. Policymakers, educators, and stakeholders can utilize these insights to design targeted financial education programs tailored to students' needs. Strengthening students' financial management skills contributes to their long-term financial well-being and society's economic development.

13:20-13:45
79695 | *Textbook Affordability Initiatives: Advocating for Inclusivity in Health Sciences Education*
Christine Andresen, Medical University of South Carolina, United States

Access to textbooks and ancillary instructional materials is essential for student success, yet textbook costs have increased exponentially in the United States (US), 162% between 2000-2021, resulting in a significant barrier to higher education. Data from the US National Center for Education Statistics shows that 81% of medical doctorates/75% of health professions doctorates are burdened with student loan debt, and that the amount of those loans doubled between 2000-2016. Textbook affordability initiatives replace traditional high-cost textbooks with library licensed materials and/or open educational resources (OER) to lower student costs, remove a barrier to higher education, and provide a learning experience that best meets the needs of the most diverse group of students. Librarians are a natural fit to lead these efforts, and are well-positioned to work with campus decision-makers to leverage library-subscription resources and advocate for alleviating student financial burden with zero or low-cost instructional materials. This case study will present our experience implementing a librarian-led affordable learning initiative at an academic health system, discuss techniques used to engage with key campus stakeholders, and share ideas for how this practical student cost-saving measure could be implemented at other institutions to provide a more equitable learning experience.

13:45-14:10
81920 | *Mapping the Research Themes of Financial Education Using Structural Topic Modelling: A Machine Learning Perspective*
Sanjeev Kumar, O.P. Jindal Global University, India
Hanna Olasiuk, O.P. Jindal Global University, India

Financial literacy is essential in business, economics, and finance as it empowers individuals and organisations with the knowledge and skills needed for sound financial decision-making. It enables effective risk management, investment maximisation, and economic growth through responsible financial practices. Despite significant research growth in financial literacy over the past two decades, there exists a gap in comprehensive reviews of its primary themes. Our study addresses this gap by utilising a blend of bibliometric analysis and a machine learning technique (structural topic modelling) on a dataset of 1303 articles from Elsevier's Scopus database (2002-2022). It primarily focuses on financial literacy, highlighting key themes, publication trends, and notable journals. The outcomes of structural topic modelling unravel five distinct thematic clusters: i) Financial literacy and financial planning, ii) Financial literacy and financial education, iii) Financial literacy and technology, and iv) Financial literacy and financial behaviour. "Journal of Financial Counselling and Planning" is a prominent source, contributing 92 articles (7.1% of the total). Future studies on financial literacy should explore the evolving requirements of people and communities, encompassing an understanding of digital platforms and blockchain technologies, enabling them to make well-informed financial choices. These results provide valuable insights into the ever-changing landscape and emerging research trends in financial literacy. They hold significant relevance for diverse audiences, including scholars, policymakers, financial institutions, and professionals.

Sunday Onsite Parallel Session 4

Education, Sustainability & Society

Session Chair: Troy Sarina

14:50-15:15
79765 | *Social Learning Through Social Media Technologies: From Theory to Practice*
Kellye Guidry, Gwynedd Mercy University, United States

This study presents a comprehensive review of the role of social media (SM) technologies in workplace learning. The study examines the potential benefits and challenges of using SM technologies for social learning (SL) in the workplace. It provides insights into the context, factors, benefits, challenges, and potential future directions for adopting SM technologies for SL in the workplace. The literature review draws on a range of scholarships, including vocational, technology, and education. It uses several literature databases to research articles, scholarly papers, peer-reviewed articles, and practitioner articles that support the study's constructs. The study highlights the importance of developing digital literacy skills to maximize the benefits of SM technologies for workplace learning. The study also emphasizes the need for educators, trainers, and managers to carefully consider the context and culture of their organization when adopting SM technologies for workplace learning. Overall, this study provides a valuable resource for anyone interested in using SM technologies for workplace learning and offers practical guidance for educators, trainers, and managers interested in adopting SM technologies for SL to develop social capital.

15:15-15:40
81589 | *Effects of Short-Term Study Program in Hawaii: Focusing on Sustainable Initiatives*
Ayako Nakai, Toyo University, Japan

This study aims to examine the effects of a short-term study program in Hawaii. Japanese undergraduate students took part in the short program in February 2024 (n=20). The two week-program focused on learning sustainable tourism and joining an eco-tour of fishponds for sustainable fishing. To identify the students' improvement of fluency in writing related to SDG's, the students were asked to write a short essay about sustainable initiatives in Hawaii before and after the program. The results of the difference of the average number of words between pre and post-writing test was statistically significant (t(19)= 1.69, <.05). Further analysis involved checking participants' vocabulary pre and post essays. If the students wrote sustainable initiatives, such as riding a shared bike, a shared bike could be categorized as climate action, Goal 13, with one point ascribed to this action. After the program, the students paid greater attention to writing about sustainable initiatives with regards to vocabulary than before the program (t(19)=5.67, p <.01). In addition, New Ecological Paradigm Scale (Dunlap et. Al., 2000) was used to examine the students' attitudes toward environmental protection. Comparing before and after the course, all students' attitudes towards environmental problems did not show a statistical difference (t(19)=.551, n.s. p=.558). The results of the study provide evidence that the short-term study program had a positive effect on the students' understanding of sustainable initiatives in Hawaii and improved their writing fluency and vocabulary. To change their attitude, inclusion of more pro-environment activities should be considered for future programs.

15:40-16:05
81851 | *Weaving the Social Engagement of Students Through Art Practices: In the Wake of Project CARE/SS*
Martha Ioannidou, Aristotle University of Thessaloniki, Greece
Antonis Lenakakis, Aristotle University of Thessaloniki, Greece
Michalis Christodoulou, Aristotle University of Thessaloniki, Greece

The EU-funded research project CARE/SS aimed to develop innovative online and blended courses for educating teachers in the arts. The project's objective was to empower teachers with critical pedagogy and sustainable development principles, enabling them to address contemporary social challenges effectively. According to the research findings discussed in this paper, integrating socially engaged art practices into the curriculum can positively impact students' social development, creativity, critical thinking, character education, and social justice. The project focuses on the social engagement of students through art practices, highlighting that art education is a multifaceted approach to promoting creativity, critical thinking, and community engagement. Through specific implementations and their reflective outcomes, this paper delves into mapping and analysing the multiple ways teachers and students used to explore, interpret, communicate, collaborate, and participate in social and political action, contributing to a more empathetic and democratic society. Furthermore, it addresses opportunities and critical challenges generalist teachers have to deal with to enhance students' artistic skills and foster teamwork, communication, and problem-solving skills essential for social engagement. Overall, this research offers valuable insights into how art education can enhance students' social development and promote social sustainability. Socially engaged art allows students to express themselves creatively, actively address social issues, and promote positive community change.

16:05-16:30
81342 | *Sustainability and Innovation in Business Education: Insights from Teaching Postgraduate Negotiations*
Troy Sarina, University of Technology Sydney, Australia
Grant Michelson, Macquarie University, Australia

The purpose of this paper is to examine if the curriculum surrounding negotiation skills are taught in a sustainable and socially responsible way. Currently the popular 'win-win' model of negotiating often focuses on the immediate outcomes of a negotiation which can neglect the impact that the actions of negotiators can have on institutions, legal systems, and future generations (Fisher and Ury, 2021). Despite the success and widespread application of a win-win model of negotiation in negotiation teaching, Lempereur (2012) argues that we need to move from responsible negotiation towards more socially responsible negotiation and offers some suggestions for achieving this. For instance, he contends the negotiator needs to think more about their actions away from the negotiating process as well as the impact their actions can have on the next generation. It is the embedding of the "future" that perhaps is the key point of departure from conventional win-win negotiation practices. This includes the environmental (e.g., human, social and natural) consequences of any current negotiations (Lempereur, 2012). Using document analysis, this paper examines the extent to which Business Schools who are members of the CEMS Global Alliance in Management Education demonstrate sustainable and socially responsible approaches to teaching negotiating skills at the postgraduate level. The preliminary conclusions of this paper suggest there is a lot more to be done in terms of curriculum design to ensure the 'win-win' model of negotiations to reflect a more sustainable and socially responsible model.

09:30-10:45 | Salle 232
Sunday Onsite Parallel Session 1
Language, Linguistics, and Media
Session Chair: Defeng Li

09:30-09:55
79265 | *Bergman's Persona: Mimesis and Translation*
Amresh Sinha, The School of Visual Arts, United States

Bergman's Persona (1966) focuses on the relationship between the actor Elisabet (Liv Ullmann) and her nurse Alma (Bibi Andersson). Their function in the film points to a dialectic of sublation (aufgehoben from a Hegelian principle of Geist) and mimetic (Platonic) passivity. Two issues are of primacy here: Is translation a process of sublation of the original, or is it mimetic, that is, reproducing the original in the copy? Mimesis first opens up the question of original versus imitation and it remains a forerunner of what comes after it, in the name of translation. It is therefore far from being the case that translation and mimesis have no correspondence with each other. In mimesis the meaning does not substantially change; rather what changes is the very thing that is no longer itself but the other in a playful disposition. Miming in that sense is not about copying something or the other; it is the reflection of the other, which constitutes the being of the actor. Elizabet is not Alma; Alma is not Elisabet. But they converge in a literal sense, correspond, imitate, and translate. Alma and Elisabet start to mirror each other in their appearance and clothing as the film progresses. The paper will explore the various modes of translation practices, such as resemblance, resistance (to exemplariness of the original text), conversion, equivalence, correspondence, mimesis, in the text of Persona, where Elisabet will be read as the original but the silent text, and Alma as the translated text.

09:55-10:20
81999 | *Invisibility vs Subjectivity: A Corpus-Assisted Comparative Analysis of Two Nineteenth-Century Versions of Yu-bo-ya Shuai Qin Xie Zhi Yin*
Victoria Lai Cheng Lei, University of Macau, Macau

"Yu-Bo-Ya Shuai Qin Xie Zhi Yin" from Jin Gu Qi Guan (Modern and Ancient Tales of Wonder), a collection of Chinese short stories compiled during the late Ming Dynasty, was introduced to the West in the nineteenth century through translation. "Le Luth Brisé", translated into French by the travel writer and Orientalist Théodore Pavi, appeared in 1839. The English version, Yu-Pe-Ya's Lute, was published by the English poet Augusta Webster in 1874. Except for a few adaptations employed to bridge culture gaps, Pavie's prose rendition of the tale is painfully faithful to the original. Webster's version, by contrast, offers a free rendering in verse form. Employing a corpus-assisted approach, this paper examines an array of issues, including gender dynamics, and the intricate multilateral relationships among the authors, the originals and the translators. The analysis highlights that Webster did not know Chinese and her version is based on Pavie's French translation. Pavie claims in the preface that the origin of the tale cannot be traced. To Webster, the tale is set in "an epoch so vague and so remote that it has no date" and the author is invisible. In the absence of the author, Webster usurps the role of the author, allowing herself the freedom to project her aspirations and laments into the main characters. She transforms the male protagonists into spokespersons for the experiences of Victorian women, including that of the female writer herself, illustrating of the transformative power of translation and the complex roles of authorship and translation.

10:20-10:45
82004 | *Corpus-Based Analysis of Translator Style: A Comparative Study of Classic Literature Translations*
Defeng Li, University of Macau, China

In this presentation, we embark on a cross-linguistic journey to compare and contrast translator styles using corpus-based methodologies. Drawing inspiration from Mona Baker's seminal research on translator style, this study taps into the rich tapestry of language to unveil the unique stylistic fingerprints left by translators in their work. The research utilizes English translations of the Chinese literary classic "Hongloumeng" (The Story of the Stone), coupled with the Chinese renditions of James Joyce's "Ulysses," as prime examples to illuminate how different translators navigate the interplay between source and target languages. By harnessing the power of corpus analysis, this study meticulously examines linguistic features such as lexical choice, syntactical patterns, and semantic nuances that characterize the translator's approach. The goal of this analysis is to reveal not only the individual style of the translators but also to explore how socio-cultural and linguistic backgrounds influence translation strategies. The insights gained promise to contribute to our understanding of translation as a complex, creative, and individualistic act.

Sunday Onsite Parallel Session 2
Language Learning and Teaching

Session Chair: Josan Fermano

11:25-11:50
79664 | *Utilizing ChatGPT in Media Education: Enhancing English-Language Writing Skills Among Thai-Native Students*
Alongkorn Parivudhiphongs, Chulalongkorn University, Thailand

This media education study explores the integration of ChatGPT, an advanced language model instrument, in the curriculum of international communication arts programs in Thailand, focusing on the development of English-language writing skills in media contexts. The research involved 107 Thai-native students from diverse backgrounds, enrolled in courses centered on news writing and advertising copywriting. Initial assessments highlighted challenges in three critical areas: grammar, syntax, and style, within both news and advertising writing domains. The intervention comprised training students to use ChatGPT for idea generation, proofreading, and receiving constructive feedback. The post-intervention analysis revealed significant improvements: grammatical errors were notably reduced, and syntactic structures were adequately enhanced. However, the impact on writing style varied between the two domains. In journalistic writing, students' outputs aligned more with conventional standards, whereas ChatGPT tended to introduce a more creative flair, akin to feature writing. Contrastingly, in advertising copywriting, the use of ChatGPT led to more fluid and effective compositions, reflecting the distinct nature of this writing style. The study concludes that while ChatGPT is a valuable tool for addressing certain quality aspects of writing, it is not a panacea. The need for originality, critical thinking, and independent information gathering remains paramount. The findings suggest a tailored approach to integrating ChatGPT in media writing education, leveraging its strengths in specific areas while emphasizing the irreplaceable value of human creativity and investigative skills. The study opens avenues for future research on the nuanced role of AI in creative and professional writing education.

11:50-12:15
80579 | *Autonomy in Language Learning: A Continuing Exploration*
Maureen Klos, Nelson Mandela University, South Africa

Over two decades ago, Allwright (1984, 1988, 1990) proposed learner autonomy as a radical departure from traditional pedagogy, challenging the conventional classroom structure. By 2009, autonomy had become a fundamental aspect of mainstream language teaching and learning, as emphasised by Benson (2009). However, academic debate continues, as indicated by Chateau and Tassinari (2021), who question whether autonomy in language learning is implemented in language classrooms despite being an educational ideal in 18 countries surveyed. The case study explored in this article involved a South African subject-specific English language support intervention aiming to facilitate autonomy in learning to master the language in the context of an anatomy and physiology descriptive report, which content lecturers expected nursing students to complete on their own. Examining the implementation of autonomous learning in his targeted setting, the case study sought an understanding of how learners could autonomously engage with language learning within the framework of specific academic subjects. This exploration was situated within the broader evolution of language education, shedding light on practical implications and the effectiveness of fostering autonomy in subject-specific language acquisition.

12:15-12:40
80591 | *Investigating Speech Articulation Challenges in College Students: Focus on Labial and Bilabial Sounds, Including the Schwa and Remediation Strategies*
Charito Ong, University of Science and Technology of Southern Philippines, Philippines
John Derek Flores, Bukidnon State University, Philippines
Grace Pimentel, University of Science and Technology of Southern Philippines, Philippines
Mary Louise Pimentel, University of Science and Technology of Southern Philippines, Philippines
Josan Fermano, University of Science and Technology of Southern Philippines, Philippines
Lorena Taglucop, University of Science and Technology of Southern Philippines, Philippines

This study investigated speech articulation challenges faced by 155 third-year communication arts college students enrolled in speech classes, focusing specifically on labial and bilabial sounds (/p/, /b/, /m/, and /w/). Surveys and speech assessments were administered to this diverse sample to discern the prevalence of these challenges and explore contributing factors, including speech therapy experiences, linguistic backgrounds, and educational paths. Results reveal that a significant portion of the students exhibit difficulties with articulating these sounds, with varying degrees of severity. Furthermore, analysis indicates that previous speech therapy experiences, linguistic backgrounds, and educational trajectories play significant roles in shaping these challenges. The research aimed to identify effective remediation strategies tailored to the needs of this student population. Targeted exercises, personalized speech therapy sessions, and the utilization of visual aids and technology emerged as potential interventions to enhance students' speech articulation skills. Proficient speech articulation is found to positively influence comprehension and communication skills development. The findings have significant implications for educators, speech-language pathologists, and curriculum designers. Integrating speech articulation exercises into the curricula is recommended to enhance language comprehension and responsiveness to complex ideas across various academic disciplines. Moreover, addressing speech articulation challenges contributes to a more inclusive learning environment, ensuring equitable opportunities for all students, regardless of linguistic backgrounds. This study underscores the importance of prioritizing language proficiency and communication skills among college students to better equip them for academic and professional success in diverse global contexts.

12:55-14:35 | Salle 232
Sunday Onsite Parallel Session 3
Teaching and Learning Experiences
Session Chair: Lars Bjork

12:55-13:20
79772 | *Teaching a College-Level Happiness Course from a Communication-Discipline Perspective*
Monique Myers, Stonehill College, United States

Although the emerging discipline of Happiness Studies began in the field of Psychology (Ben-Shahar, 2007), most often called "Positive Psychology"(Martin Seligman, 2002), it has morphed into an interdisciplinary field including anthropology, sociology, and philosophy, among others. Few U.S. colleges offer Happiness courses taught in the discipline of Communication (Myers, 2024). This presentation articulates how using communication concepts such as Interpersonal Communication and Intrapersonal Communication, which Howard Gardner (1983) in his groundbreaking book on Multiple Intelligences claims are two of the eight major types of Intelligence, can be highly effective in teaching the college-level Happiness course. Because the best predictor of happiness is mutually supportive interpersonal relationships (Ben-Shahar, 2021), the author discusses recent research, activities, and techniques to help improve interpersonal communication effectiveness, and, thus, interpersonal relationships. The author also discusses the effectiveness of engaging in intrapersonal activities such as journaling, gratitude letters, positive affirmations, etc., as Ben-Shahar (2021; 2007) claims they helped his students become happier. Indeed, I found this to be the case when I taught a college course on Happiness & Communication for three semesters. It is vitally important to create more college-level courses on Happiness in a variety of disciplines because college students have increasingly been experiencing higher levels of depression and anxiety over the decades – exacerbated by the worldwide Covid epidemic (Santos, 2023).

13:20-13:45
80909 | *Salvaging the Bard: A Success Story of Theatre-Based Practice for Neurodiverse Learners*
Eleni Kmiec, Iowa Conservatory, United States

At its core, this research is founded on the notion that Shakespeare's plays and text are beneficial for all student abilities if made accessible through active learning. This study looks at a neurodiverse classroom of primary school students with a myriad of special educational needs (SEN), including high functioning autism spectrum disorder (HFASD), attention deficit disorder (ADD), and generalized anxiety disorder (GAD). Shakespeare's plays, specifically, integrate opportunities for literal-minded students to re-contextualize four-hundred-year-old texts, practice language decoding, and use performativity for perspective-taking, socialization, and emotional discovery. Over three months, observations were collected on the usefulness of applying the Royal Shakespeare Company's (RSC) active in-classroom practices to teaching The Tempest to the aforementioned group of students. The research looks at three areas that align with the students' challenges: (1) how activeness improves attentiveness; (2) growth in social and creative confidence; (3) collaborative improvement. The observations made evidence that a multimodal curriculum that blends social-communication skills with individualized student benchmarks successfully addresses areas of challenges in neurodiverse classrooms. In conclusion, an active approach to Shakespeare's text can model a co-constructed learning-environment that benefits both social and academic progress, regardless of each student's perceived academic attitude.

13:45-14:10
82253 | *The Instructional Leadership Role of Superintendents in Instructionally Effective School Districts*
Lars Bjork, University of Kentucky, United States

Throughout the past several decades (1983-2024), the rise of a global economy and the changing nature of American society underscored the importance of educating all children. Successive waves of education reform in the USA launched a wide array of initiatives focused on improving student learning. Three nation-wide studies (2000, 2010, 2020) conducted by the American Association of School Administrators (AASA) sampled a population (12,600) school district superintendents. Participants included: (2000, 2262; 2010, 1867; 2020, 1218). These studies used a mixed methods data collection approach and focused on identifying their characteristics, roles, and responsibilities. Data suggest that superintendents' instructional leadership role increased in importance (2000: 40.2%; 2010: 26%; 2020: 58%) in relation to their traditional managerial role (2000: 36.2%; 2010: [Ranked 2nd]; 2020: 47%). Although superintendents' managerial role is defined, ISED scholars have identified practices that may offer insight into how they may enact their instructional leadership role. A recent (2024) exploratory, qualitative study focused on superintendent instructional leadership practices in IESD districts in Kentucky found that their continuous involvement and use of their managerial position supported district-wide instructional improvement in areas including: (1) Staff selection and recruitment; (2) Principal supervision and evaluation; (3) Establishing clear instructional and curricular goals; (4) Monitoring learning and curricular improvement activities and, (5) Financial planning for instruction. These findings suggest that superintendents' may leverage their management prerogatives to enact their instructional leadership role. Findings add to the literature on superintendents' instructional leadership and frame a promising line for future scholarly inquiry.

14:10-14:35
80752 | *The Neuroscientific Approach to Education: Investigating the Effects of Neuropedagogy on Learning Outcomes*
Tarik Saadi, Groupe ISCAE, Morocco Myriem Essakalli, Groupe ISCAE, Morocco

Neuropedagogy has gained significant attention in recent years. The literature review explores the theoretical foundations of neuropedagogy and delves into the cognitive processes involved in learning and how understanding these processes can inform teaching practices to optimize learning outcomes. The present study is based on the assumption that there is a dearth of research pertaining to the conceptualization of neuropedagogy and the translation of neuroscientific findings into practical applications for educators. Therefore, this study aims to investigate the effectiveness of specific neuropedagogical interventions in optimizing learning outcomes of business students. Using a mixed-methods approach to gather both quantitative and qualitative data, this research will implement neuropedagogical techniques and assess their impact on learning outcomes. The participants include undergraduate business students at ISCAE-Casablanca in Morocco. The results suggest that students who received neuropedagogical interventions showed significant improvements in their academic performance compared to those who did not participate in the interventions. Also, participants reported increased motivation, engagement, and enjoyment in their learning experiences following the interventions. More specifically, their cognitive skills, namely critical thinking, problem-solving, and information processing have improved. The implications of this paper aim to promote research and collaboration within Business communication and pave the way for more effective and inclusive educational experiences for learners. Future research could explore the long-term effects of neuropedagogy on the retention rates, career success, and overall academic performance of business students. Additionally, investigating the scalability of neuropedagogical approaches across different disciplines and educational contexts would provide valuable insights for educators and policymakers.

14:50-16:30 | Salle 232
Sunday Onsite Parallel Session 4
Science, Environment and the Humanities
Session Chair: Vindya Hewawasam

14:50-15:15

80458 | *Legal Frameworks and Institutional Practices to Protect Sundarbans Mangrove Forest and Dependent Communities in Bangladesh*
Mohammad Sayed Momen Majumdar, University of Tsukuba, Japan Kenichi Matsui, University of Tsukuba, Japan

Transboundary governance for the world's largest mangrove forest has posed challenges to Bangladesh and India in terms of conservation and livelihood protection. This mangrove area, Sundarbans, area expected to contribute to GHG emissions whereas the livelihood of an increasing population and expanded use of land posed some threats to its maintenance. Therefore, this paper aims to examine the legal framework for the conservation of this mangrove forest. We focus on institutional efforts for policy implementations and executions of legal frameworks. For these purposes, we collected and analyzed related policies and legal frameworks since the establishment of the Forest Act of 1927 to the present, including the National Forest Policy of 1994. The result of our analysis shows that Bangladesh's policies and laws were compartmentalized to deal mostly with forest conservation or GHG emission reduction. A legal framework for bridging the gap between forest conservation and livelihood support is not clear yet. Bangladesh's NDC for GHG emission reduction was set at 6.73% for unconditional effort and 15.12% for conditional effort by 2030. Afforestation activities are expected to be the major contributor, but natural biosphere governance ideas are also needed to be incorporated here. Another challenge we identified was an overlapping jurisdiction over resource governance. Forest resources and aquatic resources within Sundarbans are managed by the Forest Department and the Department of Fisheries.

15:15-15:40

80180 | *Addressing Encroachment and Promoting Sustainable Urban Design Policies in Ulaanbaatar*
Bulgan Lkhamdash, University of Tsukuba, Japan Kenichi Matsui, University of Tsukuba, Japan

In Ulaanbaatar, Mongolia, policies that aimed to alleviate consequences from rapid urbanization like poverty and equity have neglected the importance of securing multiple purpose public spaces. Some studies examined the current trend of shrinking public space in the city, but it is not yet clear what factors contributed to the continued neglect of establishing and maintaining more public spaces. This study analyzes laws and policies that pertain public spaces. The fundamental question here is the reason behind shrinking public spaces in the city. To illustrate the decreasing trend of public space in Ulaanbaatar, a GIS spatial analysis is conducted. To identify key factors that led to the neglect of establishing and maintaining public spaces, this paper examines laws and policies, such as the Law on Construction (2016), which regulates Ulaanbaatar's construction activities, including land acquisition. It also provides ways in which properties are maintained and tax payments are regulated. My documentary examination found that land acquisition and allocation often led to conflicts between ministries and local governments as they used different land use databases. The issue of public space encroachment in Ulaanbaatar is a complex one, as it not only diminishes the availability of green and open spaces but also has adverse effects on cultural and natural heritage sites. These sites have a close connection to the social identity of the people and are an integral part of the cultural fabric of the city. Therefore, preserving them is essential for ensuring a sense of belonging and responsibility among the citizens.

15:40-16:05

80647 | *A Modern Implication of Traditional Water Governance Practices for Flood Mitigation in Sri Lanka*
Vindya Hewawasam, University of Tsukuba, Japan Kenichi Matsui, University of Tsukuba, Japan

Sri Lanka's tank cascade system, which emerged in the dry zone as early as the 5th century BC, has been identified as one of the oldest nature-based water management practices in the world. Many scholars have reexamined the importance of the system for drought mitigation, rainwater harvesting, agricultural development, ecosystem conservation and socio-economic development. However, we have limited knowledge about how this system functioned for flood management. In this paper, we argue that flood management has been an integral part of the tank cascade system. It examines how traditional water management and flood mitigation techniques once flourished but now obsolete although local revival efforts are happening in various parts of the country. Our historical document analyses and field observations in the dry zone show how Sinhalese mitigated floods by incorporating traditional scientific and engineering knowledge, including land use planning, embankment designs, and water storage/release technologies. The mid-12th century witnessed the emergence of large-scale systems with various unique water control technologies. These large-scale tanks were later abandoned with the decline of kingdoms in the dry zone. Other locally managed systems remained but were gradually abandoned due largely to the British colonial rule that slowly penetrated into various parts throughout the 19th century. After independence, Sri Lankan engineers showed renewed but limited interests in revitalizing some parts of tanks, if not the whole system. Finally, this paper shows how traditional water governance that thrived in local communities can be helpful in handling emerging and intensifying flood incidents in recent years.

09:30-11:10 | Salle 233
Sunday Onsite Parallel Session 1
Assessment Theories and Methodologies
Session Chair: Hilary Brown

09:30-09:55
78232 | *Senior High School Students' and Teachers' Performance and Feedback on Their Research Subjects: Basis for Learning Delivery and Policy Improvement*
Jonathan Molina, Digdig High School, Philippines
Samuel Soliven, Saint Mary's University, Philippines

This study investigated the SHS STEM students' and teachers' performance and feedback on their research subjects towards learning delivery and policy improvement. A mixed method employing sequential explanatory technique was utilized in determining the classification and level of students' outputs and their feedback in their research subjects. Also, it determined the performance level of research of teachers based on the unified MELCs together with their innovative teaching practices, research skills test, performance and the predictors of teachers' research performance in the Division of Nueva Ecija. A total of 359 STEM students selected purposively and 70 STEM research teachers selected randomly were involved in the study. Data were gathered through questionnaires, unstructured interviews, and acquisition of documents. These were analyzed using frequency, mean and percentage as well as document, thematic and regression analyses. The findings indicated that majority of the students were engaged in producing STEM-related outputs showing a satisfactory level in their research work. Also, they demonstrated a strong understanding of formulating research questions and hypotheses while weak in data analysis skills. Meanwhile, teachers generally exhibited very satisfactory competencies in research. Their innovative practice in teaching the research subjects included establishing in-depth learning, authenticity, taking collective ownership, and cooperative dialogue. More so, predictive ability for research performance included age, statement of hypothesis, ethical considerations, and proficiency in teaching research. The study highlighted that developing research competencies among teachers and students is crucial, along with support mechanisms to address challenges. These findings lead to the development of learning delivery and policy.

09:55-10:20
80281 | *Listening to All: Feedback and Dialogue Between Staff and Students*
Kulnicha Meechaiyo, University of St Andrews, United Kingdom Gosia Mitka, University of St Andrews, United Kingdom

We focus on reducing the power imbalance between staff and students and providing prompt and helpful feedback without overburdening staff and students. To achieve this, we introduced a shift from "top-down feedback and dialogue between staff and students" to a "bottom-up approach." This approach places a stronger emphasis on students' needs and satisfaction, which is more likely to yield valuable insights in a timely manner. We are introduced and tested an alternative feedback method - the "traffic light system." During the first lecture of the semester. we gave papers to students at the beginning of the lecture, which allowed them to indicate their level of satisfaction using traffic light colours. Students were also given the option to provide written feedback on the back of the paper. At the end of the lecture, we collected the papers in an envelope placed at the front of the class, ensuring complete anonymity. The feedback is easy to read and group, thanks to the use of colours and the straightforward nature of the students' responses. However, implementing the traffic light system can be challenging in a large classroom setting. We conduct surveys with students to enquire about their experience with the feedback method, prompting them to rate its ease on a scale of 1 to 5. It is critical to examine whether the module coordinator acted on the feedback received and, if so, how and when it was communicated to the students. This reflective approach signifies a commitment to responsive teaching practices.

10:20-10:45
79362 | *Examining Teachers' Feedback for English Language Learners in Science Classrooms*
Xueyu Zhao, Duke Kunshan University, China Guillermo Solano-Flores, Stanford University, United States

Feedback plays a key role in the formative assessment cycle (clarifying learning goals, gathering information about students' learning, interpreting information, and acting on the information collected), as proposed by Ruiz-Primo and Li (2013). If the quality of feedback provided by teachers is high, students obtain valuable information on their performance and the actions they need to take towards reaching established learning goals. This investigation addressed feedback as critical to equity in instruction in linguistically diverse science classrooms. We examined the possibility that English language learners (ELLs)—students who are developing English as a second language while they continue developing their native language—may not benefit as much as their non-ELL mainstream counterparts do from the feedback provided by their teachers. The paper addresses the fact that feedback depends heavily on social interaction and communication mediated by language. While there is a considerable body of research on teacher feedback as a critical factor in support of students' knowledge construction and achievement in science, this research is yet to address linguistic diversity. This paper will report on an exploratory investigation that examined frequency and quality of written feedback received by ELLs from their teachers on several types of student work. We found that ELLs received higher-quality feedback with less frequency than non-ELL students for some types of student work. Ultimately, this investigation addresses feedback as key to effective and equitable formative assessment for ELLs.

10:45-11:10
81746 | *Finding Her Voice: A Feminist Teaching Approach to Graduate Supervision*
Hilary Brown, Brock University, Canada

When implemented well, personalized supervision of graduate students invites a spirited interplay between building a respectful ethical relationship built on trust while sensitively providing critical feedback through sophisticated pedagogical teaching moments. As a feminist graduate supervisor, I also adhere to the responsibility of disrupting normative practices while dismantling the supervisor/supervisee binaries of the input/output model of supervision. Within this learning alliance (Fullagar et al., 2017) there is an entanglement of self and other and in this space, disruption has the potential to emerge resulting in a life changing experience. This is an account of four women's experiences being supervised by a feminist supervisor and my experience supervising/teaching them. I share untold stories that deeply affected my supervisees, such as neoliberalism, techno-rational teaching, religion, perfectionism, holism, classism, peaceseeker/peacemaker, motherhood, mental health challenges, colourism, disability studies, colonialism, learning differences, and racism that emerged through their graduate work. I believe these untold stories hindered their ability to free themselves from the barriers/burdens, that had been holding each one back from speaking her truth. The path of each learning alliance was traced as each woman shared her personal journey towards her consciousness raising. I wrote with each woman as we untangled the self and the other to come to a creative relational understanding grounded in affirmative ethics (Bradiotti, 2019). We arrived at a place that confirmed that for each supervisee, feminist supervision was the impetus for them to find the courage to speak their truth and in doing so find her voice.

Sunday Onsite Parallel Session 2

International Education

Session Chair: Jelisaveta Janicijevic Agatonovic

11:25-11:50
81364 | *Implementing Online Internalization Experiences in Higher Education Within COIL Method: The Case of Interdisciplinary Mexico-Ecuador Collaborations*

Maritza Peña Becerril, Tecnologico de Monterrey, Mexico
Alan Joel Miralrio Pineda, Tecnológico de Monterrey, Mexico
Viviana Guerrero Benalcázar, Universidad San Francisco de Quito, Ecuador
Andrea Ayala, Universidad San Francisco de Quito, Ecuador
Daniela Ziritt, Universidad San Francisco de Quito, Ecuador
Isaac Juárez Acosta, Tecnológico de Monterrey, Mexico

The impact and importance of online internationalization, as proposed by Collaborative Online International Learning (COIL) initiative, were implemented and analyzed. It emphasized the influence in academic development, intercultural competencies as well as the preparation of the students towards globalization. Three implementations of COIL collaborations were performed between Ecuadorian Universidad San Francisco de Quito, in collaboration with the Mexican higher education institution Tecnológico de Monterrey, Campus Toluca. Six different courses were selected, each one with a head professor. The topics boarded by the professor included migration, decision making and volcano modelling. To validate the implementations, a survey written in Spanish, was applied to 108 students enrolled in COIL courses. This instrument included 12 closed questions, in Likert scale, as well as 2 open ones. Two variables were analyzed: 1) Sense of usefulness of COIL activities. 2) Effectiveness of international teams. The results indicated that students consider that time zone and communication are the most important limitations to face international collaboration. Additionally, in student's opinion, compromise and responsibility are valuable as well as necessary features to achieve a successful international collaboration. Moreover, there is a clear relationship between the liking of the COIL activity and the sense of usefulness appreciated by students. It was shown that COIL activities promoted collaboration between international universities as well as global citizens. In fact, it is perceived that COIL is a more democratic way to promote international collaborations

11:50-12:15
81887 | *The Formation of Private Schools in Serbia and Their Significance: A Look into International Private Education in Serbia*
Jelisaveta Janicijevic Agatonovic, Columbia University Teachers College, United States

Despite the hefty price tag, private education holds a certain prestige that individuals want to take part in. There are certain reasons why private education appeals to prospective parents and students over public institutions. Some are curated to have a more rigorous academic schedule, highly competitive level of sports, and are even seen as feeder schools into the top universities. This can be seen within private schools in the United States more specifically, in New York and Connecticut. However, the minimal research that has been conducted argues that the reasoning behind the emphasis of private education in Serbia and the desire to attend such programs is different (Dull, 2012). This research aims to come to an understanding of the unique make up of international private secondary education in Serbia, and why parents choose to enroll their children in such schools. Through a historical analysis on the overall organization of the Serbian education system, review of literature in regards to the development of private education, and a case study/ analysis of the mission statement of Serbia's top international private school, I will explore the following questions: (1) What factors led to the establishment of International Secondary Private Education in Serbia? (2) How is private schooling positioned in the development of modern schooling in Serbia?

12:15-12:40
81977 | *The Use of Effective Laboratory Simulations to Enhance Engineering Concepts: The Implications of Project-based Learning in Higher Education*

Yiporo Danyuo, Ashesi University, Ghana
Miriam Abade-Abugre, Ashesi University, Ghana
Sullaiman Alhassan, Ashesi University, Ghana
velyn Amu, Ashesi University, Ghana
Sharifa Amadu, Ashesi University, Ghana
Eunice Tachie-Menson, Ashesi University, Ghana

This study examined the potential use of project-based learning (PBL) to reinforce engineering concepts and applications in higher education, using Ashesi University in Ghana as a case study. Course learning goals were focused on engagement and participation, understanding of course content, improvement in critical thinking, developing the needed skills, and grasping of key concepts and principles. These five components were measured using a 5-point Likert scale. Progress in students' development was investigated in 3-different courses and at different semesters to monitor students' learning during the implementation of PBL. Monitoring methods employed included data collection on self-reflections of a semester-long/mini projects and the institutional end-of-semester course evaluation. Descriptive statistics were obtained using Microsoft Excel and data was graphically presented using OriginLab software (version 17). Mann-Whitney U−test was used to evaluate ratings on course evaluations in which PBL was employed as compared to courses taught without the implementation of PBL. A one-tailed test was used with a 5% significance level. JASP software (version 0.18.3) was used for all inferential statistics reported. From the study, the result showed a promising outcome of PBL implementation in enhancing student learning. Hence PBL approach supports the professional development and personal growth of faculties and students in higher education.

12:55-14:35 | Salle 233
Sunday Onsite Parallel Session 3
Assessment Theories and Methodologies
Session Chair: Nitha Siby

12:55-13:20
79731 | *Motivational Impacts on AI in Student Learning*
Sandra Hummel, TUD Dresden University of Technology, Germany
Mana-Teresa Donner, TUD Dresden University of Technology, Germany

Artificial Intelligence (AI) has had a substantial impact on education, offering tools that have the potential to improve learning efficiency and effectiveness over time. This contribution deals with a crucial question: What motivational impact does the use of AI in educational contexts have on student learning? Through a mixed-method approach involving online surveys and focus group (n = 64 students) discussions, this research investigates how AI shapes student motivation and the dynamics of learning. The key findings highlight the capacity of AI to facilitate personalized learning experiences and foster essential metacognitive skills such as critical thinking and problem-solving. This aligns with the concept of Situated Learning, as AI incorporates contextual elements into educational processes, enhancing information relevance and creating an authentic learning environment. Six distinct motivational categories emerge Efficiency Enhancement, Productivity, Autonomy, Understanding/Competence Acquisition, Competitive Advantage, and Practical Application. These elements intricately link with the proposed theoretical model's action phases, encompassing situation analysis, self-perception, goal formulation, action implementation, outcome evaluation, and reflective consequences. Scrutinizing extensive datasets reveals previously undiscovered patterns, enriching the educational experience. Students leverage AI for streamlined information retrieval, increased productivity, self-directed study, content comprehension, gaining a competitive edge, and practical applications. Consequently, this study unveils both the potentialities and challenges presented by AI in cultivating a tailored, learner-centric educational environment, emphasizing AI's transformative capacity to reshape global educational paradigms. Understanding motivation-related factors is crucial for integrating AI into educational contexts in a didactically sound manner, enabling the creation of efficient, student-centered learning environments.

13:20-13:45
81001 | *Unlocking Learning: Can Tech-Infused AfL. AaL, and AoL Align with Differentiated Instruction in Indonesia?*
Lu'luil Maknun, Yogyakarta State University, Indonesia
Zamzani Zamzani, Yogyakarta State University, Indonesia
Jamilah Jamilah, Yogyakarta State University, Indonesia

Technology is a vital component of civilization that is inextricably linked to the teaching and learning process, as well as its assessment. Technology-based assessments should be able to facilitate how teachers deal with digital native students who are constantly struggling with technology and are already aware of their own unique needs, necessitating the integration of different instructional techniques. This study aimed to analyze the target and learning needs of EFL pre-service teachers for developing an instructional model of technology-based AfL, AaL, and AoL. in the context of differentiated instruction. The approach employed in this research involves a qualitative methodology utilizing questionnaires and interviews as primary data collection instruments. Interviews with nine EFL lecturers and questionnaires distributed to 200 Indonesian EFL pre-service teachers explored their lacks, necessities, wants, roles, settings, and learning activities related to technology-based AfL, AaL, and AoL. The findings revealed that EFL pre-service teachers have diverse needs for technology-driven AfL, AaL, and AoL in differentiated English education. The lack demonstrated that they invest considerable time in preparing instructional materials and assessments, often struggling to select the appropriate technology for implementing AfL, AoL, and AaL effectively. Challenges arise in providing feedback during AfL due to a lack of strategies for accommodating students with various learning styles. The study recommends developing an instructional model of technology-based AfL, AaL, and AoL for EFL pre-service teachers to provide standard guidelines to maximize EFL teaching-learning process and assessment in the framework of differentiated instruction.

13:45-14:10
79708 | *Evaluating AI-Powered Performance Assessments in Competency-Based Education*
Reyhaneh Bastani, Bow Valley College, Canada
Tanya McDonald, Bow Valley College, Canada

Bow Valley College, a renowned college in Canada, has implemented a Competency-Based Education (CBE) system, including in its Cloud Computing Post-Diploma Certificate program. Central to this system is a custom-designed Learning Management System focused on performance-based assessments. The assessment method is closely aligned with real-world professional competencies developed in collaboration with industry experts. Despite its robustness, the current model's scalability is hampered by its labor-intensive nature, particularly as students require multiple assessments to demonstrate competency. Addressing this challenge, our research introduces an AI-powered assessment model using generative AI and Large Language Models, trained based on the current real-world scenarios designed to assess competencies. This study adopts a within-subjects design, enabling the comparison of each learner's performance in both AI-assisted and existing assessments. This offers a unique perspective on the effectiveness of the AI model compared to conventional methods. The research methodology involves both quantitative and qualitative analyses. Performance metrics from AI-assisted and existing assessments will be statistically compared for each student, focusing on accuracy and consistency in the AI model. Importantly, qualitative feedback from interviews with students, instructors and industry experts will provide insights into their experiences with both assessment types. This iterative testing approach, informed by ongoing performance data and participants' feedback, aims to continuously refine the AI model, enhancing its accuracy and reliability. We aim to develop an AI-assisted assessment framework that is both scalable and maintains the integrity of traditional competency-based evaluations, potentially revolutionizing the assessment process in CBE.

14:10-14:35
81658 | *Developing the AI Learning Experience Measure (ALEM): Enhancing Assessment of AI Education Initiatives Worldwide*
Nitha Siby, Qatar University, Qatar
Almas Sultana, Qatar University, Qatar
Mohammad Ammar, Qatar University, Qatar
Zubair Ahmad, Qatar University, Qatar

In light of the increasing integration of artificial intelligence (AI) education in school curricula worldwide, adequately gauging the efficacy of education initiatives demands robust measurement instruments that can capture the multifaceted nature of learning experiences. Recognizing this necessity, developing an AI Learning Experience Measure (ALEM) has become crucial. This study presents an ALEM instrument to fulfill this pressing need, offering insights into the effectiveness and inclusivity of educational activities outlined in both UNESCO design considerations and the AI4K12 initiative. Guided by the 15 specific design considerations provided by UNESCO and the comprehensive framework established by the AI4K12 initiative, this study systematically constructed the tool through iterative expert consultations using the Delphi method. The proposed measure is a valuable tool for assessing the implementation of AI education initiatives, providing insights into the alignment between educational activities and desired learning outcomes. By incorporating AI concepts and principles into education through the AI-learning experience measure, students can acquire the necessary knowledge and skills to navigate the increasingly AI-driven world. Through a systematic evaluation of these practices, refinement and improvement of AI education curricula can be achieved.

14:50-16:30 | Salle 233
Sunday Onsite Parallel Session 4
Assessment Theories and Methodologies
Session Chair: Shalena Fokeera-Wahedally

14:50-15:15
77815 | *Psychometric Properties of English Cognitive Test Instruments Integrated with Common European Framework of Reference*
Umi Farisiyah, Universitas Negeri Yogyakarta, Indonesia
Edi Istiyono, Universitas Negeri Yogyakarta, Indonesia
Aminuddin Hassan, Universiti Putra Malaysia, Indonesia
Nur Hidayanto Pancoro Setyo Putro, Universitas Negeri Yogyakarta, Indonesia

The English learning process aims to develop students' ability to use English to communicate in everyday life. However, the process and assessment of learning English so far have only relied on one skill, reading, while English language skills consist of four skills (listening, speaking, reading, and writing). This study aims to explore the psychometric properties in the form of validity and reliability of an English cognitive test instrument based on a blend of the 2013 Curriculum and the Common European Framework of Reference (CEFR). This study is an exploratory descriptive study using a quantitative approach. The English cognitive test instruments were developed by the researcher by integrating content from the Indonesian curriculum and CEFR. The sample used in this study was 108 students from a senior secondary school. The instrument used in this research is an integrated English cognitive test instrument examining listening, speaking, reading, and writing. The techniques for analyzing the data are V. Aiken and exploratory factor analysis. The results of the development of this integrated cognitive test instrument show that this integrated English cognitive test instrument has been proven valid with most of the loading coefficients >.07 and reliable with 0.696. The integrated English cognitive test instrument developed can be used to measure senior secondary school students' English skills.

15:15-15:40
81871 | *Toward Valid and Reliable Assessment of Individual Contributions in Group Work*
Fedor Duzhin, Nanyang Technological University, Singapore
Megan Zheng Chi Lee, Nanyang Technological University, Singapore

In typical classroom settings, students collaborate on tasks and submit group work for grading, often relying on peer evaluations to determine individual grades. We are concerned with the method of converting pairwise peer evaluations into individual final grades. The most common way to do it is as follows: every group member has a certain number of points to distribute among the rest of the group, and the final score of every student is the average number of points she receives from other group members. We call this the "pie-to-others method". Assessment should be psychometrically valid and reliable. We argue that the "pie-to-others" method of evaluating individual contributions to group work is neither valid nor reliable. Moreover, by constructing a mathematical model of peer evaluation, we can measure exactly how much the "pie-to-others" (or, more generally, any assessment method of individual contribution to group work) deviates from being reliable. We will explain the worst-case scenario, i.e., derive the theoretical largest possible difference between the outcome of the "pie-to-others" and the fair grade a student deserves. By analyzing a large dataset (1201 students, 220 project groups, 6619 evaluations) collected in large undergraduate classes in an Asian university, we estimate that, in practice, about 1% of all students are misgraded by the "pie-to-others". Finally, we will present an easy fix to the pie-to-others method that makes it reliable.

15:40-16:05
79417 | *Reliability Criteria of Standardized Test as a Form of Practical Assessment Created from the Entelechy Perspective Integrated Into Innovative Teaching*
Geanina Havârneanu, Alexandru Ioan Cuza University, Romania

This study aims to present essential ways to determine the reliability of a standardized test. To this goal, we explain the most widely used essential criteria for the accreditation of reliability qualities of a standardized test. Standardized testing is integral to innovative teaching that captures essential elements, including offering a safe, inclusive, and beneficial competitive environment, which creates an operational cognitive background that promotes ethical intelligence, resilience, and the ability to make correct and quick decisions under challenging conditions. In a previous study (2022), we explained the relevance of using as many methods as possible to study a standardized test's validity. In this paper, we aim to analyze reliability estimation in different ways: test-retest reliability (stability coefficient); reliability estimated by alternative forms (equivalence coefficient); reliability calculated by the internal consistency/ homogeneity of a test (internal consistency coefficient); inter-rater reliability (intra-class correlation coefficient); fidelity estimated by item analysis. This analytical study concludes that the accredit of the reliability of a standardized test necessarily supposes the calculation of the coefficients studied in this article.

16:05-16:30
79711 | *Review of the National Assessments at Grades 4 and 5 in Mauritius*
Shalena Fokeera-Wahedally, Mauritius Examinations Syndicate, Mauritius
Danavadee Shela Thanacoody Soborun, Mauritius Examinations Syndicate, Mauritius

Assessment has a strong influence on curriculum and pedagogy, and it is essential to have explicit links between what is intended to be learned and what is assessed. With the recent reform in education at the primary level, it had become imperative to review the end of Grade 4 and Grade 5 assessments to ensure their validity. The revised assessment thus endeavours to ascertain what pupils have achieved in line with the learning objectives set in Grade 4 and Grade 5. The revised Grade 4 National Assessment in particular emphasises the need to identify and address learning difficulties throughout the academic year to continuously improve learning. It also recognises the importance of providing regular feedback to pupils, teachers, parents and other stakeholders for informed actions to be taken to improve learning. An extensive trialing exercise of the revised materials was carried out before its implementation and feedback from Educators and policy makers was collected. An item analysis was also carried out to analyse how each item in the question paper behaved. There was consensus on the revised assessments proposed and also on the importance of including continuous assessment to ensure regular feedback and remedial strategies are put in place during the year.

Sunday Onsite Parallel Session 1

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Martha Ioannidou

09:30-09:55
81787 | *(Re)owning Our Narratives: Unifying Autoethnodrama and Griot Storytelling as a Radical Methodology to Teach About Africa*
Marie-Ange Camara, University of Cambridge, United Kingdom

With the decline of oral traditions (Finnegan, 1970; Sone, 2018), it has become challenging for young Africans to learn about their culture in the same ways their forebears did, and for elders to preserve their tribes' history and language. Considering the multiculturality of modern African societies, due to colonisation and globalisation (Folola, 2003), my research juxtaposes autoethnodrama (Denzin, 2018; Saldaña, 2011) and the practice of West African teachers known as griots (Conrad and Frank, 1995; Niane, 1960), as a radical and creative methodology to decolonise and dismantle false assumptions spread over centuries (Andinlilile, 2015) on the continent and its nations. I argue that blending autoethnodrama – a qualitative methodology assembling autobiography, ethnography, and drama intended for performance- with the oral tradition of griots enables for the design of accessible and brave spaces for Africans by Africans, to teach about their culture based on their lived experiences, while honouring the performativity of traditional African education (Moumouni, 1968). Sharing my experience as a director, playwright, and arts-based researcher in education, I use the production of my autoethnodrama Nyamakala: An African Story (2023) as an example to reflect on the impacts and limitations such performances can have on a diverse audience of academics and non-academics from all around the world. My intention is to reconcile Western and African epistemologies as an attempt to meaningfully adapt knowledge production to our post-colonial realities. Finally, I believe that my work can be of interest to any marginalised community in quest of empowering pedagogic practices.

09:55-10:20
81935 | *Rethinking Academic Dishonesty: Challenging Indonesia's Cultural Pressure for Compliance and Altruism*
Christa Geraldine, Universitas Pelita Harapan, Indonesia
Niyu Niyu, Universitas Pelita Harapan, Indonesia

Despite mitigation efforts implemented across nations, academic dishonesty is an enduring issue within the education sector. A popular form of it in Indonesia is contract cheating, which is difficult to unveil and trace due to the culture of collectivism and altruism deeply rooted within its society. Indonesia is reputed for its culturally hospitable and helpful ethos; however, it is suspected that the same cultural aspects also serve as the foundation of this phenomenon to thrive. This paper aims to explore and analyze the persuasion process university students do in contract cheating and the influential factors behind it. Cultural factors are identified and analyzed using Hofstede's six cultural dimensions. Cultural Pragmatics theory is used to uncover determinants within students acting as initiators, while the interpersonal deception theory examines the dynamics and interactions between students and ghostwriters resulting in voluntary assistance and subsequent deception following assignment submission. Additionally, this study presents insights into societal perceptions and attitudes towards contract cheating, accompanied with perspectives from perpetrators on societal judgments against them. Employing phenomenology as its main method, this research gathers data through literature reviews and interviews with three informants, two of whom have experience as voluntary ghostwriters in contract cheating. Results indicate that various cultural dimensions, cultural pressures, and expectations of compliance significantly influence individuals' susceptibility to aiding contract cheating, especially when familial or professional ties are involved. Collectively, these cultural factors cultivate an environment for contract cheating to thrive remarkably while remaining tacit in modern society.

10:20-10:45
79354 | *Cultural Values Education for Ethnic Minority High School Students: A Case Study in Thai Nguyen Province, Vietnam*
Quy Ngo Thi Thanh, Thai Nguyen University of Education, Vietnam
Thuy Ngo Thu, Thai Nguyen University of Education, Vietnam

Cultural values education plays a crucial role in the development and awareness of ethnic minority high school students. However, the reality reveals that many students lack a proper understanding of traditional cultural values and fail to fully grasp the importance of preserving these values. This paper emphasizes the objective of fostering character and competencies in high school students from ethnic minority backgrounds, aiming to instill a sense of responsibility for preserving and promoting their cultural identity. The research focuses on analyzing the current state of cultural values education for students, employing methods such as comparison, overall analysis, and a case study conducted in Thai Nguyen province, Vietnam. The article proposes several solutions to implement cultural values education for ethnic minority high school students, emphasizing the need to enhance awareness of traditional cultural values among young people in the context of international integration.

10:45-11:10
81850 | *From Foreign to Familiar: Approaching the Arts as the New Potential Second Language in Socially Aware Education*
Martha Ioannidou, Aristotle University of Thessaloniki, Greece
Soula Mitakidou, Aristotle University of Thessaloniki, Greece
Antonis Lenakakis, Aristotle University of Thessaloniki, Greece

The paper examines the potential of arts as a second or additional language. It proposes that this approach offers students a unique opportunity to develop cognitive and language skills, critical thinking abilities, cultural awareness, and a sense of social justice. Art literacy involves several aspects, including appreciating the arts, being inspired by them, reflecting, and expressing oneself through them. Similarly, learning a second language requires familiarising oneself with its sounds and forms, interacting and collaborating with experienced target language users, and reflecting and expressing oneself through the language. Integrating arts as an additional language into educational practices can create inclusive, dynamic, and critical learning environments that provide equitable access to all students, fostering creativity, empathy, and a deeper understanding of the world around them. Studies have shown that motivation and individuals' willingness to learn a language can significantly impact their proficiency (Schmidt, 2001), and the arts have a unique advantage in this regard. They can initiate communication through non-linguistic means without the limitations of grammar and language rules. This approach is particularly relevant for e-generation students who prefer to express their emotions and ideas through diverse means. Drawing from the CARE/ss EU-funded Erasmus + project, this paper provides documentation of the power of art to act as an additional language that scaffolds students' learning across the curriculum. It also provides a platform for students to engage with critical issues, develop a deeper understanding of societal challenges, and cultivate a sense of social responsibility.

11:25-12:40 | Salle 234
Sunday Onsite Parallel Session 2
Mind, Brain & Psychology
Session Chair: Lawrence Levy

11:25-11:50
81350 | *Time Management as an Obstacle to First-Year Students When Transitioning to the University*
Vuyo Mntuyedwa, Cape Peninsula University of Technology, South Africa
Johannes Cronje, Cape Peninsular University of Technology, South Africa

Most first-year students find the transition from basic education to higher education extremely difficult to balance their academic and social lives when entering university for the first time. Time management is one of the factors that can contribute to first-year dropouts from universities because of peer pressure and time wasted. This study presents some of the experiences, positive or negative, encountered by first-year students when it comes to time management. The data were collected from first-year students living in residences. The study adopted mixed methods research to collect data, but for this article, only the qualitative results are presented. The results show that in general, first-year students were used to the guidance of their parents, which explains why it is not easy for them to be independent thinkers. The influence of peer groups in higher education plays a crucial role in time management among first-year students. Peer pressure can be positive or negative for first-year students when they transition to university, leading to a lack of time management. The study recommends that first-year students be taught the importance of time management during the orientation period and throughout the year through workshops, pamphlets and social media platforms.

11:50-12:15
81900 | *Behavior Change for First-Year University Students in the UAE*
Muhra Almheiri, The Art of Being Academy, United Arab Emirates

A behavior change initiative was conducted at a higher education institution in the UAE, focusing on first-year university students' attitudes and opportunities for behavioral improvement. Interventions aimed to reduce anxiety and enhance understanding of university life by introducing habit changes and providing "university hacks" to navigate the education system, alongside teaching vision boards and goal setting. Surveys, focus groups, and interviews were employed to gauge student attitudes and staff perspectives on orientation practices. A comparison was made between students who participated in the Uni-Grow program and those who did not, revealing a 15% increase in student effectiveness through habit changes and a 23% higher anxiety level among non-participants during exams. The study suggests implementing similar programs for first-year students to alleviate anxiety and enhance performance.

12:15-12:40
81772 | *Sleep, Light, the Brain, and Behavior*
Lawrence Levy, Kyoto Bunkyo Unversity, Japan

The effect of sleep on learning is very consequential. With the advent of magnetic resonance imaging (MRI) technology, mankind can unobtrusively observe the brain and monitor its functioning while carrying out routine operations. Researchers have witnessed what takes place during the sleep cycles of the brain - which has led to several astounding discoveries that directly connect to effects on learning and behavior. The kind of, and amount of, light we are exposed to as well, have a direct impact on our quality of sleep. How the requirements of sleep throughout the different stages of life change, and its relationship to learning, will also be considered. Understanding the implications and consequences of good, or poor, sleep and its effects on learning, and quality of life, will be presented. As educators, we should understand this critical activity and educate our learners about it.

12:55-14:35 | Salle 234
Sunday Onsite Parallel Session 3
Foreign Languages Education & Applied Linguistics
Session Chair: Kathleen Brown

12:55-13:20
80550 | *Translanguaging Practices in EFL Classroom: A Collaborative Linguistic Landscape-Based Project*
Harjuli Surya Putra, Atma Jaya Catholic University of Indonesia, Indonesia
Setiono Sugiharto, Atma Jaya Catholic University of Indonesia, Indonesia
Anna Marietta Da Silva, Atma Jaya Catholic University of Indonesia, Indonesia

Translanguaging as extending beyond a view that EFL students have a unified repertoire made up of all their existing semiotic resources (multilingual and multimodal) and they employ it in a fluid way in social interaction in multilingual classrooms. This article aims at exploring a creative pedagogical Linguistic Landscape-based project through engaging EFL students to become ethnographic researchers in their local surroundings. Focusing on one of the creative classroom activities through making 'mood board' to demonstrate visual awareness of Linguistic Landscapes, this project constructs an EFL classroom as a collaborative translanguaging space that entails the teacher to engage all students in translanguaging practices through using their diverse multilingual and multimodal resources. The data were obtained through classroom ethnography observations and video-stimulated-recall-interview in an Indonesian University. Methodologically, this article applies Multimodal Conversation Analysis to analyze the classroom observation data and then triangulated with the video-stimulated-recall-interview data analyzed applying Interpretative Phenomenological Analysis. The findings demonstrate how the participants recognize and mobilize the use of their various languages and multimodal practices to challenge the raciolinguistics and monolingual ideologies and facilitate their English learning as a decolonial resistance by incorporating their multilingual and multimodal resources as a unitary repertoire in the classroom. That is, the findings illuminate that translanguaging was driven by ideology and culture. What happened in this translanguaging space was a need to communicate in which the students make use of languages and cultures simultaneously or what the researcher calls 'transcultural communication'.

13:20-13:45
78499 | *Perceiving Diphthongs: A Phenomenological Study Among College Students*
Charito Ong, University of Science and Technology of Southern Philippines, Philippines
Maria Christina Rezon, Assumption College, Thailand

This research, conducted among 50 college students representing diverse linguistic backgrounds, utilized a phenomenological approach coupled with class observation and focus group discussions to delve into the acquisition of diphthongs. The study analyzed audio recordings of speech samples containing diphthongs, collected through class observations, and employed focus group discussions to augment the investigation. By evaluating perceptual tasks alongside these methods, the research aimed to comprehend the students' perceptions and articulation of these intricate vowel sounds. The findings unveiled varying levels of proficiency among students in both diphthong perception and production, shedding light on discrepancies in articulation accuracy and identification of specific diphthong pairs. This study offers valuable insights into the challenges and strategic approaches associated with mastering diphthongs among college students, particularly within the dynamic context of linguistic diversity.

13:45-14:10
81365 | *The Development of English Interactive Approach and Collaborative Learning Instructional Model Based on Thai Culture Context to Enhance Reading Comprehension Ability and Happiness Learning for Undergraduate Students*
Phananoi Rotchu, Suratthani Rajabhat University, Thailand

The purposes of this research were: 1) to development of English interactive approach and collaborative learning instructional model based on Thai Culture context to enhance reading comprehension ability and happiness learning for undergraduate students 2) to evaluate the quality of the developed instructional model English interactive approach and collaborative learning instructional model based on Thai culture context. The research procedure was divided into 3 phases. The first phase was to develop a reading instructional model based on English Interactive Approach and Collaborative Learning Based On Thai Culture Context.The second phase was to construct the research instruments. The third phase was to evaluate the quality of the developed instructional model by implementing with 30 students at faculty of education ,Suratthani Rajabhat University. The samples were simple random sampling selected from the third year students. The research instruments were the reading comprehension test, questionnaire, and learning log. The data were analyzed using t-test.

14:10-14:35
79745 | *Rethinking Advocacy/Allyship: Challenges for TESOL Classrooms and Workplaces*
Kathleen Brown, Kurume University, Japan

Critical discourse addressing problems with the native/non-native English speaker teacher (NEST/NNEST) paradigm in English language teaching has been a part of the literature since the late 1990s (e.g., Kubota, 1998; Pennycook, 1998) and yet it is still an issue that continues to impact the diversity of our EFL classrooms today. There is an increasing collection of narratives from EFL teachers who regularly experience exclusion, marginalization, and microaggression as English L2+ users (e.g., Hashimoto, 2023; Matikainen, 2023; Okada, 2020; Oo, 2023). How can we effectively impact change to this narrative within our EFL classrooms and workplaces? The presenter will discuss the concept of "advocate" in the TESOL workplace and how this can inform our practices as teachers as well as leaders responsible for decision making in staffing our classrooms. We will explore the spectrum of "ally," "accomplice," and "co-conspirator" as introduced by Tiffany Jana (2021) and Jana & Baran (2020). In doing so, we will expand traditional advocacy/allyship constructs and discuss the realities, pragmatics, and pitfalls of challenging the NEST/NNEST paradigm. Participants will be encouraged to tap into their own teaching/leadership experiences and potential as we explore this topic and solutions together.

14:50-16:30 | Salle 234

Sunday Onsite Parallel Session 4

Foreign Languages Education & Applied Linguistics

Session Chair: Lorena Taglucop

14:50-15:15

81854 | *Enhancing English Language Learning Efficiency for Chinese Students Through Technology Adoption*
Zhiqiang Yan, University of Zhang Jiakou, China
Juniza Binti Md Saad, University Putra Malaysia, Malaysia
Tze Jin Wong, University Putra Malaysia, Malaysia

Chinese students' English oral proficiency challenges include pronunciation (native phonetic interference), grammar (tense/preposition errors), and limited vocabulary. Factors contributing to low proficiency include inadequate oral practice opportunities, cultural emphasis on written accuracy, and motivation focused on exams or job prospects. Challenges in improvement stem from uneven learning resources, lack of suitable methods, and overreliance on memorization without contextual practice. Chinese students lag significantly in oral English proficiency compared to Northern Irish peers due to teaching emphasis on writing, lack of speaking opportunities, and undervaluation of oral skills. Cultural influences contribute to grammar errors. Only <1% reach mastery level in all skills. Primary/secondary students perform poorly in oral exams. Chinese rank 72nd in oral proficiency, contrasting with 5th in reading, 17th in writing, and 20th in listening. Improving Chinese students' English oral skills demands innovative methods: phonetics, interactive sessions, technology integration, and cultural adaptation. Robotics and Open AI can amplify learning, bridging gaps in traditional classrooms. Embracing these advancements, educators can foster cross-cultural communication and tailor English education to individual needs, ensuring a modern, effective approach for China's students.

15:15-15:40

79197 | *A Case Study of Mainland Chinese EFL University Learner's Reading Motivation: A Complex Dynamic Systems Theory Perspective*
Jianjun Li, The Chinese University of Hong Kong, China

Based on complex dynamic systems theory (CDST) (Larsen-Freeman & Cameron, 2008), the present study adopted a longitudinal sequential mixed-method research (MMR) approach with a quan->QUAL design and a triangulation purpose (Riazi, 2017) to unravel a Mainland Chinese EFL learner's reading motivational complexity and dynamism over a half academic year (six months). Alex, a male 20-year-old year-2 accounting major, was selected as the participant in this case study. The Chinese Reading Motivation Questionnaire (CRMQ), an adapted version of MRQ (Baker & Wigfield, 1999), was administered first to measure Alex's EFL reading motivational intensity over time, followed by a semi-structured interview. This coupled data collection procedure was repeated four times over the half academic year. The line chart by Excel was employed to visually display the data in CRMQ, identifying the changes and developmental trends of reading motivation over time. The content analysis approach by Erlingsson and Brysiewicz (2017) by NVivo 12 was used to analyze the qualitative data, unraveling the influential factors and their joint efforts to shape Alex's reading motivational development in the time dimension. This study found that reading motivation manifested five typical CDST features, i.e. complexity, dynamism, attractor states, non-linearity and reliance on the contextual factors. Reading comprehension and contextual factors (teacher, reading materials, teaching style, father's encouragement and international news) that showed variation over time intertwined to shape the reading motivational dynamic and complex nature in the time dimension. Self-regulation also plays a regulatory role in shaping the reading motivational development in the time dimension.

15:40-16:05

81507 | *Informing Academic Writing in EFL Medical Courses from a Systemic Functional Linguistic Perspective*
Asma Alshehri, King Saud University, Saudi Arabia

Learning to successfully construct stylistically appropriate academic texts in a foreign language is a challenge for EFL university learners (Hood, 2004). The study is an attempt to explore transitivity and thematic progression in selected medical research texts produced by professional published writers compared to university EFL learners. The current study employed a Systemic Functional Multimodal Discourse Analysis (SF-MDA) to explore TRANSITIVITY and Thematic progression in two sets of data. The first set includes five medical research articles by professional academic writers. The second set of data includes five research projects by Saudi university students. The findings revealed that the transitivity system plays an important role in the realization of stylistic features of medical academic texts and that the application of different process types in different sections of the paper may be related to the requirements and purposes of each section. The findings showed an extensive use of the Theme reiteration pattern, followed by the linear thematic progression pattern in both sets of data. The findings also revealed that the student writers expanded the experiential meanings by using tables and graphs to elaborate their meanings more than professional published writers. A number of other findings related to the relations existing between tables, figures and the text accompanying them were revealed. The findings reveal pedagogical implications that will hopefully inform the teaching and learning of English academic writing for medical purposes.

16:05-16:30

78066 | *The Impact of IPA on the Academic Achievement of College Students*
Charito Ong, University of Science and Technology of Southern Philippines, Philippines
Lorena Taglucop, University of Science and Technology of Southern Philippines, Philippines
Sol Dalonos, University of Science and Technology of Southern Philippines, Philippines
Josan Fermano, University of Science and Technology of Southern Philippines, Philippines
Grace Pimentel, University of Science and Technology of Southern Philippines, Philippines
Mary Louise Pimentel, University of Science and Technology of Southern Philippines, Philippines

This study explores into the complex relationship between the International Phonetic Alphabet (IPA) and academic performance among college students, particularly in linguistics and language-related fields. Employing a mixed-methods research design, this investigation combines quantitative evaluations of students' proficiency in IPA with qualitative insights derived from interviews and surveys. Preliminary findings underscore a compelling correlation between mastery of the IPA and overall academic success, specifically highlighting that students' adept in IPA principles demonstrate heightened performance in linguistic coursework. These results not only suggest a positive relationship between IPA competence and academic achievement but also provide essential insights for educators and academic institutions. Such insights can significantly impact curriculum design and pedagogical approaches, aiming to strengthen language education and consequently improve academic outcomes in linguistic disciplines.

09:30-11:10 | Salle 269
Sunday Onsite Parallel Session 1
AI in Education
Session Chair: Augustus Scarlato

09:30-09:55
No presentation scheduled

09:55-10:20
81870 | *Using ChatGPT for Course Curriculum Design: A Systematic Review*
Michelle Celine Jörgens, August-Wilhelm Scheer Institut gGmbH, Germany
Florian Beier, August-Wilhelm Scheer Institut gGmbH, Germany
Sebastian Kreibich, August-Wilhelm Scheer Institut gGmbH, Germany
Dirk Werth, August-Wilhelm Scheer Institut gGmbH, Germany

Large Language Models (LLMs) based on artificial intelligence, specifically Generative Pre-Trained Transformers (GPTs), have experienced an upswing since the publication of ChatGPT in 2022. Numerous studies and stakeholders have already investigated the application of ChatGPT within the educational sector. However, the diversity of the settings studied, and the methods used have led to heterogeneous results and unstructured existing insights. Therefore, the objective of this paper is to examine and consolidate literature focusing on the use of ChatGPT for curriculum design. We searched two electronic databases, Clarivate Web of Science and EBSCO, to screen for journal articles or reviews published until February 2024 using a pre-determined syntax. From the list of results, two independent reviewers selected relevant literature. In total, twenty-four articles were selected and reviewed in detail. Our findings indicate that ChatGPT is used for curriculum design in various educational fields. It supports educators in generating learning activities, content, and creating assessments. Using ChatGPT for curriculum design shows benefits, such as resource savings, but also challenges, such as the output quality, highlighting the crucial role of educators in output revision. Further research should focus on empirical determination of output quality and the comparison of different techniques to determine effective ways of using ChatGPT for curriculum design.

10:20-10:45
77323 | *Artificial Intelligence for Biology Education (2019–2023): A Systematic Literature Review*
Triana Asih, Universitas Negeri Malang, Indonesia
Hadi Suwono, Universitas Negeri Malang, Indonesia
Utami Sri Hastuti, Universitas Negeri Malang, Indonesia
John Williams, Curtin University, Australia

Artificial intelligence (AI) has been widely used in biological fields such as medicine, agriculture and biology-based industries. So what can AI be used for in biology education? can AI help biology education in achieving Education for Sustainable Development (ESD)? The aim of this research is to fill the gap in current research on AI that can be used in biology education. This review study uses bibliometric analysis and content analysis using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) model by entering the words "Artificial intelligence for Biology Education" in the disbursement menu in databases indexed in Web of Science and Scopus from 2018 until 2023, then only open access articles, original article format, and articles in English only. 53 studies on Artificial Intelligence in Biology Education (AIBE) will be analyzed in more depth. CiteSpace analysis tool was used for analysis. This research aims to provide an overview of the use of AI in biology education and identify key research trends, keywords, research themes, countries/regions, high-impact journals, institutions, and the impact of AIBE studies on ESD. Key themes extracted from the selected studies include the development of intelligent tutoring systems, virtual laboratory simulations, automated assessment tools, adaptive learning platforms, and data-driven decision-making support. Content analysis needs to be and will be studied to explore learning outcomes and the overall impact of AI technology on elementary to high school students.

10:45-11:10
78292 | *The Impact of Artificial Intelligence on College/University Computer Science Curricula: An Exploratory Study Since the Emergence of Open AI's GPT*
Augustus J. Scarlato III, University of South Florida, United States

Integrating artificial intelligence (AI) into various industries has brought significant changes, and higher education is no exception. This research publication aims to explore the impact of AI on computer science majors in colleges and universities. Specifically, it investigates how AI shapes computer science majors' curriculum, skillsets, and career prospects. Although emerging AI tools such as Chat GPT are new as of November 2022, this study uses recent literature on the subject for a literature review-based publication. Ideally, one would like to align with more time a mixed-methods approach involving both qualitative and quantitative data collection and analysis. Surveys and interviews could be conducted with computer science students, professors, and industry professionals to gather insights into the challenges and opportunities posed by AI in the field. The target outlets for this research are the Journal of Artificial Intelligence and Education, the University of South Florida's MUMA Business Review, and the University of South Florida's AMP 2023 Conference. The findings of this research will contribute to understanding the impact of AI on computer science education and inform educators, policymakers, and industry professionals about the changes and challenges in this field.

11:25-12:40 | Salle 269
Sunday Onsite Parallel Session 2
Education and Gender
Session Chair: Iiris Tuvi

11:25-11:50

78606 | *Coach-Athlete Relationship on Achievement Motivation of Volleyball Extracurricular Activity Based on Gender*
Rosa Sridana, Universitas Negeri Yogyakarta, Indonesia
Tomoliyus Tomoliyus, Universitas Negeri Yogyakarta, Indonesia
Endang Rini Sukamti, Universitas Negeri Yogyakarta, Indonesia

This recent study aims to analyze the correlation between the coach-athlete relationship and achievement motivation based on gender, and to determine the effect of the coach-athlete relationship on achievement motivation of extracurricular activities at one of the state junior high schools in Central Java. A total of 150 athletes were involved for this study consisting of boys (N = 95) and girls (N = 55). The type of this research is correlative and regressive studies with a quantitative approach using the SPSS version 25. The instruments of this study are the Coach-Athlete Relationship Questionnaire (CART-Q) and Sports Achievement Motivation Test (SAMT), which were modified and translated into the Indonesian language. The data were collected using Google Forms. Correlation Pearson Product Test showed a linear correlation, which in boys (r = .807, p = .00) "very strong" and girls (r = 0.733, p = .00) "strong". According to the regression test, this finding revealed that the coach-athlete relationship significantly predicts the level of achievement motivation (β = 0.769, p < 0.05) and contributes as much as 0,591 or 59.1%, whereas 40,9% is influenced by other variables. The result of this study reveals that gender differences influence the strength of the correlation between the coach-athlete relationship and achievement motivation. In addition, the coach-athlete relationship significantly predicts the level of achievement and motivation. The finding indicates that coaches need to consider other factors that can influence athletes' motivation to succeed in the context of sports school.

11:50-12:15

81921 | *Early Promotion and Dissemination of Quantum Computing in Young Venezuelan Students*
Dafne Carolina Arias Perdomo, Universidad Central de Venezuela, Venezuela

In this initiative, we pioneer an educational venture targeting high school students in Venezuela to teach them about quantum computing. This project specifically addresses the gender gap in STEM by focusing on young girls, aiming to pique their interest in quantum sciences. This program introduces high school students to the fascinating fields of quantum mechanics and quantum computing by combining in-person and online interactions. Recognizing that these advanced topics require a solid mathematical foundation, the curriculum includes a comprehensive introduction to mathematical techniques for quantum sciences. These essential mathematical skills will equip students with the tools to navigate and excel in these challenging yet captivating subjects. The primary research objective is to evaluate the effectiveness of this targeted educational approach in narrowing the gender gap within quantum sciences. To achieve this, we will employ strategies including stratified sampling to select diverse participants, introduce role models, and perform pre- and post-intervention assessments. These assessments will track changes in students' attitudes towards STEM and their proficiency in quantum computing, supported by a new website to broaden the curriculum's reach and impact. This comprehensive methodology underscores our commitment to transforming educational paradigms and empowering young women in Venezuela through quantum science literacy.

12:15-12:40

78389 | *Cybertigers: Girls' Motivation and Achievements in Cybersecurity Studies*
Iiris Tuvi, University of Tartu, Estonia

Cybersecurity study programs often face challenges in including females. This research aimed to analyze variables that could motivate girls in the CTF Cyberacademy for Girls. The organizers implemented motivational techniques based on variables previously identified in scientific studies as effective in enhancing women's inclusion in the cybersecurity field. The study found that most of these known variables significantly motivated the Cyberacademy participants. The variables examined included academic (organizational aspects of the program), sociocultural (perception of social and cultural elements), and psychological factors (e.g motivation levels before and after the program). The impact of these variables was compared between two groups: those who graduated and those who did not. Interestingly, the motivating factors at the program's start did not distinguish between the two groups. However, three academic variables—the fast-paced nature of studies, the chance to undertake a final exam, and extended intervals between study sessions—were particularly motivating for graduates and less so for non-graduates. Similarly, one sociocultural variable, frequent communication with lecturers, and two psychological variables, the ability to study at one's own pace and increased confidence in active participation in cybersecurity, were significantly motivating for graduates. In summary, this program and other cybersecurity study programs could potentially reduce dropout rates by decreasing academic demands and enhancing the community feel and accessibility of lecturer support.

12:55-14:35 | Salle 269
Sunday Onsite Parallel Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Audrey Hudson

12:55-13:20
79423 | *The Power of Multi-Sensory Prompts in Storytelling*
Nur Ezzati Rasyidah Haji Abd Rahman, UBD-FPT Global Centre, Vietnam

This is a qualitative classroom-based investigation in Brunei Darussalam that studies the impact of visual and auditory prompts to develop students' creative voice in idea production and development. Prior to the intervention, students had difficulty in forming detailed, original ideas and expressing these ideas vividly, which is a key element in making stories more believable. A sample of 4 secondary students (3 males, 1 female) aged between 14-16 years were selected based on the criteria of completing all assigned writing tasks for in-depth analysis. The students' narrative work was collected at three data collection points: Pre-intervention, Cycle 1 and Cycle 2. In the pre-intervention, students were instructed to draft a narrative story. Meanwhile, in Cycle 1 and Cycle 2, multi-sensory prompts were introduced as a pre-writing activity for students to brainstorm and express ideas freely. Students then make any additions or changes to their previous drafts. Through thematic analysis using an analytical framework adapted from Mozaffari's (2013) rubric for creative writing and Burroway's (2015) elements of imaginative writing, students' work from each data collection point were compared to determine the extent of differences in the vividness and depth of descriptions included. As a result, there is qualitative support in the students' ability to create more convincing worlds and characters in their stories, specifically in visual and aural descriptions. Furthermore, there were more observations of experimental language in Cycle 1 and Cycle 2. In conclusion, the use of multi-sensory prompts as a pre-writing activity can be adopted to teach for creativity.

13:20-13:45
77003 | *Documenting Mikhail Tal's Chess Philosophy on Design Ontology and Its Impact on Postgraduate Design Education: A Diary Study*
Timi O'Neill, The University of Wales Trinity Saint David, United Kingdom

In today's ever-increasing technological society, postgraduate design education demands the cultivation of vital skills, including creativity, critical thinking, and adaptability. This paper takes a novel position by investigating the results of integrating Mikhail Tal's chess philosophy into design ontology and pedagogy. Tal was renowned for his unorthodox and innovative style, which I argue offers a unique perspective that can enrich the design education landscape. To explore the connection between Tal's chess philosophy and design ontology, I employed a diary study method. This approach captured the personal insights and experiences of both design educators and students over an academic semester. Participants maintained diaries, documenting their thoughts, reflections, and experiences regarding the integration of Tal's chess philosophy into their design education and practice. Mikhail Tal's chess philosophy is characterized by audacity and imagination, featuring key principles of Creativity and Imagination, Risk and Reward, Dynamic Adaptation. The research Incorporated Tal's chess philosophy into design education thus allowing educators to: - Cultivate Creativity: Encourage students to think beyond boundaries, fostering innovative design solutions. - Encourage Risk-Taking: Help students develop the courage to take calculated risks, learning from both success and failure. - Enhance Adaptability: Equip staff and students with the ability to adapt design strategies to evolving project requirements and constraints. Integrating Tal's chess philosophy into teaching sessions, equipped postgraduate students with skills and perspectives that directly benefit their design practice. Through the dairies and their designs, students were better prepared to navigate the complexity and uncertainty inherent in contemporary design projects.

13:45-14:10
79358 | *'Difficult History' and the Visual Arts*
Agnieszka Chalas, Nanyang Technological University, Singapore
Michael Pitblado, Overseas Family School, Singapore

Integrating the Visual Arts with History education can be a powerful approach to exploring the past and representing historical narratives including difficult ones. In this presentation, we (i.e., an art and history teacher) share two arts-integrated history projects that saw secondary History students engage with 'difficult history' and express their knowledge and newfound understandings in creative ways. Specifically, the first project saw secondary students first learn about the tragic history and ongoing impacts of Canada's decades-long system of Indian Residential Schools and then create 'visual essays' in response to the memoir of one school survivor. In the second project to be described, students learned about the history of the Holocaust before creating an installation of suitcase assemblages exploring the lives of young Holocaust victims. Our presentation will begin by situating the two projects within the specific context of our school environment and best practices in the field of arts integration. The bulk of the presentation will then be dedicated to walking the audience through the projects while images of the student work created will provide supporting evidence for the outcomes being presented. In sharing these projects, we hope to inspire other art and history educators to cross disciplinary boundaries to create safe spaces for their students to explore other difficult historical truths.

14:10-14:35
79276 | *Pedagogical Tools: An Art Education Program at a Museum*
Audrey Hudson, Art Gallery of Ontario, Canada

In 2020, school field trips went virtual for students and teachers around the world. At the Art Gallery of Ontario (AGO) in Canada, we created virtual field trips and over the past three years of delivery, we reached 1.6 million students! The purpose of this conference presentation is to show how, as an art museum, we embraced technology to offer digital educational programs, share our collection, and provide pedagogical tools for teachers. Our innovative program addressed three pillars of access—economic, geographic and cultural—as well as frameworks around diversity, equity and inclusion (DEIA), with art at the center. In this study, I will share how goal setting and partnerships expanded art, access and learning to a global platform through collaborations with museums, cultural institutions, and science centers. I will include the methodology I employed that acknowledged students' lived experience that reflected a relevant socio-cultural focus. This paper opens conversations on the following: how did a visual art curriculum create space for bold, brave, or difficult conversations with students; and what were the ways in which art education made global connections with cultural specificity juxtaposed with diverse commonalities. To conclude, I will present the outcomes of learnings over the course of the project which can be implemented into aspects of future pedagogical discourse.

Sunday Onsite Parallel Session 4

Professional Training & Adult Learning (Workshops)

14:50-15:40
81803 | *Exploring Translanguaging in Adult ESL Classrooms: Fostering Multilingual Competence*
Saliha Yagoubi, Hudson County Community College, United States

ESL students encounter social and academic barriers when learning English. These obstacles frequently stem from a lack of confidence that hinders participation. To address these challenges, the integration of students' native languages/translanguaging is a fundamental strategy. This approach fosters a sense of confidence and enhances their engagement in class. Translanguaging is key in reinforcing students' cultural connections and individual identities. The implementation of translanguaging practices fosters positive and inclusive environments while using prior linguistic repertoires. In this workshop I will present a few of the strategies and activities I use in my classrooms. At the beginning of the semester, an icebreaker activity is employed to facilitate introductions among students. In this activity, students are encouraged to use their preferred language to introduce themselves. This initial interaction aims to create a welcoming atmosphere allowing students to express themselves comfortably in their native language and fostering a sense of inclusivity in the classroom. In the context of writing assignments, students are encouraged to employ their native language during the planning and drafting stages, while transitioning to English for the final draft. This approach takes advantage of students' linguistic strengths, allowing them to organize their thoughts and ideas more effectively in their native language before refining their final essays in English. By embracing a multilingual approach, students enhance their language skills and also gain confidence in expressing themselves proficiently in multiple languages. These instructional strategies prioritize linguistic diversity, cultural inclusivity, and academic excellence, fostering a dynamic learning environment favorable to student success.

15:40-16:30
79797 | *Mazlow at Work: Empowering Educators for Self-Actualization*
Kimberly Greene, University of Massachusetts Global, United States
Jessica Bogunovich, University of Massachusetts Global, United States

The United Nations Educational, Scientific and Cultural Organization (UNESCO), reports that "an additional 24.4 million teachers in primary education and some 44.4 million teachers for secondary education" will be needed for universal basic education by 2030. Yet, in the United States alone the number of preservice teachers completing their training dropped 20% between 2013 and 2019. Globally, the challenges prospective teachers face attempting to complete their training to enter a profession with low wages and a lack of public respect have been identified and documented. One key indicator of completion and retention rates within teachers ranks is a sense of self-worth, defined as a blend of Maslow's Self-Actualization and the power component of Glazer's Choice Theory. The need to proactively empower preservice educators with tools for attaining self-actualization and owning a sense of their own self worth and personal power is at the core of PRAE: Professional Reciprocal Altruism in Education. This grounded theory offers a philosophical bridge to connect the power construct of Choice Theory with the empowerment and satisfaction attained through self-actualization through values congruence. This workshop offers a direct experience with the employment of PRAE as a tool for young educators to identify with their ability to self-actualize and afford the fulfillment and sense of personal purpose that empowers educators to serve their students and communities.

Notes

Monday, June 17

Online Parallel Sessions

All times are 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.

10:00-11:15 | Room A (Live-Stream)
Monday Online Parallel Session 1
Digital Technologies in the Arts
Session Chair: Alessandra Micalizzi

10:00-10:25
80219 | *Exploring Digital Technology in Printmaking: Innovations, Challenges, and Pedagogical Implications in Contemporary Indian Practice*
Partha Dutta, Indian Institute of Technology, India
Ritwij Bhowmik, Indian Institute of Technology, India

Printmaking is an artistic process that encompasses several techniques and procedures. Throughout history, the evolution of print technology has undergone significant transformation, leading to its adaptation by artists as a pioneering medium for creative expression, such as woodcut, lithography, etching, and many others. Significantly, digital technology has revolutionised the creation of print, liberated print art from formal limitation, and encouraged a more diversified approach. However, this revolutionary approach is mainly seen in the Industrial sector, not much in academic printmaking practice. The study encompasses semi-structured interviews with academicians, professionals, and students from various Indian art colleges to observe the current printmaking practice. Art institutes mainly follow the laborious old process, and there is no such improvisation in the technological aspect. As a result, students lose their interest, and it becomes a minor discipline. The authors utilised computer software and electronic machines to create artwork and examine the potential use of modern technology in printmaking. This paper elaborately discusses software applications, working procedures, challenges encountered during software learning, and their benefits. It demonstrates that printmakers can use modern print tools to create high-impact, high-quality works with more artistic content. The findings can assist art educators in designing new teaching pedagogy and curricula that will help students acquire the skills and creativity to thrive in a technologically driven artistic world.

10:25-10:50
78257 | *Discursive Connection: The Constructive Potential of the Digital Public Sphere*
Qi Zhang, Nanjing University, China
Yuhong Li, Nanjing University, China

This paper comprehensively investigates the communication landscape in the era of social media; and analyzes the public sphere as a shared space of framing and the power competition in it. Unequal capital distribution undermines the ideal public sphere's growth. In this online landscape, the public sphere has shifted from fragmented to scattered, intensifying elite stratification. New online news citizens emerge, gaining audiences. Network news citizens with large bases sway ordinary audiences, forming "discursive communities". These "discursive communities" show traits like "decentralization", "temporality", "fickleness", and "negotiability", aggregating digitally for negotiation and defense. Their boundaries are ambiguous, breaking communication hierarchy, weakening mainstream media and traditional elites, even fostering populism. Legal action and intellectual growth are barriers against chaotic power collusion and transfer. Accordingly, this paper argues that the weak level in the traditional sense of discourse struggle: the mass communication power has the path of promotion. But the media ecosystem is facing great challenges.

10:50-11:15
79676 | *AI Music Production: How AI Practices Affect the Perception of Users and Artists*
Alessandra Micalizzi, Pegaso University, Italy

This paper aims to contribute to the ongoing discourse concerning the involvement of Artificial Intelligence (AI) in the realm of music production. Previous scholarly inquiries have consistently highlighted the prevalence of biases and concerns in AI-mediated creative processes, particularly among technicians, experts, and creators (Deguernel & Sturm, 2023). However, studies demonstrate that in certain instances of blind listening evaluations, individuals exhibit a reduced predisposition toward prejudice, demonstrating genuine interest in and approval of creative musical outputs generated through AI-mediated processes (Blitstein, 2010). We will present the primary findings of an empirical study grounded in a tripartite experimental framework. Each of the three groups was assigned the task of evaluating musical productions, with one originating from human creativity and the other stemming from AI-based generative processes. The first group possessed accurate information regarding the respective authors of the musical compositions, while the second group was deliberately provided with misleading information, and the third group was deliberately kept uninformed about the authorship of the tracks evaluated. The sample comprised a total of 30 participants, equally divided between two distinct categories: 15 individuals classified as experts in the field of music production and 15 individuals characterized as amateurs. The results confirm the existence of strong prejudice in the perception of the listeners, particularly when they can be classified as experts.

Monday Online Parallel Session 2
Practical Skill Development Through Education

Session Chair: Cristina Vilaplana-Prieto

11:25-11:50
79342 | *Experiential Learning in the Humanities: Redefining 'Work-Based' Learning Through Transferable Skill Development*
Kate Daubney, Kate Daubney Careers, United Kingdom

Experiential learning is often presented as a critical element in preparing students to enter the workplace. However, not all academic disciplines are equally enthusiastic about using curriculum time for learning perceived as more relevant to the workplace than to subject content. This is often the case in humanities programmes, yet paradoxically their graduates often have a broad range of career outcomes open to them and may struggle to know how to articulate the value of their degree to an employer. This paper proposes that there is an alternative to experiential learning centred around a workplace scenario or project which academics may see as inconsistent with curriculum content and which may showcase careers or sectors that are not of interest to students. Such an alternative redefines 'work-based' through the lens of transferable skills that are innate to the subject area (Daubney 2022). It uses experiential learning to enable students to develop and apply specific transferable skillsets that are highly relevant to the curriculum context as well as being strongly in demand by employers. This presentation explores how that approach would work in practice, and considers the implications for teaching, learning and assessment. It also proposes wider applications of such an approach for transdisciplinary learning and for preparing students and graduates for an uncertain future of work.

11:50-12:15
81603 | *Unraveling the Climate-Security Nexus: Climate, Livelihoods, and Conflict in the Sahel*
Veronique Whittaker, University of California at San Francisco, United States
Jesse Bump, Harvard University, United States

This paper/poster delves into the intricate interplay between climate change, livelihood dynamics, and conflict in the Sahel region of Africa. Focused on understanding how environmental (climate-change driven) shifts contribute to communal clashes and militant recruitment, the research explores the nexus of resource scarcity, livelihood vulnerabilities, and ethnic complexities. By analyzing climate variables and socio-environmental dynamics, the study highlights the escalating competition for diminishing land and water resources due to climate-induced desertification and erratic rainfall, particularly impacting pastoralists and agriculturalists. Through data analysis and policy evaluation, the research seeks to inform comprehensive strategies integrating sustainable resource management and conflict resolution mechanisms. Partnering with an esteemed expert ensures a robust examination of these complex dynamics, aiming to contribute insights for effective peace-building and resilience-building efforts in Sahelian communities. This research contributes valuable insights to climate change policy in the Sahel and the fields of conflict studies and global health more generally.

12:15-12:40
78456 | *Combining Economics and History to Learn About Banks, Savings and Loans*
Cristina Vilaplana-Prieto, University of Murcia, Spain

In this teaching project I present an experience carried out with students of the Degree in Political Science at the University of Murcia (Spain) within the subject "Principles of Economics". Given the context in which it is taught, it is necessary to explain economic concepts reducing the mathematical part as much as possible. For this reason, I have used historical texts from the United States. Students participate in two rounds of a role play to help them understand the role of banks in facilitating economic growth through loans. Round 1 is conducted without a bank. After the first round, students read excerpts from Secretary of the Treasury Alexander Hamilton's 1790 report to Congress in which he proposes a national bank because the United States had few banks at the time. In this report, Hamilton made a case for how banks should work and dispelled rumors about banking in this report sent to Congress. Students then conduct Round 2 of the role play with a bank. After the round, students read excerpts from and summaries of the statute creating a national bank, Thomas Jefferson's opposition to the national bank (February 15, 1791, Letter to President George Washington), and Hamilton's rebuttal. This experience shows how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. Students realize the role of financial institutions as channelers of funds between savers and investors, as well as the relevance of the interest rate on deposits and loans.

12:50-14:30 | Room A (Live-Stream)
Monday Online Parallel Session 3
Psychology, Leadership & Education Management
Session Chair: María José Ibáñez Ayuso

12:50-13:15
79411 | *The Psychological Cost of Academic Excellence: Shadow Education and Student Well-being*
Deeksha Sharma, Panjab University, India
Madhu Dutt, Panjab University, India Satvinderpal Kaur, Panjab University, India

In the evolving landscape of education, the shift towards an industry model fueled by commercial interests has diminished the traditional status of education as a public good (UNESCO, 2016). Exacerbating this situation is the recent rise of shadow education, an emerging billion-dollar coaching industry, originating in Asian countries and subsequently spreading worldwide. Shadow education, defined as private supplementary tutoring running parallel to regular school hours, has become a prominent force. The objective of the paper is to understand the impact of shadow education on students' psychological and emotional well-being. Conducting empirical research in Chandigarh City, India, the study focuses on 200 students of 12th-grade concurrently preparing for All-India level entrance examinations in Medicine and Engineering streams. Utilizing stratified random sampling and descriptive survey methods, the findings reveal alarming trends, with shadow education institutes enrolling students in two-year programs, by collecting huge fees for tuition and hostel/transportation facilities. Consequently, a significant number of students skip regular school and attend coaching centers, The study witnessed that majority of the students had heightened levels of anxiety, stress, isolation, and diminished emotional resilience. This study underscores the critical need to address the intricate dynamics between shadow education, student well-being and the evolving educational system where profit becomes the topic priority for educational institutions. The implications are far-reaching, compromising key indicators of sustainable development such as quality education, reduced inequalities and social justice.

13:15-13:40
78202 | *Learning Accessibility for Visually Impaired Students in Physiotherapy Mainstream Classes: Case of a Moroccan Health Institute*
Hajar Taouzer, Hassan II University, Ben M'sik Sciences Faculty, Morocco
Mohamed Radid, Hassan II University, Ben M'sik Sciences Faculty, Morocco
Banacer Himmi, ISPITS Rabat, Morocco
Ghizlane Chemsi, Hassan II University, Ben M'sik Sciences Faculty, Morocco
Mohamed Moussetad, Hassan II University, Ben M'sik Sciences Faculty, Morocco

In order to achieve successful learning outcomes for physiotherapy training, it is crucial to implement thoughtful and innovative pedagogical approaches. Specifically, courses that cover goniometric and centimetric measurement methods, as well as clinical reasoning, for mainstream classes. This study employed a mixed approach, using both quantitative and qualitative methods to survey 33 visually impaired students enrolled in physiotherapy mainstream classes and 8 trainers at the Rabat Health Institute (ISPITS) in Morocco. The study included a questionnaire for visually impaired students and an interview for trainers. The results revealed that visually impaired students in mainstream physiotherapy classes face difficulties related to discrimination and comprehension of visual information (69.70% totally agreed), note-taking (45,45% totally agreed), reading course content (42.42% totally agreed). Trainers, on the other hand, highlighted difficulties related to evaluation/assessment methods, organization of courses, exam content, and the need for a third party (volunteer) to assist with reading and copying answers during exams. Such difficulties can lead to academic failure and hinder the social and civic engagement of visually impaired students. Therefore, the study recommends identifying fundamental determinants of a model that responds to the needs and difficulties of this category and reinforces their inclusion in physiotherapy training. Further research on accessibility and inclusion can help standardize pedagogies and practices.

13:40-14:05
81574 | *Unveiling Educational Disparities: Resource Allocation in US K-12 Schools and Its Impact on New Teachers' Professional Growth*
Lucy King, Syracuse University, United States

The systematic review examined educational disparities in resource distribution in K-12 school settings in the United States and their impact on new teachers' professional growth. The review explored the challenges faced by new teachers due to unequal allocation of resources, particularly in schools with diverse racial compositions. It emphasizes the implications of state funding formulas on exacerbating or mitigating disparities, shedding light on the intricate relationship between resource distribution and teachers' perceptions of barriers in integrating educational resources (Kelly, 2021). The review underscores the longstanding concern over equity in K-12 education, highlighting the need to address disparities affecting the professional development of educators, especially those serving low-income and minority students (Welsh & Little, 2018). The project used three well-known databases: ERIC, JSTOR, and EBSCO. These platforms offer comprehensive access to educational resources and literature. From the 26 articles initially considered, seven scholarships were meticulously selected for analysis and further examination. The review focused on nationwide induction programs for new teachers, with emphasis on guidelines from the Center for Teaching Quality and the New Teacher Center, which influenced program design and implementation. Through an examination of the distribution of educational resources at the national level, the analysis reveals significant inequalities both within and between school districts, pointing to systemic challenges that impede the ability of new teachers to succeed in their roles.

14:05-14:30
79248 | *Critical Considerations at the Dawn of Microcredentials: Democratization 4.0 or Blockchain Privatization of Higher Education?*
María José Ibáñez Ayuso, Universidad Complutense de Madrid, Spain

In recent years, international organizations have advocated for their member states to embrace new learning ecosystems based on micro-credentials, aiming to better adapt to the educational needs arising from the fourth industrial revolution. Additionally, there is a push to harness the benefits of blockchain technology to facilitate continuous learning and achieve greater democratization in access to higher education. Numerous countries are currently in the process of formulating national policies on these new type of credentials, raising various questions on this subject. The European Commission has identified addressing this issue as a priority, evident in the creation of the "Policy Experimentation-Micro-credentials" call within the Erasmus+ project. This article aims to analyze the discursive evolution of microcredentials, using OECD, the European Commission, and UNICEF documents. The goal is to identify the underlying educational approach, guiding national policy drafting with a critical discourse methodology. The analysis explores equity and democratization of educational resources, especially access to quality education and the involvement of diverse educational actors. Results are examined through philosophers like Gert Biesta, Byung Chul-Han, Michael Sandel, and Michael Young, generating recommendations for directing microcredentials toward educational purposes rather than merely qualifying. The findings question the democratizing potential of these new credentials and highlight the risk of them becoming a gateway for businesses into the educational system. Consequently, recommendations are proposed, especially tied to stable funding for formal educational institutions and the identification of priority topics for microcredential courses that foster the democratization of lifelong education.

Monday Online Parallel Session 4

Philosophy and Spirituality in the Arts

Session Chair: Dannell MacIlwraith

14:40-15:05

81214 | *Religious Faith as a way to Reduce Anxiety during Global Epidemics: Some Examples from the Ancient and Modern Worlds*
Eleonora Grotteria, Boston University, United States

In my research I aim to show that religion can represent an aid to relieve anxiety in the context of plagues and epidemics, by means of examples taken from the Ancient World (with regard to the Athenian and the Antonine plagues) and the Modern one (focusing on Covid-19 pandemic). What I would like to highlight is that both prayers and religious rituals, as well as superstitious behaviours, contribute to lower the level of anxiety not only for the shared nature of their practice, but also for their compulsive character (namely, their consistent repetition by believers). Furthermore, prayers and superstition can represent a way of controlling the overpowering pandemic by delivering this control to the divine force. As regards the practice of prayers, it is noticeable the idea that was experimented during Covid 19 of using technology as an alternative way of gathering. It is fascinating as much that, in those years, specific prayers were preferred to others, such as Psalm 46 ("God is our refuge and strength, an ever-present help in trouble"). As far the ancient pagan world is concerned, superstitious beliefs were widespread: it emerges both from the increase of magical practices, like amulets and exorcisms, and through the diffusion of Asclepius worship, during the Antonine plague. Finally it seems to be an old and rooted belief among the less educated people that a (global) epidemic may be connected to a divine punishment against human sin.

15:05-15:30

81865 | *"Zhuó Li Ji Cha" (着力即差)– An Analysis of the Concept of "Integration" in Su Dongpo's Music Theory*
Ling Sayuri Chen, Independent Scholar, Japan

The term "Zhuó Li Ji Cha" (着力即差), which means "Efforts Leading to Failures" was coined by Chinese artist and philosopher Su Dongpo (苏東坡 1037-1101). Song Dynasty (960-1279), the era in which Su Dongpo lived, referred as "The Chinese Renaissance" by Ernest F. Fenollosa was a time of great achievements in Chinese culture. During this period, Chan (禅) Buddhism which had appeared during the Tang Dynasty, became a mainstream ideology. Myōan Eisai (明菴栄西 1141 – 1215) and other Buddhist priests introduced to Japan as Zen, flourished under the Shogunate of Ashikaga Yoshimizu (足川義満 1358–1408) and profoundly impacting Japanese arts and aesthetics. Su Dongpo's philosophy is closely connected to Su's beliefs of "Shan Jiao He Yi" (三教合一) which has been explored in the context of research on Su 's poetry and artworks. This essay will explore the concept of "Zhuó Li Ji Cha" (着力即差) through his nearly 100 poems related to music and sounds along with his composition of guqin piece "鶴舞洞天" (Crane Dance in Dongtian) and the lyrics for guqin piece "Song of a Drunken Men ("醉翁吟). Specifically, it will analyze Su's "Natural Rhythm" in light of Ji Kang (嵇康 223-262), Tao Yuanming (陶淵明 364-421), and the ancient worship of the "God of Wine" (酒神). The analysis carried out in this work calls into question of Western logic and knowledge-based paradigms. Furthermore, aiming to take as a departing point to understand the concept of "Spirituality" in connection with the concept of "Zhuó Li Ji Cha" (着力即差), A further reflection regarding the meaning in the East and West for the dream of the "New Rationality" in the interconnected world.

15:30-15:55

81908 | *Explore the Aesthetics of Nature and Inner Balance Through Tao-a/r/tography*
Mengkai Zhang, The University of British Columbia, Canada

Today is a digital age, and students are commonly addicted to electronic devices (Odgers & Jensen, 2020), thus neglecting the experience of nature. As an artist, researcher, and art teacher, I try to alter this phenomenon through an innovative pedagogical approach that merges Taoism (Yao, Chen & Song,2017) with A/r/tography (Irwin, 2013) — named Tao-a/r/tography — aimed at guiding students to appreciate the aesthetics of nature, while still permitting the moderated focus of electronic devices. Each activity was summarized into a proposition of Taoist philosophy, resonating with the concepts of A/r/tography. My research explores whether Tao-a/r/tography can lead students to redefine their true selves while experiencing nature, and seeking a balance between modern technology and introspection in nature. In the Tao-a/r/tography pedagogy, I encouraged students to walk with nature, explore across disciplines, immerse themselves in the interactive experience of teaching/learning, and freely engage in creativity. Furthermore, indeed, "Tao", as the origin of all things, is omnipresent and intangible, however, I argue "Tao" can be anything, including the students themselves in this context. The process of seeking "Tao" is also a journey of self-discovery. This journey is an exploration of seeking inner balance.

15:55-16:20

81806 | *Inclusive Art Critique*
Dannell MacIlwraith, Kutztown University, United States

Art critique has long been a central practice in art and design, allowing artists and designers to get feedback and critics to evaluate. However, traditional methods are often exclusive, biased, and Eurocentric. Adopting new, more inclusive methodologies is crucial as society aims for greater inclusivity and diversity. Traditional critique often uses complex and dated language that excludes those without formal art education. Inclusive critique must prioritize diverse voices, not just the recognized few. Different critique forms, like small groups or online platforms, can ensure everyone's voice is equal. We must also consider individuals with disabilities, ensuring their voices aren't overlooked in an overcrowded classroom critique. This paper argues for new, inclusive methods prioritizing accessibility, diversity, and equity. It suggests moving away from Eurocentric approaches and valuing art from diverse cultures. Data from student surveys and focus groups support these ideas. By embracing these methods, we can create a more inclusive art world that values all voices.

10:00-11:15 | Room B (Live-Stream)
Monday Online Parallel Session 1
Literature/Literary Studies
Session Chair: Eiko Ohira

10:00-10:25
81972 | *Documenting the Historical Past: Texts, Traces and Traditions in Mamang Dai's The Legends of Pensam*
Shilpy Jain, Indian Institute of Technology Kanpur, India

For people without a (written) history of their own, memory becomes an essential instrument against both the accidental and willful erasure of history. The history of northeast region of India, predominantly written by colonial administrators and western ethnographers, marginalises and silences the voices of the tribals inhabiting the region. The literary fiction by the Sahitya Akademi Award winning author Mamang Dai, from the Adi tribe of Arunachal Pradesh, India, attempts to address and rectify this by reimagining and reconstructing the historical events from an insider's perspective. The paper draws from Aleida Assman work "Texts, Traces, Trash: The Changing Media of Cultural Memory" in which she discusses about different routes to access the past by bypassing texts and traditions, and concentrating on non-textual traces such as ruins and relics, fragments and sherds, and songs and tales of a neglected old tradition (129). By engaging in a close reading of Mamang Dai's novel The Legends of Pensam (2006), the paper aims to illustrate how the past can be accessed and reimagined through various mediums including texts (in the form of official records, archives, historical works), individual and collective memories (that are often passed down orally), traditions (such as ritualistic performances and oral folklore), or through other traces (such as dilapidated structures, memorial stones, photographs). The paper concludes by stating how through these diverse traces of the past, the author successfully presents a more cohesive view of the past that includes the marginalised voices.

10:25-10:50
80552 | *Re-reading Personal Boundaries and Solitude in The Little Prince*
Ji-Eun Kim, The Catholic University of Korea, South Korea

"Personal boundaries" is a concept proliferating in an endemic era where concepts of social distancing and personal space are gaining attention. The term "boundaries" is a metaphor used since the 1990s in self-help manuals and was used to distinguish personal property in land owners. While critics of Antoine De Saint-Exupery's classic The Little Prince have often discussed it as a text about holding onto the purity of childhood and innocence, not much has been iterated about the intuition on adulthood the author offers readers. The Little Prince speaks volumes about the need for adults, in particular, to have distinct personal boundaries in their universe. All eccentric adults in the story have a planet where each resides in peace, solitude, and autonomy, and the little prince visits them individually for an interview. This paper delves into these individuals with authentic flaws and vulnerabilities while they orbit around each other in the universe. Having a certain amount of personal boundaries is crucial for these individuals to live in solitude, while flora and fauna on the planet Earth do not have this luxury. Even the stranded pilot is alone in the vast desert. The author has readers infer that adults must have a distinct amount of personal space to grow, develop, and exist peacefully.

10:50-11:15
79931 | *Rabindranath Tagore's "A Wife's Letter": Lesbian Gaze and Woman's Own Beauty*
Eiko Ohira, Otsuma Women's University, Japan

A woman with a desiring gaze is often represented as dangerous because she is characterized as a being who does not respect the boundaries on which the symbolic order of society is based. Rabindranath Tagore (1861-1941) repeatedly delineates fearless women who seek for freedom from oppressive domestic life. He was a pioneer in dealing with women in revolt at a time when many women internalized the belief that women should be submissive to men. Here I would like to focus on "The Wife's Letter" (1918) which delineates a plain woman named Bindu in love with her sister-in-law, Mrinal, the protagonist of this story. Bindu is obsessed with Mrinal's beauty, and her lesbian gaze causes Mrinal to see a true image of herself, something she has never seen before. She also knows that a wife is a domestic slave. She leaves her husband, violating the law of the threshold, which confines women to the domestic sphere. Mrinal knows that a woman's beauty is not her own, but a male possession. A patriarchal society imposes a ranking among women according to a male standard of beauty, which causes them to think that their inner self can be expressed only according to this measure. But Bindu's lesbian gaze subverts this. Tagore showed how a woman could be undauntedly faithful to her sense of rightfulness through Mrinal, thus constructing a new image of the female body with a desiring gaze, an eroticized body not suppressed by patriarchal control.

11:25-12:40 | Room B (Live-Stream)
Monday Online Parallel Session 2
Innovative Technologies & Concerns in Education
Session Chair: Yen Chi Nguyen

11:25-11:50
No presentation scheduled

11:50-12:15
79385 | *Do Students Trust Information More from Humans or Artificial Intelligence?*
Timothy Mattison, University of Southern Indiana, United States Julie Conrad, University of Southern Indiana, United States

When OpenAI released ChatGPT in the fall of 2022, the future of K-12 public education changed dramatically. Educators now have tools to instantaneously generate any teaching resource they need. Teachers could soon use artificial intelligence (AI) to deliver lesson content. As a result, public school districts might consider using AI to replace teacher labor. Replacing teacher labor with AI could then radically change traditional school staffing models. It is currently unclear whether K-12 public school students can develop trust in AI as they do in their human teachers. If public schools adopt AI and their students are unable to develop trust in it, then students could doubt the information that AI provides, and their learning could suffer. The purpose of this study was to answer the question: what is the impact of knowledge of a teacher's humanity on students' level of trust in them? This study involved an experiment with three treatment groups watching two different 10-minute documentary videos. Each group had varying levels of knowledge of the narrator's humanity, versus artificial intelligence. We created a psychological scale based on Rotenberg's (2010) Basis, Domain, and Target Dimension framework and administered it to our 48 student participants after they watched each video. We used analysis of variance (ANOVA) and found statistically significant differences in trust levels between each group. The group with information that both of their narrators were human had double the level of trust of the control group, which learned that both of their teacher narrators were AI.

12:15-12:40
81564 | *Examining Self-regulated Learning in the Metaverse: A Case Study of the GatherTown Platform*
Nguyen Huyen, Hanoi University of Science and Technology, Vietnam
Chi Nguyen Yen, Hanoi University of Science and Technology, Vietnam

In the evolving landscape of higher education, the metaverse is emerging as a transformative force. This study explores the experiences of 388 university students across two Softskills courses, one employing traditional blended learning and the other integrating the metaverse platform GatherTown. Results show that metaverse participants exhibited notable improvements in self-regulated learning, with enhanced task strategies and time management skills, without compromising average test scores. Engagement with homework and quiz completion rates increased in the metaverse group, highlighting its motivational impact. Furthermore, students expressed a preference for intuitive, user-friendly AI virtual agents that offer personalized feedback and adaptive support, aligning with the broader goal of empowering learners in this dynamic educational landscape. This research underscores the potential of the metaverse in higher education and provides insights into designing effective AI virtual agents for enhanced self-regulated learning.

Monday Online Parallel Session 3

International & Global Education

Session Chair: Nolwazi Qumbisa

12:50-13:15
81924 | *Fostering Global Citizenship Through Poetry: Teaching and Learning Practices of Interconnectedness in Language, Literature and Culture from Value Creating Education*
Giulia Pellizzato, Harvard University, United States
Valentina Dughera, DePaul University, United States
Ericka Parra, Valdosta State University, United States

This session explores teaching and learning practices inspired by Value-Creating Education, i.e., the pedagogical commitments and perspectives shared by the Japanese educators and Buddhist activists Tsunesaburo Makiguchi (1871–1944), Josei Toda (1900–1958), and Daisaku Ikeda (1928–2023). More specifically, this session focuses on poetry as a key resource in teaching and learning aimed at fostering global citizenship at different levels of the school system, from Middle School to Higher Education. We will introduce the main perspectives and commitments of Value-Creating Education through examples from our experience as teachers of language and literature and fellow researchers in the rapidly expanding field of Ikeda / Soka Studies. Presenter #1 will share activities from an intermediate language and culture course she co-designed and taught at university level to exemplify how, in Ikeda's view, we can foster the wisdom to perceive our interconnectedness thanks to interacting with poetry and nature, and thus learning to coexist creatively with otherness. Presenter #2 will investigate literature in middle school as a tool for exposing students to interconnectedness and empowerment. Through engaged reading of poetry, such as original Cantos from Divina Commedia, they will show how literature and teachers can have a crucial impact on the character development of students. Presenter #3 will examine how to create dialogic bridges through poetry in a higher education Hispanic literature course to enhance language learning. Drawing connections between poems from different global contexts and world languages to cross age, gender, ethnicity, religion and language boundaries, students strive to grow through detecting interconnectedness.

13:15-13:40
81933 | *The Voice of Linguistic Diversity: Harnessing Plurilingualism to Foster Multiliteracy and Global Citizenship in Higher Education*
Honorine Ntoh Yuh, The University of Alabama, United States

Historically, negative perceptions of less prestigious language varieties continue to persist, particularly in academic contexts. These settings tend to misconstrue languages as fixed units, thereby undermining the legitimacy of language mixing and diversity. Such a perception not only discredits the value inherent in plurilingualism but also perpetuates inequality, thereby further marginalizing non-standard varieties and their speakers (Smith, 1999; Shohamy, 2006; Pennycook, 2004). This research utilizes the "raciolinguistic ideologies" framework (Flores & Rosa, 2015) to explore how BIPOC (Black, Indigenous, People of Color) students navigate their multifaceted linguistic identities across academic disciplines. Also, integrating the "language ecology" approach (Haugen, 1972; Hornberger & Hult, 2008) underscores treating each variety as integral within a broader linguistic ecosystem. This approach challenges monoglossic ideologies and linguistic homogenization, affirming the linguistic repertoires of BIPOC students as assets. Centered on BIPOC graduate students at a southeastern university, the study examines the influence of language on identity through semi-structured interviews and focus groups. It aims to uncover the complex linguistic networks within education and amplify the voices of BIPOC students. Employing poetic inquiry (Fitzpatrick & Fitzpatrick, 2021), the research articulates the richness of students' linguistic experiences, intertwining narratives with artistic expression to highlight the interplay between language, identity, and academia and foster a nuanced understanding of educational landscapes. By grounding education in the realities of the interconnected linguistic ecosystem, this research contributes to dialogues on educational equity and advocates for an academic culture that celebrates linguistic diversity rooted in the rich linguistic ecologies of our global educational community.

13:40-14:05
80291 | *First Past the Post – Education for Adults in a Post-Pandemic, Post-Colonial, Post-Modern Globalised Higher Education Sector*
Rob Townsend, Laurus Higher Education, Australia

The Asia-Pacific is becoming the most expansive higher education region for adult based education services, ranging from New Zealand in the south to the border of the Russian Federation, and including the growth regions of China, India, and the Middle East. Professional education in the sciences, IT, health, social work, and wellbeing disciplines are expanding rapidly in this region and across the globe. The globalization of health and social issues is challenging professional education and accreditation processes to adjust to producing higher education graduates who are global professionals, that is, multi-lingual, culturally responsive, able to work at diverse community contexts and network with local and global organizations and resources to create social and economic change. This paper outlines the development of new curriculum frameworks for post-modern, post-colonial, and now post-pandemic international education sector that attempts to meet the challenges of intercultural learning and skills development for this new plurilingual context. The ethnographic study reveals that in the Asia-Pacific region, education organizations and educators are developing globalized, internationalized curriculum when motivated and supported to do so. The Covid-19 pandemic has facilitated a new level of understanding, motivation, and context to designing globalized curriculum for adult-based lifelong learning content, processes, and outcomes in higher education.

14:05-14:30
80546 | *Ameliorating Collaborative Online International Learning Projects to Promote Internationalization in Higher Education*
Nolwazi Qumbisa, Central University of Technology, South Africa
Nomfundo Khoza, Central University of Technology, South Africa
Freda Van Der Walt, Central University of Technology, South Africa

In the present-day globalized economic environment, academics increasingly utilize technology to collaborate across diverse cultures, continents, and time zones. In response to this trend, the academic community has embraced "Collaborative Online International Learning" (COIL) as a means of promoting internationalization at Higher Education Institutions (HEIs). Despite the numerous benefits and importance of COIL, there remains a need for further research in this area to develop internationalization at HEIs. This study seeks to explore how COIL facilitates internationalization at culturally distinct HEIs. In addition, the study aims to determine whether the students' participation enhanced their cultural perspective. Qualitative research was conducted using an auto-ethnographic design, which included three reflections of three participants who collaborated on a COIL project. The following themes emerged: the importance of knowledge construction through networking, the context, culture, community in which the collaboration takes place, learner characteristics, and changing mindsets. The findings showed that students and lecturers could learn new innovative technologies, cultures, and communication skills. COIL projects discussed in this study have managed to change the students' mindsets and the lecturers, which are critical to bringing transformation about in HEI. COIL is a relatively new trend that can be effectively used to promote the student experience and produce work-ready students for a culturally diverse global market. Despite COIL's critical role in promoting internationalization, South African studies have not previously reported sufficiently on this association. The results of the study suggest that COIL can be effectively used to promote internationalization, digital transformation, and cultural competence.

Monday Online Parallel Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Doaa Hamam

10:00-10:25
81700 | *The Needs Analysis of Using English in Travel Agencies in Urban Cities in Uzbekistan: Focusing on the Language Use Difficulties*
Botir Klichev, Toyo University, Japan

This study aims to examine the specific English language needs and challenges faced by tourism professionals in Uzbekistan's travel agencies. Uzbekistan's tourism sector's rapid development earned it a place among the top five nations globally, with the most dynamically evolving tourism industry, as acknowledged by the UNWTO. The Guardian (2019) regarded Uzbekistan as the world's premier tourist destination. In Uzbekistan a travel sector has witnessed rapid growth and increased interaction with inbound tourists and multinational companies. Foreign tourist arrivals increased from 2 million in 2016 to 6.7 million in 2019. In this study four employees of travel agencies in Tashkent, Samarkand and Bukhara were interviewed to find English language needs and challenges in 2023. Interview data was analyzed based on the Grounded Theory Approach. Through GTA approach, five core-categories were identified: (1) past and current experience, (2) actual needs for English, (3) realization of problems of English use, (4) problem-solving situations in English use, and (5) future hopes for English use. According to the interview data, all the participants learned the professional English in higher education. Their actual needs of English such as emailing and communicating with tourists were identified. As a problem of English use, diverse accents and slangs were described. To solve the problem, participants engaged with English media and seeked coworker assistance. The present study underscores the critical role of English proficiency in the tourism sector, advocating the importance of understanding World English and curriculum development to enhance the competencies of travel agents in developing countries.

10:25-10:50
81569 | *From Fluency to Flourishing: The Influence of English Language Proficiency on Research Student Success*
Bonginkosi Hardy Mutongoza, University of Fort Hare, South Africa Manthekeleng Agnes Linake, University of Fort Hare, South Africa Sive Makeleni, University of Fort Hare, South Africa

In most post-colonial African states, colonial languages occupy prominent teaching, learning, and research spaces. While South Africa has made significant strides in recognising indigenous languages through policies and restorative legislation, the level of uptake of indigenous languages has remained a thorny issue. The marginalisation of indigenous languages can have dire consequences for research students in particular, for example, cultural disconnection and biases, linguistic barriers, and identity conflict, among other things. On this basis, this study sought to explore how proficiency in English influences student success in postgraduate student research. The study employed a qualitative research approach and a case study design to achieve this aim. Data were collected from 25 participants comprising ten doctoral students, ten Master's students, and five supervisors who were purposively sampled. The study's findings reveal that proficiency in English significantly influences the success of postgraduate students at the selected university in several ways, including communication skills, engagement with supervisors and peers, and networking and collaboration with researchers from different linguistic and cultural backgrounds. The study recommends language support programs, intercultural competence training, mentorship and support structures, and facilitating networking opportunities. Through promoting inclusive practices, the university can enhance the academic success of postgraduate students.

10:50-11:15
81562 | *Advancing Second Language Acquisition Through T-Unit Analysis: Insights from Applied Linguistics*
Doaa Hamam, Higher Colleges of Technology, United Arab Emirates

Second Language Acquisition (SLA) research has long focused on understanding the discourse of language learners as they acquire proficiency in a new language. T-unit analysis, which examines the construction of minimal terminable units comprising independent and dependent clauses, offers valuable insights into learners' syntactic and discourse development. This study aims to investigate how Arab learners of English as a second language progress in their ability to construct T-units accurately across different proficiency levels. The research methodology depended on the collection and analysis of written and spoken language samples from Arab learners who studied English as a second language at different years in their tertiary education in several universities in the Gulf region. Written samples included different types of essays (n=34), while spoken samples comprised oral presentations (n=28). Through systematic T-unit analysis, we examine how learners handle T-unit boundaries and complexity, identifying patterns of development and variation across proficiency levels. Our findings reveal that at lower proficiency levels, learners often demonstrated difficulty in accurately identifying T-unit boundaries, resulting in fragmented or run-on sentences. As the language level increases, learners show greater control over T-unit boundaries and syntactic structures, producing more cohesive and well-structured sentences. Through this research, we offer practical guidance for designing instructional interventions that target specific aspects of T-unit construction and discourse coherence. So, this study contributes to enhancing our understanding of SLA processes and informs evidence-based approaches to language teaching and learning.

Monday Online Parallel Session 2
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Mouna Ayadi

11:25-11:50
79357 | *The Brain-Based Approach for Teaching Reading Comprehension*
Mahmoud Sultan Nafa, City University Ajman, United Arab Emirates

Owing to the extreme vitality of teaching reading comprehension techniques, this research paper explores teaching reading comprehension based on the traditional perspective and the Brain-Based. Some students at CUA University were divided into two groups, in two different sections: the controlling group and the experimental group. The first one was taught by using the traditional ways of using the bottom-up approach where students have to understand lexical units, sentences, and paragraphs to grasp the contextual meaning of the targeted reading passage. The experimental group was taught by following the Brain-Based Approach that considered the human brain potential by engaging all the five senses in the teaching and learning process. Accordingly, the researcher implemented multi-tiered exploitation strategies, the bottom-up approach, and the SMELL, SQR4, and THIEVES techniques to engage students more in the reading process. Additionally, the second groups were instructed by using constructive repletion and QAR questioning techniques that utilize the brain's different parts to store information more firmly. Despite the good level of comprehension that the students of the controlling group demonstrated at the linear level concerning the main theme and the sub-topics as well as some structures used in the reading texts, the students of the experimental group achieved further progress. They exhibited a high level of higher-order thinking skills (HOTs), more robust information retention along more independent readers' aptitudes. This presentation elucidates the concept of reading, multi-leveled teaching methods that observe the brain's capacities, in addition to, effective brain-based reading assessment techniques.

11:50-12:15
81937 | *The Implementation of the Flipped Classroom Model for Teaching Communicative Pronunciation in Tertiary EFL Classrooms*
Que Anh Chung, Edith Cowan University, Australia

Communicative Pronunciation Teaching (CPT) and Flipped Classroom (FC) model have gained significant popularity as effective instructional approaches in education. This qualitative study investigates the implementation of CPT with two phases of FC model in tertiary EFL classrooms and the perceptions of educators and students regarding the educational significance of this teaching approach. Data were collected through classroom observations, individual semi-structured interviews with eight EFL teachers, and focus group interviews with 32 students (four students per group) selected from three different universities in Vietnam. A content-based approach was utilized in the study to analyze the qualitative data. The results indicate that the teachers closely follow the teaching sequence as instructed in Celce-Murcia, Brinton, and Goodwin's (2010) communicative framework to design their pronunciation lessons in two stages of FC model. Phase one involved learning video-based pronunciation instruction and listening tasks at home, while phase two consisted of diverse form-focused and meaning-focused classroom activities. The findings also show that the CPT implementation with FC model was perceived by both teachers and students as a convenient and effective approach with the potential to facilitate active learning of pronunciation knowledge. Additionally, it provides students with excellent opportunities to participate in meaningful activities, resulting in enhanced pronunciation comprehensibility and fluency, as well as the development of listening and speaking abilities. The study concludes by providing the implications for the instruction and acquisition of second language pronunciation.

12:15-12:40
78781 | *Investigating the Effect of Motivational Scaffolding on Writing Apprehension Among EFL Undergraduate Students*
Mouna Ayadi, University of Sfax, Tunisia

Although studies on writing apprehension in the writing of native learners have been conducted extensively, studies on EFL learners are insufficient. For this reason, the current study investigates the impact of motivational scaffolding on EFL students' writing achievement and writing apprehension. The total number of participants was 60, who were divided into two groups: experimental and control groups. The study adopted the Daly-Miller questionnaire of writing apprehension (WAT). The collected data for this study were fed into SPSS and then analyzed to examine the issue at hand. Mean scores, Pearson correlation, T-test and multiple regression were employed to answer the research questions. The results of this study showed that most of the participants experienced medium writing apprehension. The results also proved that age and gender do not correlate with writing apprehension. Furthermore, the analysis of the post-test results yielded p= .030, which was smaller than 0.05, demonstrating that motivational scaffolding can significantly improve EFL undergraduate students' writing achievement.

Monday Online Parallel Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Anila Plaku

12:50-13:15
81879 | *Positive Teacher: Student Connections and Inclusive Community Building in Middle School Classrooms*
Kenneth Reimer, University of Winnipeg, Canada

This paper highlights a study (2022) conducted in a Canadian school division which explored the perceptions of classroom teachers in middle schools. The purpose of the study was to highlight ways in which middle school teachers successfully connected with middle years aged students in their classrooms. Participants spoke of the importance of building community in their classrooms and highlighted several ways in which they developed an inclusive community throughout the school year. The approaches and strategies teachers shared to create an inclusive community are compared to several models related to community building, including Peck's (1998) model highlighting the four stages of community: Pseudo Community, Chaos, Emptiness, and Community.

13:15-13:40
81889 | *Innovative Teaching Practices: Enhancing Student Learning Through Community-Engaged Education*
Ayesha Khan, McMaster University, Canada
Janet Pritchard, McMaster University, Canada

Post-secondary institutions are increasingly being called upon to update and broaden their pedagogical approaches to keep pace with a rapidly changing world. A growing emphasis is on curating learning experiences that enrich "human skills" such as active listening, critical thinking, and social perceptiveness. Community-engaged education (CEE) is an experiential pedagogy that involves student participation within specific communities, enabling them to apply classroom-taught content in real-world contexts. CEE has been linked to several positive outcomes, including a deeper understanding of course content, an increased ability to apply course concepts, and sharper problem-solving skills. While CEE projects have shown immense promise in enhancing students' learning experiences, they can also present unique challenges that require instructors to find equally unique solutions. The purpose of this presentation is twofold: [1] to introduce the audience to CCE with examples of how this pedagogy is implemented in both small enrollment and large enrollment courses, and [2] to offer strategies for how educators can incorporate a CCE project into their current or future courses, regardless of discipline. By the end, attendees will gain practical insights and tools to effectively integrate CCE into their teaching practices.

13:40-14:05
82042 | *Knowledge Co-Creation Capabilities of University Students in Extracurricular Activities*
Diroubinee Mauree-Narrainen, University of Technology Mauritius, Mauritius

21st Century Learning refers to the shift away from instructor-led educational instruction towards a fluid participatory learning environment of co-creation, co-learning, collaboration and transparency (Bolstad et al., 2012). Among the various skills the 21st century learner is expected to develop during his/her university apprenticeship are communication, critical thinking, creativity, collaboration, innovation, information literacy and problem solving. Intrinsically, Kreiling and Paunov (2021) from the OECD state that knowledge co-creation is the process of the joint production of innovation between industry, research and possibly other stakeholders, notably civil society knowledge co-creation with initiatives such as projects, mechanisms or diverse institutional arrangements ranging from joint laboratories to industry-led innovation ecosystems. Extracurricular activities indeed provide possibility to reinforce the lessons learned in classroom, offering students the opportunity to apply academic skills in a real-world context which is considered as part of a well-rounded education (National Center for Education Statistics, 1995). This paper endeavours to present some cases of university students' experiences and capabilities development during their knowledge co-creation activities in extracurricular projects assigned to them. Three case studies in relation to three extracurricular projects are presented to illustrate this initiative. The experiences of 7 university students from the School of Business Management and Finance (SBMF), University of Technology, Mauritius (UTM), were interviewed with respect to the most pertaining 21st century skills they developed during their collaboration in research projects undertaken at the university. Their experiences are (i) linked with skills developed and (ii) the positive outcomes of project initiatives in which they were involved.

14:05-14:30
81949 | *A Theoretical Perspective on Videogame Storytelling and Teacher, Parents and Students Perception*
Anila Plaku, Aleksander Moisiu, Albania
Kristos Bratja, Aleksander Moisiu, Albania

The purpose of this study is to cross-analyze the perception of different stakeholders (teachers, parents and students) on storytelling through the videogame medium while using a general theoretical perspective on videogame storytelling. The research question would be as follows; "What are the divergences and convergences in the perceptions of teachers, parents, and students regarding the integration of storytelling in videogames for educational purposes?". The study population is composed of educators, parents and students. This study uses mixed methods as research instruments; surveys and unstructured interviews were used, which were designed based on Storytelling in videogames literature. From the findings of the research, it is noted that the concept of education through the medium of videogame storytelling is divisive among all three target groups, particularly between parents and teachers as opposed to students. Both parents and teachers express concerns about the typology of content in videogame storytelling, especially regarding violence or mature themes. While there is an overall divergence in perceptions between students and the group of teachers and parents regarding distraction or time-wasting, from the latter group's perspective, students perceive storytelling through the medium of videogames as beneficial for concentration, engagement, and critical thinking.

Notes

Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

PCE2024 Virtual Poster Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

78125 | *Strategies for Creating Culturally Inclusive Educational Environments in Algerian Universities*
Amel Beldjenna, University of Oran 2, Algeria

The study examines strategies to foster culturally inclusive educational environments in Algerian schools. Algeria, with its diverse cultural tapestry and multifaceted societal heritage, provides a unique context for exploring approaches to promote inclusivity and diversity in education. Employing a mixed-methods approach, the research combines qualitative and quantitative methodologies to investigate the current state of cultural inclusivity, challenges encountered, and effective strategies utilized in Algerian educational settings. The study aims to address three key questions: How do students from diverse cultural backgrounds experience inclusivity in the classroom? How are diverse cultures represented in the curriculum, textbooks, and instructional materials? What strategies can be employed to ensure a more inclusive representation of cultures in educational content? For data collection, two primary methods were employed. First, content analysis involved evaluating educational materials, curricula, and textbooks to assess the representation of diverse cultures. Second, questionnaires were administered to 30 educators, 30 high school students, and 30 parents at a local high school to gather quantitative data on perceptions of cultural inclusivity and to identify areas for improvement. The findings offer insights into the current cultural inclusivity landscape in Algerian high schools, highlighting successful strategies and challenges in creating culturally inclusive environments.

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

81484 | *Working with Rule Games in the School Context: The Case of Students with Learning Difficulties*
Eliane Saravali, Universidade Estadual Paulista "Júlio De Mesquita Filho", Brazil
Érica Gonçalves, Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil

Complaints involving learning difficulties are common in Brazilian school contexts, as the numerous referrals made by teachers are. In many situations, schools are ineffective in building intervention strategies within these frameworks, whether in the context of tutoring classes or not. This situation worsened after a period of remote classes in which many children had little or no access to education. The central objective of this investigation was to analyze the effects of pedagogical interventions, developed through rule games, guided according to the equilibration theory. 25 students participated, aged between 8 and 11 years old, with complaints of difficulties, enrolled in a public school that serves a highly vulnerable population, located in the interior of the state of São Paulo. As pre- and post-tests, the students were subjected to two operational tests that identified the action of reflective abstraction, a central mechanism in the equilibration process. For the interventions, organized in small groups and in the school context, five games were used: Jogo do Buraco, Memobox, Jogo do Espelho, Velha 3D, Blink. Each participant experienced, on average, 20 sessions of approximately 50 minutes each. The post-test results point to advances in the performance of reflective abstraction, at the same time as they indicate the need for changes in the form of intervention carried out with children with difficulties, commonly characterized by repetition of practices developed in regular classes. The game proved to be a useful instrument due to the requests it generates such as decentering, construction of arguments, actions on objects.

Mind, Brain & Psychology

81516 | *Mindful Learning Facilitates Brain Function of the Right Inferior Temporal Gyrus*
Chih-Yen Chang, National Taiwan Normal University, Taiwan
Yu-Chu Yeh, National Chengchi University, Taiwan
Wei-Chin Hsu, National Yang Ming Chiao Tung University, Taiwan

Implementing mindful learning into daily routines can heighten sensitivity to one's surroundings, thereby fostering creative thinking. Despite its apparent benefits, the neural mechanisms underlying this phenomenon remain unclear. Thus, this study sought to explore the neurological changes associated with mindful learning. Nineteen college students participated in a 10-day mindful learning intervention. They were instructed to capture photos of their interests using smartphones, reflect on creative connections to these images, and share their assignments on a designated website. Before and after the intervention, participants underwent a creativity test involving color picture associations, alongside fMRI brain imaging. Results revealed a notable increase in creative performance following the 10-day mindful learning period, accompanied by enhanced activation in the bilateral middle cingulate cortex and the right inferior temporal gyrus (ITG). Notably, heightened brain activity in the right ITG was positively correlated with improved creativity scores. This region is known for its role in visual information processing and emotion regulation. In summary, our intervention proved effective in enhancing creativity, with the right ITG playing a pivotal role in facilitating visual information processing and emotion regulation during color photo association tasks.

PCE2024 Virtual Poster Presentations

81521 | *Priming Effects on Insight Problem Solving: An fMRI Study*
Wei-Chin Hsu, National Yang Ming Chiao Tung University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan
Chih-Yen Chang, National Taiwan Normal University, Taiwan

Insight problem solving is a dynamic process wherein overcoming an impasse involves restructuring the problem to uncover novel solutions. This process engages both conscious and unconscious cognitive mechanisms, making it a fertile ground for neurological inquiry. This study endeavors to utilize functional magnetic resonance imaging (fMRI) to investigate how varying lengths of priming affect insight problem solving and elucidate the associated neural mechanisms. To achieve this goal, participants were exposed to priming durations of 1000, 200, or 0 milliseconds, representing conscious, unconscious, and no priming, respectively, before engaging in insight tasks. Twenty college students took part in the study, tackling tasks such as manipulating matchsticks, reconfiguring balls, delineating balls with lines or circles, and shifting arrows. The results unveiled a notable discrepancy in reaction times across the three priming conditions, as evidenced by a significant difference, $F_{(2, 38)} = 14.44$, $p < .001$, $\eta^2_p = .432$. Predictably, conscious priming yielded the shortest reaction times. On the neural level, conjunction analyses disclosed activations in the dorsolateral prefrontal cortex and inferior parietal lobule across all priming conditions. However, conscious priming elicited heightened activation in the caudate, while unconscious priming correlated with increased activation in the precuneus. These findings furnish neural evidence underscoring both implicit and explicit processes involved in insight problem-solving.

82009 | *Employing Future Thinking Intervention to Enhance SDGs Problem Solving*
Chien Lin Wu, National Chengchi University, Taiwan
Ming Wei Gabriel Chua, National Chengchi University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan
Chia-Hsiang Ma, National Chengchi University, Taiwan

Achieving the Sustainable Development Goals (SDGs) necessitates global collaboration among nations. This study aimed to create and evaluate the effectiveness of the SDGs-based Creative Problem-solving Test (SDGs-CPT) in bolstering problem-solving skills aligned with the SDGs. The intervention in this study focused on future thinking, which involves the amalgamation of information from memory to simulate new conditions or circumstances. This process potentially enhances the capacity to devise innovative solutions or anticipate outcomes when tackling future challenges. Ninety-six college students participated in the research, randomly assigned to either an experimental or control group. The experimental group received a three-session intervention focused on fostering future thinking, while the control group completed tasks involving rearranging scrambled sentences. Utilizing the SDGs-CPT, we measured participants' creative problem-solving abilities. Repeated Measures Analysis of Variance demonstrated a significant enhancement in creative problem-solving among those who underwent the future-thinking intervention, contrasting with no similar improvement in the control group. These findings underscore the efficacy of our three-step future-thinking intervention in promoting open-mindedness, embracing diverse perspectives, and generating creative solutions for SDG-related challenges. Moreover, the results highlight the substantial impact even a brief future-thinking intervention can have on enhancing creative problem-solving performance.

Professional Training, Development & Concerns in Education

79877 | *Early Childhood Educators Social Values as Motivating Factors on Interest in California's PK-3 Credential Program*
Kelly Field, Claremont Graduate University, United States

The state of California is dedicated to expanding transitional kindergarten programs statewide, providing care and education for 3- and 4-year-olds within public schools. The current study investigates the motivation factors of early childhood professional and college students interested in the PK-3 credential program. 224 child development college students enrolled in California institutions of higher learning and current early childhood care professional workers participated in a survey using the Factors Influencing Teaching Choice (Fit-Choice Scale). Results show that social values are an important reason for interest in the credential program. The survey included fourteen items to operationalize social values resulting in a composite score used for analysis. Cronbach's alpha was used to rate internal consistencies. A Welch's t-test determined that the group interested in the PK-3 credential program had significantly higher social value scores than those not interested in the credential program, $t(27.16) = 3.02$, $p = .005$. A Mann-Whitney U test confirmed the results, $U(24.52) = 1277$, $p = .027$. This study shows that there was a significant difference in social values scores of those who were interested in the PK3 credential program than those who were not interested, $t(82) = -16.04$, $p = <.01$ showing that social-values play an important role in those choosing teaching as a profession demonstrating that social values are an important determinant of prospective teachers' interest in pursuing a career in teaching young children.

Teaching Experiences, Pedagogy, Practice & Praxis

81896 | *Continuous Improvement: Employing Rasch Analysis to Develop a Validated Instrument to Evaluate Teacher Candidates*
Michelle Eades-Baird, Empire State University, United States
Tina Wagle, Empire State University, United States
Blair Izard, Empire State University, United States

This study aims to highlight the methodology used to improve a validated teacher observation instrument appropriate for use with pre-service teachers in educator preparation programs. The teacher preparation program described in this paper is part of State University (SU)(pseudonym)in the eastern United States. In response to accreditation requirements, Covid-19 impacts on conducting classroom observations, and the teacher preparation program's ardent desire to better support clinical students, the Classroom Observation rubric (COR) was improved using Rasch analysis (n=504). The COR contains 15 items organized into 4 constructs: Classroom Environment, Pedagogical Knowledge, Assessment, and Content Area Knowledge. The COR was examined to determine if the reliability and validity could be improved from the previous iteration of the instrument. After changes were made, the COR's item fit improved with all MNSQ values fitting the acceptable range while there were only a few items with ZSTD values that exceeded 2. The Rasch reliability coefficient for the real measure for items increased from .89 to .98; there was also an increase in the item separation value from 2.87 to 6.79 which confirms the item difficulty hierarchy. Although the previous version of the COR showed gender bias, it was resolved in this new iteration of the instrument. The new iteration of the COR instrument was shown to be unidimensional with the average measures for each category functioning as expected. This study shares this instrument development and clinical program improvements that other educator preparation programs can employ.

Virtual Presentations

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PCAH2024 Pre-Recorded Virtual Presentations

Arts - Other Arts

81946 | *Plaster Casts of the Sculptural and Architectural Heritage in the Glyptotheque of the Croatian Academy of Sciences and Arts*
Magdalena Getaldić, Croatian Academy of Sciences and Arts-Glypthoteque, Croatia

The Glyptotheque of the Croatian Academy of Sciences and Arts was the first and is the only museum in Croatia to specialize in the collection of plaster casts. It was founded on the principles of and in the spirit of a European-wide phenomenon, the collection of plaster casts that led to the foundation of numbers of collections and institutions. All around Europe when a national heritage was being defined in the early 19th century, plaster casts appeared, in an echo of the Romantic movement. This was the time when numerous national collections of casts were created, mostly consisting of sculptures of the Middle Ages and the Renaissance. Numerous museums thus confirmed themselves as encyclopaedic and universal, their aim being to develop the national identity and culture. In Glyptotheque The Collection of plaster casts of Croatian Historical monuments of sculptural and architectural heritage from the pre-Romanesque era to the Renaissance was assembled at the beggining of 20th century. From the very founding of the museum it was considered the most important section. The mission of the museum is, through the prism of this collection, the systematic collection and presentation of the national cultural development and historical and artistic monuments from the domain of sculpture. This paper lays stress on the provenience and the role of plaster casts from various archaeological sites and diverse collections Croatia-wide, which in the Glyptotheque can be presented and brought together in their original dimensions and in a single place.

Arts - Performing Arts Practices: Theater, Dance, Music

81681 | *Metaphoric Thinking on Audiovisual Performance of the Noches en los Jardines de España*
Yudan Wang, Universidade de Aveiro, Portugal

This article takes Manuel de Falla's Noches en los jardines de España as an object of study, exploring the visual and musical metaphors embedded within the motifs and movements behind the score, and proposing a sonic design for piano performance. First, the socio-historical context of this masterpiece's creation will be examined, along with the relationship between its musical language and other artistic and literary fields. Within this contextualization, the focus will shift to a semiotic musical analysis, seeking to uncover the visual and musical metaphors hidden within the motives and movements of the composition. Based on this, a sonic design will be proposed for piano performance, including interpretive suggestions regarding touch, timbre-dynamics, melodic, harmonic and rhythmic contours, as well as expressive gestures, which will then be applied in a performative realization. Through an in-depth exploration of Nights in the Gardens of Spain, this article aims to unveil the visual and musical metaphors imbued within the work, and to provide a novel sonic design approach for piano performance, enriching the interpretations of this masterpiece.

81766 | *Digital Humanities and Intangible Cultural Heritage: Technology Readiness in Cantonese Opera*
Fanny Ming Yan Chung, The Chinese University of Hong Kong, Hong Kong

Cantonese opera, recognized as a Human intangible cultural heritage (ICH) by UNESCO, faces significant challenges due to an aging demographic and declining audience. In response, Cantonese opera in Hong Kong has embraced modern technologies, such as artificial intelligence and virtual reality. This qualitative study critically examines the perspectives of stakeholders involved in Cantonese opera, exploring their attitudes, beliefs, and practices regarding the integration of technology. The findings reveal an increasing openness among stakeholders in Hong Kong towards adopting technology in Cantonese opera performances. The study highlights the factors influencing their readiness to accept or reject specific technological innovations in traditional Cantonese opera. By shedding light on technology's role in the preservation and evolution of Cantonese opera, this research contributes to the ongoing discourse on the intersection of tradition and innovation in safeguarding ICH.

Arts - Teaching and Learning the Arts

80438 | *Decolonial Approaches to Teaching Art History*
Lesley Thornton-Cronin, Humber College, Canada

This virtual presentation introduces pedagogies, strategies, and topics that facilitate the decolonized teaching and learning of art history and aesthetics. The presentation draws on the author's experience as an educator in Canada, in both traditional academic and polytechnic institutions. Topics to be discussed include decolonizing the classroom and the museum. As we work towards 'decolonizing the classroom,' we consider the responsibility that educators have to the curation of their materials. After all, the history of visual culture is so vast, one cannot teach everything. In the presentation, we are invited to consider whose voices are we elevating when we teach. Whose art are we sharing? Which authors are we assigning in our reading lists? We also consider how are we teach, the pedagogical choices that we make, and how we can emphasize community building and discussion in the teaching of art history. In considering calls to 'decolonize the museum,' we consider how museums and monuments shape collective memory and the responsibility to situate the museum institution within the history of colonization. Further emphasized is our responsibility as educators to perform institutional critiques with our students as we explore the history of acquisition, display, restitution, and repatriation of objects to their communities of origin.

PCAH2024 Pre-Recorded Virtual Presentations

82020 | *Sophistication: Exploring Its Subtext and Impact on Diverse Audiences*
Jennie Cook, Virginia Commonwealth University, United States

The term "sophisticated" carries deep-rooted Eurocentric significance that can marginalize and exclude diverse audiences. Originally derived from the Greek word "sophist," meaning wise or learned, its modern usage has evolved to mean refinement, elegance, and worldly, often based in the context of Western cultural norms and standards for color, materials, and aesthetics. This evolution has historically led to the exclusion of non-Western perspectives, reinforcing a hierarchical view of culture that places Western ideals at the pinnacle. A recent example of this can be found in the trend, quiet luxury, which reflects a lifestyle characterized by refined consumption without overt displays of wealth. In fashion and home décor, this is evident in the use of muted tones and understated aesthetic which embrace the pared-back palette of off-whites found in Scandinavian interiors, or cool, French-girl style consisting of blacks, beiges, camels, and whites. This version of effortless elegance is epitomized by European brands like Loro Piana, Brunello Cucinelli, Toteme, and Celine. This paper explores the implications of the term "sophisticated" on diverse audiences, particularly those from non-Western backgrounds. By examining its historical context and contemporary usage, I will reveal how this term can perpetuate cultural biases and hinder inclusivity in various domains, including art, fashion, interior design, and education. By acknowledging and challenging these connotations, we can foster a more inclusive and equitable discourse that celebrates the diversity of human cultures and experiences.

82005 | *Archive Notebooks: Olaio from the Perspective of Photographer Mário de Oliveira*
Miguel Duarte, Instituto Politécnico de Tomar, Portugal

This proposal results from an ongoing project being developed at the Center for Technology, Restoration and Arts Enhancement (TECH & ART), a Research and Development Unit which is part of the Polytechnic Institute of Tomar (IPT), in Portugal. This research project aims at recovering, analyzing and promoting a specific fraction of the photographic archive of a photographer whose name is less familiar in the Portuguese art scene, Mário de Oliveira (1926-1999). The visual repository researched narrates and documents one of the most important Portuguese furniture companies, Olaio, between the 1960s and 1980s. The project is thus tasked with the digitization and digital restoration of the archive, contained in large format photographic matrices of film, color and black & white, with its consequent migration from the analogue format to a new digital dimension, in a number of around 300 unpublished and unexplored images. The research thus focuses on the interpretation of a subject represented in visual form, which is linked to the Portuguese industrial past of a company at the vanguard of furniture design and conception by international standards. It rescues a unique photographic collection and gives an essential reference to an important freelance photographer, whose work, until now, has remained obscure and that can be linked to the Industrial Photography genre.

79382 | *Chinoiserie Aesthetics: Historical Origins and Contemporary Connections Within China's Belt and Road Initiative*
Sarah Omran, Fujian University of Technology, China
Bashar Dayoub, Fujian University of Technology, China

This study investigates Chinoiserie, a European decorative style from the 17th to 19th centuries that incorporated Chinese artistic influences, motifs, and themes. Characterized by its fusion of exotic stereotypes and authentic cultural elements, Chinoiserie was manifested in various media, including lacquerware, porcelain, silk, furniture, architecture, and garden design. By examining the cross-cultural artistic exchanges between China and Europe, this research highlights the enduring influence of Chinoiserie in European material culture and its connection to contemporary diplomatic endeavors. The methodology examines Chinoiserie's evolution through archival research and visual analysis, tracing vectors of transmission including Jesuit publications and extensive merchant imports that nourished creative adaptations. While stylistically interpreted, Chinoiserie's persistent global impact warrants reevaluation as a cosmopolitan, avant-garde facet of early modern material culture. The findings reveal Chinoiserie's significance as a cultural bridge, historically linking China and Europe through artistic collaboration and mutual appreciation. Furthermore, the study contextualizes Chinoiserie within the framework of China's Belt and Road Initiative, illustrating how these historical art forms underpin modern trade and cultural diplomacy. This analysis underscores the initiative's role in fostering a renewed engagement with Chinoiserie aesthetics, promoting a global appreciation of its historical and contemporary relevance.

Arts - Visual Arts Practices

81302 | *Bringing Back Affect: A New Approach to Postmodernist Art Through the Lens of Doris Salcedo's Atrabiliarios*
Vanessa Schuster, The Institute for Doctoral Studies in the Visual Arts, United States

In this paper, I propose that bringing back affect into the work of art can provide a new reading of postmodernism. In agreement with Fredric Jameson, I suggest that postmodernist art, influenced by a response to capitalism, amongst other things, evolved to the point where individuality, alienation and the self-affect were replaced by commodification and estrangement from the individual. For the purpose of this paper, I will use Jameson's approach to postmodernism as the end of the bourgeois ego that brings with it a liberation from any kind of feeling since there is no longer a self present to do the feeling (1051). I will use Rosalind Krauss's concept of the grid, Fredric Jameson's concept of the 'waning affect' and Craig Owens's reference to allegory to provide a theoretical perspective from which to support my argument. Furthermore, I will incorporate Andy Warhol's Dust Diamond Shoes and Doris Salcedo's Atrabiliarios as visual examples of postmodern artworks. Through the latter work, I seek to bring light to the postmodern characteristic of flatness and impersonality, and through the former, an example of an artwork that brings back affect into the postmodernist structure. Lastly, I conclude by suggesting that Atrabiliarios presents a space from which to question postmodernism's dissociative approach to art, as it brings back affect into the conversation.

PCAH2024 Pre-Recorded Virtual Presentations

82003 | *'Art is Going to Save Us' – The Self Perception of the Mumbai Art Sphere in Contemporary Art Galleries*
Elvira Mishra, Indian Institute of Technology, India
Jayesh Pillai, Indian Institute of Technology, India

The definition and overall perception of Contemporary Art remains a point of discussion and debate in the current age. It is imperative to contextualise the same in developing countries as this perception varies vastly in different socio economic groups. For the purpose of this paper the author focuses on examining India. This report discusses a definition of contemporary art as a movement. Furthermore, a literature review is conducted, which outlined that the perception of contemporary art in India is greatly unexplored. Consequently, the author conducts a qualitative study of the perception of contemporary art in Mumbai, India, from the perspective of 3 different major groups associated with the same, to which the author refers to as the 'the Art Sphere'. These include the Art Gallery personnel(curators, overseers, owners), the exhibiting artists, and the art gallery visitors. The overall result of this study shows that most of the participants are open and understanding of Contemporary art. However, many of the visited galleries were not open to the public, and physically closed off, which created a divide between the common public and the art sphere. A few possible solutions were discussed to improve the engagement of the larger Indian population with contemporary art. Lastly, some exhibitions were examined, and evidence showed that exhibitions with immersive elements, although not liked by curators, were popular among the public.

History/Historiography

79387 | *Frontline Narratives: Uncovering Women's Voices in War Journalism*
Gabriella Jeki, Károli Gaspar University of the Reformed Church in Hungary, Hungary

In the shadows of the First World War, amidst a landscape dominated by male narratives, emerged a corps of women war correspondents whose stories and perspectives brought a unique lens to the horrors and heroism of the time. This study zeroes in on Margit Vészi, a pioneering Hungarian journalist and the only female member of the Austro-Hungarian War Correspondents' Corps. Through her, we explore not only the significant yet underrecognized contribution of women to war journalism but also the broader implications for our understanding of liberty and equality during the era. By navigating the trenches of a male-dominated field, Vészi and her contemporaries challenged the traditional roles of women, offering insights into the battlefield that blended emotional depth with critical observations. This research, grounded in a thorough analysis of over a hundred articles and two travelogues authored by Vészi, seeks to answer critical questions: How did these women secure their positions on the front lines? What drove them to embrace such peril? And most importantly, how did their narratives diverge from and enrich the existing historical record? Employing an interdisciplinary approach, this study draws upon history, journalism, gender studies, and European studies to illuminate the unique contributions of women war correspondents. By doing so, it not only enriches our understanding of the First World War but also underscores the evolving role of women in the public sphere. Margit Vészi's experiences offer a compelling case study for examining the intersection of gender, war, and journalism.

79672 | *Entwined Threads: Reimagining the Kashmir Shawl in Franco-Mameluke Encounters, 1798-99*
Tania Sheikhan, University College London, United Kingdom

Ridley Scott's 2023 epic, 'Napoleon,' showcases soldiers in navy uniforms against a dusty desert backdrop but omits a crucial sartorial entity: the Kashmir shawl. Central to this study, the shawl represents a departure from the conventional gendered narratives prevalent in contemporary scholarship, which predominantly focuses on its association with affluent Parisian women of the nineteenth-century. In contrast, this research delves into the shawl's relationship with French soldiers during Napoleon's Egyptian campaign of 1798-99, highlighting how key textiles, a product of the Silk Road trade, may offer fresh perspectives on cross-cultural interactions. Renowned for its intricate embroidery and luxurious fabric, the shawl's journey from India's Kashmiri province to French military men in Egypt exemplifies global interconnectivity in textile exchange. This study reveals the shawl's role in superseding its traditional association with female fashionability, functioning instead as a medium of non-verbal communication within a military milieu. In this context, the shawl plays a critical role in shaping and influencing notions around identity and power dynamics. French soldiers, intrigued by the use of the shawl as turbans and sashes by the Mamelukes - Egypt's military elite - immediately emulated such style. Post-campaign, Napoleon himself was depicted wearing the shawl in Antoine-Jean Gros' 1804 work, 'Bonaparte visitant les pestiférés de Jaffa.' This study highlights the Kashmir shawl as a key symbol of intercultural exchanges, offering the opportunity to further nuance perspectives around gender and dress in historical textile studies.

Language, Linguistics

79484 | *Cultural Linguistics: Exploring the Dynamic Interplay of Language and Culture in Contemporary Society*
Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines
Faith Stephanny Silor, Mindanao State University-Iligan Institute of Technology, Philippines
Miguelito Emfimo, Mindanao State University-Iligan Institute of Technology, Philippines

After a meticulous exploration of the intricate relationship between language and culture, this research, conducted through the lens of Cultural Linguistics, has unearthed valuable insights into their dynamic interplay within contemporary society. The systematic review, guided by the PRISMA methodology, enabled a thorough examination of existing literature, ensuring a methodical identification, evaluation, and synthesis of diverse scholarly works. The findings underscore the profound impact language exerts on cultural expressions and vice versa, emphasizing their reciprocal influences. Language, as a cultural artifact, serves as a powerful medium for transmitting and shaping cultural norms, values, and identity. Simultaneously, culture molds language, influencing linguistic nuances, expressions, and even the development of linguistic structures. This symbiotic relationship manifests in various domains, from everyday communication to broader cultural phenomena. In the ever-evolving societal landscape, the implications of this interplay are far-reaching. Understanding the dynamic nature of language and culture enriches our comprehension of cultural diversity, fostering cross-cultural communication and appreciation. Moreover, insights from this research can inform educational practices, policy development, and intercultural relations, contributing to the creation of more inclusive and culturally sensitive societies. In conclusion, this study not only illuminates the reciprocal influences between language and culture but also underscores the significance of acknowledging and embracing this interplay for fostering a harmonious coexistence in our diverse global community.

PCAH2024 Pre-Recorded Virtual Presentations

Literature/Literary Studies

81454 | *Finding the Form of Disorder: Poetics of Excess in the Catalogues of Carlo Emilio Gadda and James Joyce*
Alberto Nanni, University of Edinburgh, United Kingdom

Catalogues are everywhere; they're mundane lists or evergrowing nets. Yet, they also constitute a valid tool to explore epistemological issues. This paper delves into the realm of linguistic experimentation within the modernist canon, elucidating the approaches of two eminent figures from the Italian and Irish literary traditions, Carlo Emilio Gadda and James Joyce. Focused on the central role of catalogues in their respective masterpieces, Quer pasticciaccio brutto de via Merulana and Ulysses - with special attention to the 'Ithaca' episode - this paper showcases how the catalogues utilised in the texts simultaneously undermine and pursue the notion of totality, further porblematising the validity of any classificatory system. In both works, catalogues transcend mere enumerative structures, evolving into dynamic instruments that challenge conventional linguistic paradigms. Gadda's enumeration, rejecting systematic order, unfolds as a rhizomatic process, an unbridled accumulation mirroring the disorder inherent in the human experience. Conversely, Joyce's encyclopedic strategy expands the narrative spectrum, effectively redefining the boundaries between order and chaos within linguistic constructs. This comparative analysis not only underscores the distinctive linguistic methodologies employed by these modernist artists, but also contributes to a profound understanding of the broader implications of language experimentation within the modernist literary tradition. The exploration of linguistic innovation as a central tenet in both Gadda's and Joyce's oeuvres further advances our comprehension of the intricate complexities inherent in the modernist pursuit of novel expressions and narrative structures.

Other Humanities

78617 | *Exploring the Ultimate Causes of Migration: A Peace Studies Approach*
Irina Charlotte Ranaivosoa, Universitat Jaume I, Spain

This research aims to extend the not so much emphasised but nevertheless direly needed philosophical reflections on the topic of migration. Indeed, this latter is extensively studied from political, economic, socio-cultural, legal, demographical, historical, geographical and psychological approaches but it is quite rare to encounter philosophical dialogues on it. Nevertheless, such philosophical discussion on migration is also another lens that can inform us on the causes and consequences of human mobility, including migration. This paper aims thus to make a profound re-examination of migration causes that would allow to understand and deconstruct its ideological mechanisms in the aim of building fairer political, social, ecological and economical relationships between countries, people and nature. Such re-examination would ultimately help the construction of societies more at peace with themselves and with others. The objective of this paper is to demonstrate the hidden, unspoken and subtly active exercise of the ideologies of colonialism and capitalism -illustrated by the concept of 'development'- as ultimate causes (push factors) and driving forces (pull factors) of international migration movements. This research paper will make a comparative and theoretical analysis of a set of twenty-seven pre-selected academic articles and two institutional reports tackling the topic of migration and development. Peace studies' structural theory of imperialism and decolonial theory of the coloniality of power will be used for the analysis, as well as a philosophy for peace's European-based methodology (Martínez Guzmán, 2001) integrating decolonial studies. Finally, constructive solutions to shifting the current paradigm will be proposed.

Religion, Spirituality

79361 | *Eclipse Symbolism in Hampi's Sculptural Heritage: A Multidisciplinary Approach*
Amogh Vaidya, TVAM Foundation, India

This research paper delves into Hampi's enigmatic eclipse sculptures, using a multidisciplinary approach to uncover the celestial narratives embedded in stone. The study aims to provide a comprehensive interpretation of the symbolic significance attached to these unique representations by drawing insights through archaeoastronomy, art history, and cultural anthropology. Eclipses have profound significance in Hindu astrology, intricately woven into the cosmic drama, in which the nebulous elements known as Rahu and Ketu play an important role in their interpretation. Eclipses are fascinating phenomena in which celestial bodies align to cast shadows on each other.Our research sheds light on the cultural, religious, and astronomical implications of these eclipse sculptures through meticulous analysis of the iconography, alignment, and historical context, providing new insights into the spiritual worldview of the Vijayanagara Empire. The paper concludes by discussing the implications for a broader understanding of ancient cosmologies and the artistic representation of celestial events.

Teaching and Learning

81834 | *Transforming Pedagogical Practices by Integrating Technology-Enhanced Learning Activities Within the Framework of the Activity Theory-Based Model*
Yvonne Chin Chen Yong, Ministry of Education, Brunei

This study examines the integration of Technology-enhanced Learning Activities (TeLA), utilizing Activity Theory (AT) as a pedagogical approach, to instruct Year 9 Biology students on the topic of enzymes. To assess the effectiveness of the proposed three-phase model of AT, a two-group pretest-posttest experimental design was utilized. The primary objective was to determine whether using TeLA in the activity theory approach in teaching yields more favorable outcomes compared to traditional teaching methods. The experimental sessions took place in the Muara District, Brunei, with both the experimental and control groups initially starting at similar levels of Biology knowledge, subsequently evaluated through two-way ANOVA. The findings indicated that students in the experimental class, instructed using activity theory, exhibited improved learning outcomes compared to those in the control class, taught through traditional methods. Notably, the experimental class witnessed a reduction in the number of students with lower proficiency, although there was no corresponding increase in high-achieving students. This emphasizes the need for further research to explore methods for positively impacting a diverse group of students with varying levels of biology knowledge, ultimately enhancing the overall effectiveness of teaching through the activity theory approach.

Adult, Lifelong & Distance Learning

79500 | *Shaping Students' Internet-Specific Epistemic Justification: Learning Engagement and Self-Efficacy on the Internet Matters*
Chengze Zeng, Peking University, China

Online learning has become an integral part of students' learning. Internet-specific epistemic justification (ISEJ) plays an important role for students to evaluate online information critically. It is of great significance to cultivate students' ISEJ to improve the effectiveness of learners' online learning. This study investigated 406 college students to explore the effects of students' grades, learning media preference, online learning engagement (OLE), and Internet-based learning self-efficacy (IBLSE) on their ISEJ, including personal justification, justification by multiple sources, and justification by authority, to propose effective ways to promote students' ISEJ. The study found that undergraduates of all grades are more engaged in online learning than graduate students in all four dimensions of OLE. Besides, students who tend to acquire new knowledge through paper materials and the Internet show a higher level of justification by multiple sources than those who prefer learning with paper materials. Finally, OLE and IBLSE can significantly co-predict the three dimensions of ISEJ. Among them, cognitive engagement and self-efficacy are the common positive predictors. Based on the research results, the corresponding discussion was carried out.

Assessment Theories & Methodologies

78779 | *Analysis of Lecturers' Opportunities and Challenges Regarding Formative Online Assessments at a South African Technology University*
Paseka Mollo, Central University of Technology, South Africa

During and after COVID-19, formative online exams became widely employed at universities. Face-to-face academic activities were suspended. As a result, many institutions increased their use of information and communications technology (ICT) and adopted online assessments. University lecturers were obliged to change their pedagogical strategies, teaching and learning paradigms, and evaluation procedures. This study examined opportunities and challenges experienced by lecturers when using formative online assessments. Universal Design for Learning (UDL) was the theoretical framework used for this study. Nine purposively selected lecturers from the faculty of humanities participated in this study. Individual interviews were used to collect data which were synthesized narratively. The findings revealed that online formative assessments enabled lecturers to be more flexible on assessment schedules, meet a variety of student demands and learning preferences, and give their students immediate feedback on their academic performances and comprehension. The validity, reliability, dishonesty, and academic integrity of formative online assessments were the main challenges regarding different assessments that were developed by lecturers. Based on its findings and data analysis, the study recommended that while conducting formative online examinations, lecturers should, among other things, make technical assistance resources available to students, explicitly convey expectations about academic integrity and cheating as well as outline clear learning objectives for each assessment. They should implement adaptive assessment tools that change the level of difficulty and make sure that the online assessment platform is usable for students with disabilities.

80839 | *Educational Assessment in the Time of Artificial Intelligence: Assessing Creative and Critical Thought*
Colleen Halupa, East Texas Baptist University, United States

The release of artificial intelligence (AI) text generator programs, such as ChatGPT, have changed the landscape of higher education, particularly regarding assessment. Traditional assessment methods that are used to measure higher levels of learning often include research papers, case studies, analyses and other written works. These types of assessments can often be easily completed on generative AI programs. AI detection programs have been unable to keep up with the advances in AI; this has resulted in many universities turning off the AI detection feature on plagiarism detection programs since they are not as reliable as hoped. This leaves faculty unsure if students: a) are completing their work without AI assistance, and 2) actually learning. The purpose of this virtual session is to address the theories of emerging pedagogies and associated assessment techniques, as well as the types of assessments that can be created that are mores AI-resistant, and requires more critical and creative thought. These types of assessment can be discipline-specific; however, examples from several disciplines will be included. Last, this session will address effective, problem-based assessments in select disciplines where students are required to use AI to ensure they are ready to be successful in the workplace of the future.

Design, Implementation & Assessment of Innovative Technologies in Education

79576 | *PolyTech: A Digitized Polygraph Tool for Lie Detection Course*
Djoana May Aoas, University of the Cordilleras, Philippines
Ariel Nimo Pumecha, University of the Cordilleras, Philippines

The delivery of lie detection course in criminology is being challenged by several problems, such as lack of instruments to be used, student-to-instrument ratio, non-functional instruments, and others, which affect the delivery of instruction of the said course. Thus, the course outcomes of the said course may only sometimes be achieved. To address the identified issues, the researcher proposed a system called PolyTech. This system is a web-based application that will aid the delivery of lie detection course. The researcher used experimental research design and conducted pre-survey interview to concern faculty members. Also, examination, survey, and practicum were conducted among respondents, specifically students from DCCP, CCDC, and UC. T-test, ANOVA and Post-hoc were used to analyze the collected data. In summary, design considerations in developing the features of PolyTech include information requirements and architectural design. As to the impact of PolyTech on students, test, survey and practicum results show that PolyTech significantly impacts students' performance. This means that PolyTech significantly impacts the student's academic performance through statistical analysis. Thus, there is a significant difference in the knowledge and skills of students who used PolyTech and those who used the traditional method. The integration of PolyTech helped achieve the course outcome of the Lie Detection Course. Hence, it is effective and advisable to be used and adopted by criminology institutions with no access to lie detection instruments and those that has an access to the instruments but not functional after sometime.

PCE2024 Pre-Recorded Virtual Presentations

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

80831 | *Comparing Online Learning Experiences Between University Students with and Without Special Educational Needs (SEN) During COVID-19*
Mo Chen, University of Saint Joseph, Macau
Yun Ting Lim, Nanyang Technological University, Singapore

The aim of this study is to examine the online learning experiences of university students with Special Educational Needs (SEN), and how their experiences might differ from their typically developing peers. Fifty typically developing students (mean age = 22; 29 females) and 31 students with SEN (mean age = 22; 15 females) from a local university in Singapore participated in an online survey. Both groups reported significant increase in the proportion of online learning after the outbreak of COVID-19 pandemic. Both groups reported being moderately positive about their online learning experiences, with no significant difference between the groups (either before or after the outbreak). For both groups, Learning Activity Management System (LAMS), pre-recorded lectures, online finals/quizzes, live lectures, online assignments, and online tutorials were the common online learning formats. Laptop/desktop was the primary device used, and Zoom was the most preferred online learning software. The SEN group reported higher usage of technical accommodations. Accessibility was the top advantage of online learning reported by typically developing students while for students with SEN, it was flexibility. Lower social interaction was the top challenge encountered for both groups. These findings would be useful in making online learning more inclusive for everyone in university.

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

79791 | *The Transformative Role of the English Teacher in Deconstructing Gender Stereotypes in EFL*
Erika De la Barra, Universidad de Santiago de Chile, Chile
Soffia Carbone, Universidad Mayor Chile, Chile

One of the most relevant challenges in Chile is to become a more inclusive country, especially in terms of gender issues. In fact, the current Chilean government has designed most of its public policies having in mind the sustainable goals of the United Nations that involves achieving greater gender equity by 2030. In truth, the Ministry of Education has highlighted gender equity as part of the cornerstones of the teacher training programs nationwide. The aim of this presentation is to show the results of a study that analyzed the graduation theses developed by 14 English pedagogy students in Santiago, Chile during 2021 and 2022 in relation to gender stereotypes. The methodology employed was qualitative since a thematic analysis was carried out. The results revealed that gender stereotypes such as the following are still found in Chilean schools: Female teachers are expected to take on roles as caregivers which is not required of their male colleagues; female teachers are perceived as less capable and often need to demonstrate their knowledge; male teachers are perceived as more rational and serious, while female teachers appear as kinder and more emotional. To conclude, the students who took part in the study assumed a critical position regarding gender stereotypes allowing them to perceive themselves as transforming agents called to make changes, through the language and attitudes used in class in order to deconstruct stereotypes that harm both men and women in their professional development.

81788 | *A Black Nurse Educator's Experience with Unconscious Demotion: An Autoethnography*
Stepahanie Yi, Brock University, Canada

In Canada, Black nurse educators are often funneled into non-specialized positions in the clinical and classroom context and are overlooked by colleagues and patients as key decision-makers and leaders in the field. Contributions made by Black nurse educational leaders to the nursing profession are neglected within the curriculum delivered to students. Black educators continue to be under-represented in undergraduate nursing faculty departments across Canada. Although still under-researched, scholarly conversations have begun to proliferate surrounding unconscious demotion and its impetus behind the aforesaid issues. Through autoethnographic reflections, I critically examine my lived experiences with unconscious demotion in nursing education as a profession, weaving stories from my early career as a Black nurse to a nurse educator. Through Womanist inquiry, I answer the question: How have my experiences with unconscious demotion formed my perception of professional identity as a Canadian Black educator? Tracing my journey allows me to locate pivotal points in my development of identity from leadership at the bedside into a post-secondary lecturer position within the professional educator realm of nursing: an area that is predominantly White and female-dominated. This paper will discuss the exclusionary behaviours I faced from patients and colleagues, identifying the barriers perceived in producing public and personal confidence in the educator role. The significance of this self-study is the insight provided into the intersectionality that race and gender had coupled with unconscious demotion, in addition to the influence it had on my professional identity and practice as a Black nurse educator.

PCE2024 Pre-Recorded Virtual Presentations

Educational Policy, Leadership, Management & Administration

78178 | *Incidence of the Transformational Leadership Style in the Knowledge Tests of the Colegio Parques de Bogotá, Colombia*
Jennifer Murcia, Corporación Universitaria Minuto de Dios-UNIMINUTO, Colombia
Jesús Mantilla, Corporación Universitaria Minuto de Dios-UNIMINUTO, Colombia
Juan Lagos, Corporación Universitaria Minuto de Dios-UNIMINUTO, Colombia
Brayan Agudelo, Corporación Universitaria Minuto de Dios-UNIMINUTO, Colombia

The leadership style exercised by the classroom teacher is a role that strengthens educational processes in institutions, because it provides pleasant and more productive work environments due to the motivational force it projects in students. This is why the presented study analyzed transformational leadership in the Parques district school of Bogotá and its impact on the results of the state tests called Saber 11, for which the research was carried out under a descriptive quantitative approach, using a convenience sample, whose population under study were teachers who prepared 11th grade students for the knowledge tests for the years 2021-2022. The results allowed us to verify that the aforementioned leadership style allowed good performance in its results, a key factor to motivate and generate expectations in the students during the training process, showing interest on their part to carry out the workshops and activities that reinforced their learning for the state test. The students worked actively in the classroom, responding positively to the dynamics proposed by the teachers, this allowed a significant performance in the results of the state tests, this because the leading teachers managed assertive teaching strategies, constantly accompanying and reinforcing students whose averages Academics were low, but with the leadership they achieved high scores on state tests.

Educational Research, Development & Publishing

79738 | *Students' Perceptions of the Bachelor of Technology (BTech) Program in Hospitality Education: A Study of Kumasi Technical University, Ghana*
Gloria Sarpong, University of Cape Coast, Ghana
John Awaab, University of Development Studies, Ghana
Irene Ashley, Kwame Nkrumah University of Science and Technology, Ghana
Priscilla Osae-Akonnor, University of Cape Coast, Ghana

Over time, the long-standing challenge of closing the gap between academics and industry has had a considerable impact on both parties involved. To address this issue, some Technical Universities began offering Bachelor of Technology (BTech) programs in Hospitality Education. This study sought to evaluate students' awareness of the BTech program, the factors influencing their decision to join, and the perceived benefits and difficulties of enrolment. A quantitative study utilizing an online survey was conducted with 300 hospitality students in Diploma and Higher National Diploma (HND) classes in the Hotel Catering and Institutional Management department at Kumasi Technical University (KsTU). The collected data were analyzed using SPSS and Eviews software. In particular, cross-tabulations, Granger causality tests, and multiple linear regression were used to achieve the research objectives. The study's findings revealed that the majority (97%) of the students were aware of BTech degree in Hospitality Education. Students acknowledged the program's practical approach, viewing it as a good avenue to gaining significant competency and increasing their competitiveness in the labour market. However, many students suffered a huge financial burden because of the program, making enrolment difficult. Considering these findings, the study recommends that hospitality educators and industry partners work together to incorporate a comprehensive practical component into the program while addressing cost restrictions. This strategy attempts to enhance the overall effectiveness of the BTech programs and allow greater participation by students.

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

79128 | *Error Correction in the EFL Classroom: The Views of Japanese Senior High School Students*
Aric Denfield, Nichidai Sakuragaoka High School, Japan

Error Correction (E.C.) is defined by Lightbown and Spada (1999) as, 'Any indication to the learners that their use of the target language was incorrect'. A number of studies attest to the positive impact E.C. plays in developing learner accuracy (Russell and Spada, 2006; Li, 2010 and Lee, 2017). Despite this, teachers are often concerned over the negative psychological impact E.C. can have on their learners, and as a result, they may underuse it in their practice (Mendez and Cruz, 2012). Shultz (2009) has noted that teachers' self-image and perceived credibility may suffer where learner attitudes are not recognized and validated in the process of class teaching. In light of these concerns, a study was undertaken to explore two key questions related to learner attitudes toward E.C. The research used a survey to obtain quantitative data, and two key findings emerged from the study. First, a substantial majority of learners feel that E.C. is important as it will help them to use the language more accurately. Further, a majority of respondents stated that student-led rather than teacher-led correction will likely have a more significant impact on their grammatical accuracy. This is a noteworthy finding since it impacts teacher praxis, and prompts further research questions regarding the extent to which learner beliefs should influence lesson planning and review.

PCE2024 Pre-Recorded Virtual Presentations

81223 | *Intercultural Listening Among Vietnamese EFL Students*
Huyen-Thanh Nguyen, Hanoi University, Vietnam

A good background in culture and listening is believed to help students successfully interact in the global community. This study, hence, with the participation of 80 undergraduate EFL students from a public higher education institution, quantitatively explored the levels of intercultural listening among Vietnamese students, as well as the relationship between students' intercultural listening and listening strategies. The findings demonstrated that Vietnamese EFL students have high levels of intercultural listening, with a positive association between students' intercultural listening and listening strategies. The present study's qualitative data revealed that despite having never heard of 'intercultural listening' before participating in the present study, all EFL students perceived intercultural listening as a significant stimulant of listening skills and intercultural knowledge. Also, the current study showed disparities in strategies undertaken by L2 learners to boost their competence depending on students' study levels and intercultural awareness. In other words, senior students, who have been taught the subject of intercultural competence, embrace their discretion in (seeking) communication with others, whereas junior students primarily deploy relevant resources found on the media and Internet due to their perceived limited ability in both listening and intercultural background. Accordingly, the current study recommends the integration of intercultural listening instruction into the curriculum to assist Vietnamese EFL students build up their competency from the early stage of study.

81369 | *2nd-Grade Maritime Examination Word List: Essential Maritime Vocabulary for Reading and Translating English Texts in the 2nd-Grade Maritime Examination*
Yuto Mizushima, Marine Technical College & Japan Agency of Maritime Education and Training for Seafarers, Japan

English-Japanese translation tasks in the English examination for the maritime officers' certificate are syntactically and lexically challenging for Japanese maritime students who want to work as navigational officers in an international shipping industry. English texts in the examination are extracted from maritime legal documents and they have not only complicated syntactic structures but also maritime legal vocabulary. In addition, students have not sufficient knowledge of maritime English vocabulary (Ito et al., 2015; Fujirai et al., 2021; Mizushima, 2023). I created a word list based on a corpus compiled from 56 texts used in past examinations, employing the integrated values of word frequency and range (i.e., the number of texts in which each word appears) (Ishikawa, 2018) as extraction and ordering criteria. Following words were excluded from the list: words in New JACET 8000 word list that are widely used in Japanese junior high school English textbooks; maritime loan words; and words with low frequency, narrow range, or low learning value. The final 278 words (the 2nd-grade Maritime Examination Word List) cover more than 25% of the original corpus. The final list covers more words than that of two previous maritime word lists. If 278 words have been learned in advance, students can easily comprehend the texts without referring to their dictionaries frequently, allowing them to focus on text comprehension and translation tasks. However, usefulness of this list must be tested based on clearer standards for comparing multiple word lists.

81641 | *AI and the Future of English Language Teaching*
George Wilson, British Council, France

This session will explore the ways in which AI is impacting the teaching of languages around the world. How will this new technology change how learners learn languages in the future? Will it make the learning process more active, or will students in the future rely passively on the software's translation and composition capabilities? Will teachers manage to harness this new tool to create dynamic, active classes? Indeed, will language learning itself become redundant? The talk will draw on the British Council's recent research report into AI and Language Learning. The study asked 1348 English-language teachers from 118 countries and regions to share the ways in which they make use of AI in their teaching, as well as their hopes and fears for the future. It also analysed in-depth interviews with a group of 19 practitioners and decision makers from a range of geographies, including, government representatives, researchers from higher education, and EdTech sector experts. The session will present the report and its findings before encouraging participants to comment and discuss these considering their own experiences. It is hoped that the report and the session will help practitioners adapt and prepare for a future in which AI will be a highly present part of language teaching and learning.

Higher Education

78074 | *Effects of 3D Self-Efficacy, Interest, and Fulfillment on 3D Design Performance*
Shih-Chieh Hung, Southern Taiwan University of Science and Technology, Taiwan
Shu-Ching Yang, National Sun Yat-Sen University, Taiwan

The "3D Scene Modeling Course," integrating Project-Based Learning, Task-Based Learning, and Studio Thinking strategies, delves into 3D digital archiving in a university elective. 43 proficient students participated, employing scales of 3D design self-efficacy, learning interest, and fulfillment. PLS-SEM validated factors influencing 3D design performance, revealing digital archiving significantly boosts self-efficacy and motivation. Elevated self-efficacy links positively to increased interest (β= .441, t = 3.931, p < .001) and fulfillment (β= .575, t = 6.278, p < .001), while greater interest associates with improved 3D design performance (β= .514, t = 2.958, p < .01). Heightened self-efficacy (β= .309, t = 2.731, p < .01) and fulfillment (β = .230, t = 2.307, p < .05) indirectly contribute to superior 3D design outcomes. This study, utilizing specific scales, integrates innovative learning strategies into 3D design education, shedding light on factors influencing self-efficacy, interest, and fulfillment. Educators can leverage these insights to craft effective strategies fostering student motivation, engagement, and 3D design proficiency. Future research may explore additional scales or methodologies to enhance understanding and optimize learning outcomes in 3D design education.

PCE2024 Pre-Recorded Virtual Presentations

78780 | *Evaluating Pedagogical University Preparation for Educators of Tomorrow*
Rena Alasgarova, The Modern Educational Complex Named in Honour of Heydar Aliyev, Azerbaijan
Jeyhun Rzayev, ADA University, Azerbaijan

This qualitative research aims to explore how students pursuing a master's degree in educational leadership in Azerbaijan view the profile of a teacher of tomorrow. Through a group assignment, the MA students (n = 163) created this teacher profile, highlighting the necessary skills, qualities, and approaches to effectively educate and engage with the new generation of students. One-on-one interviews with MA students were conducted to gather their insights on whether pedagogical universities adequately prepare their students to fit the designed teacher profile. To address potential selection bias, a diverse representation of MA students was ensured. Interviews continued until data saturation was reached. The thematic analysis of the codes that emerged from 21 interviews showed that the main areas for development are incorporation of technology into learning, alignment with educational trends, and more practical training opportunities. The next step of the research involved a comprehensive review of the BA program syllabi at various pedagogical universities in Azerbaijan. The review focused on key components such as the inclusion of relevant courses, practical teaching experiences, and the integration of contemporary educational theories. By analyzing the syllabi, the research sought to determine whether the foundational education provided by pedagogical universities aligns with the evolving needs of the new generation of students to identify gaps, strengths, and areas for improvement in the preparation of future educators. The qualitative nature of the research may limit generalizability, and further research with a larger and more diverse sample could provide a more comprehensive understanding of the issues discussed.

78813 | *Understanding Orientalism with Edward Said's Vision from a Global Academic Perspective: English Literature of HED Studies Questions Orientalism and Globalization*
Azmi Azam, University of Arizona, United States

The representation of the non-west in English literature of Higher Education has the potential to facilitate more spaces to question the ideas of orientalism, racism, and globalization. Non-western scholars of colors constantly question the validities and definitions made by the western white community of scholars. The number of analyses dealing with orientalist representations in the United States and around the globe is on the rise. Western authors and their viewpoints have historically dominated English literature. But there has been a growing movement to include more diverse voices and perspectives in the canon. This movement has the potential to challenge and disrupt the dominant narratives of Western cultural superiority and to create more opportunities for critical engagement with issues of race, culture, and power in the domain of Higher Education Studies. By implementing a few academic and critical measures, it is possible to achieve a curricula in HED that better reflect the diverse realities of the world we live in, delighting in its rich heterogeneity while challenging harmful stereotypes and prejudices.

80481 | *The Contribution of Paulo Freir's Pedagogy to Nursing Education*
Olga Ribeiro, Lusófona University, Portugal

Nursing education has undergone transformations over time, with the dissociation of theory from practice being favored. Paulo Freire's thinking is in line with the construction of a reflective education, an experience of solidarity, with human and social relations. In nursing education, it is possible to apply active methodology involving student participation and commitment to the learning process. However, methodologies based on Paulo Freire's theoretical principle value "knowing how to be" and not just "knowing how to do", which is considered relevant to the education of future nurses. In this way, the main purpose of nursing education should be care: human, professional, ecological and social. The purpose of this article is to discuss the articulation of some concepts worked on by Paulo Freire in teaching, mentioning significant reflections for the construction of transformative knowledge in nursing students.

81855 | *Selectivity in Access to University: Predictive Value and Equity in a Public University in Peru*
Oscar Silva Rojas, Pontificia Universidad Católica del Perú, Peru

Every year, more than 300,000 high school graduates take the admission test for public universities in Peru, but barely two out of every ten are accepted. This study examines the predictive validity of admission tests at a Peruvian university and considers their associated equity issues. Using a sample of pre-existing data from two selection processes in 2008 (N = 3762) and 2018 (N = 3768), the preset study analyzed the regression coefficients and the correlations of the predictors with the first-year grade point average (FYGPA). In both admission exams, the test score was not a predictor of performance in the FYGPA, explaining between 0 and 2.2% of the performance variance (p values = 0.886 and 0.001, respectively), and also showing values in the very weak category in the correlation analysis (0.014 and 0.137; p = 0.338 and 0.001). In contrast, high school grades were a better predictor, explaining 12.9% of the variance of academic performance. Significant inequalities were highlighted in the test scores based on the candidates' school type. Additionally, differential prediction was also found only in the 2008 test, favoring private school pupils. Furthermore, over 80% of the items in the 2018 test fell into the category of low discrimination. This study provides empirical proof of the almost non-existent predictability of tests constructed by non-experts and compelling evidence in support of the use of standardized exams, which guarantee sufficient levels of predictability as well as minimize access bias.

PCE2024 Pre-Recorded Virtual Presentations

81919 | *The Impact of COVID-19 on Chilean University Students: Obstacles that Impacted Their Effective Online Learning*
Silvina Zapata, Universidad Andrés Bello, Chile
Anthony Onwuegbuzie, University of Johannesburg, South Africa

The overarching goal of this comprehensive meta-methods research study, which entailed a thorough integration of multiple methods research approaches and mixed methods research approaches, was to explore the impediments faced by students at a Chilean university. These challenges obstructed their effective engagement in remote learning during the exigent circumstances of emergency remote teaching and learning brought about by the COVID-19 pandemic. Specifically, a total of 354 students participated by completing an online questionnaire. WordStat 8.0.29 topic modeling, involving a crossover mixed analysis method, which was utilized to analyze the students' open-ended responses, revealed the following four challenge themes that categorized the array of challenges faced by the students: Motivation, Time Management, Mental Health, and Learning Challenges. Further, a canonical correlation analysis revealed two statistically significant canonical functions that represented the multivariate relationship between four demographic variables (i.e., gender, age, child status, work status) and the four emergent challenge themes. Applying latent class analysis, which involves the process of qualitizing, yielded three distinct student profiles: (a) a cluster characterized by Time Management cluster, (b) another cluster centered around Mental Health cluster, and (c) a cluster interwoven with Motivation and Learning Challenges. Deconstructing these themes based on demographic variables led to the discernment of subgroups that are particularly vulnerable with respect to each specific challenge. The ramifications of these findings, in conjunction with other insights, are thoroughly explored and discussed.

International Education

79184 | *The Need for Financial Education: Current Status and Future Opportunities in UAE Schools*
Karima Almazroui, Mohamed bin Zayed University for Humanities, United Arab Emirates

Financial education plays a crucial role in empowering individuals to make informed financial decisions and navigate the complexities of the modern financial landscape. However, the current state of financial education in the United Arab Emirates (UAE) schools is lacking, necessitating the improvement and expansion of financial literacy programs. Financial literacy is the ability to understand and apply financial knowledge, skills, and attitudes to make informed decisions about money management. This research paper aims to examine the status of financial education in UAE schools and explore future opportunities for enhancing financial literacy among students. A survey of 139 students from various UAE schools was conducted to assess their level of financial literacy and gather insights into their attitudes towards money. The findings revealed that while students had a basic understanding of traditional financial products, their knowledge of newer financial products was lacking. Research recommends that UAE schools prioritize the implementation of comprehensive financial education programs that cover a wide range of financial topics, including budgeting, saving, investing, and managing debt.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

81993 | *Using Data Comics to Communicate Complex Pandemic-Related Information: A Pilot Workshop With Illustration Students*
Júlio Dolbeth, University of Porto, Portugal
Cláudia Lima, Lusófona University, Portugal
Marta Fernandes, Polytechnic Institute of Porto, Portugal
Heitor Alvelos, University of Porto, Portugal

This article details and analyses a workshop conducted with students of the MA in Illustration, Publishing and Printmaking of the University of Porto, Portugal. The workshop explored the articulation of narrative illustration and science communication in order to render complex, COVID-19-related information accessible to a broader public. It began with a presentation of relevant theories and methodologies of science communication. Students were then invited to respond to three COVID-related briefings on media communication inconsistencies: "Peak Pandemic Oscillations", "On Tuesdays Cases Rise!" and "Poorly Done Math!". Methodologically, participants followed a process of ideation, sketching, and refinement: unpacking statistics and public health messaging, and weaving data-driven insights, creative expression and visual storytelling. The convergence of data and illustration facilitated nuanced interpretations of the pandemic, particularly in respect to the presentation of complex data as a sequential narrative, rather than a single image or chart. The resulting data comics pointed towards an added potential for engaging and informing broader audiences with complex public health information. Six of the workshop outcomes were presented as part of the exhibition "o_U: an exhibition of meme symptoms and side effects", presented at Maus Hábitos, a leading cultural intervention center in Porto, Portugal, in March 2024. As a space geared towards a younger clientele, Maus Hábitos has provided an appropriate context for performing the external validation of the workshop outcomes. The workshop and exhibition are part of the ongoing exploratory project "An Infodemic of Disorientation: communication design as mediator between scientific knowledge and cognitive bias".

Language Development & Literacy

80020 | *Supporting Students Impacted by Poverty Through Literacy Methods, Resources, and Strategies*
Amy Clark, Buena Vista University, United States
Jill Tussey, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

Children across the world are living at various levels of poverty. The challenges and barriers faced by families living in poverty are important considerations for educators as they plan for instruction and create positive learning environments. Rodrigues (2020) highlights that families who live at or below the poverty level "often have to choose between sending their child to school or providing other basic needs. Even if families do not have to pay tuition fees, school comes with the added costs of uniforms, books, supplies, and/or exam fees" (para. 5). As families may struggle with decisions to send their children to school, it is critical that educators are prepared to support students while at school and not underestimate the challenges and sacrifices that families may endure. The effects of living in poverty can have a direct influence on learning. Poverty impacts on literacy in and out of the academic setting are numerous. However, Giovetti (2020) highlights that "literacy is a powerful tool against poverty. If all students in low-income countries had basic reading skills, 171 million people could escape extreme poverty. Illiteracy comes at a high price" (para. 9). This presentation will discuss educational challenges associated with poverty and will offer readers classroom resources, instructional materials, and out-of-school activities to utilize in the academic setting. The authors will specifically share examples of digital storytelling, fan fiction, mentor texts, and video game quests.

PCE2024 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

80742 | *Implementation of Blended Learning in Hospitality Education and Training in Kumasi Technical University: Challenges and Recommendation for Success*
Evelyn Catherine Impraim, Kumasi Technical University, Ghana Vida Commey, Kumasi Technical University, Ghana Harrietta Akrofi-Ansah, Kumasi Technical University, Ghana Lois Vigil Commey, Kwame Nkrumah University of Science and Technology, Ghana

The Covid-19 pandemic became the facilitator of blended learning which has now become an integrated teaching and learning framework for academic institutions across the globe. Ghana has over the past decade developed its digital infrastructures, making adoption and acceptance of technologically inclined teaching and learning models within the Technology Acceptance Model theoretical model relatively easier. The TAM advances two arguments that portray the acceptance of new models based on perceived benefits and challenges. Several higher learning institutions in Ghana have implemented blended learning, nonetheless, little empirical knowledge has been established regarding the effectiveness, benefits, and challenges of the new learning model. Thus, the impact of blended learning on the effectiveness of teaching and learning practical-based academic programs such as tourism and hospitality, has not been widely established in literature. This study employs a quantitative research design to develop empirical narratives addressing the abovementioned research gap. Data is gathered from hospitality lecturers and students at three public Universities in Ghana through a five-point Likert scale questionnaire. The data analysis approach used Descriptive statistics (mean, standard deviation, and relative importance ranking). The main challenges with the online sessions had to do with internet connectivity, power fluctuations, and the lack of technological gadgets such as smartphones, laptops, and computers on the part of students. Facilitators' challenges are with class control issues and low turnovers during online sessions. Resolutions of the research gap are expected to provide the basis for practice and policy revisions regarding the blended-learning framework of hospitality education. The study also makes theoretical implications by broadening the literature on the effectiveness, benefits, and challenges of blended learning within the framework of TAM.

Mind, Brain & Psychology

78498 | *Bringing Wellness into the Elementary Classroom*
Jill Tussey, Buena Vista University, United States
Jessy Bibler, Buena Vista University, United States
Michelle Metzger, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

As many educators have discovered, mental health and wellness are areas of needs that continue to grow. Increasing the focus of wellness by embedding activities and materials into various classroom settings is one way that educators can help support their students. Literacy and math blocks as well as physical education classrooms can bring in books and team building activities. Students will have opportunities to practice techniques and read about other children who have increased their focus on wellness. When children's minds are not at peace, learning is often hindered. In addition, when students are stressed and unable to calm themselves, negative behaviors are often displayed in the classroom setting. Negative behaviors can lead to an entire classroom being disrupted. Attendees will receive examples of activities that can be embedded into their literacy and math blocks and physical education classroom. Multiple examples of hands-on manipulatives and books will also be shared with the individuals. During the presentation, the presenters will also share ways to engage families in the wellness journey. As educators with over decades of experience, we feel that family involvement is a key component for student success. Deep breathing techniques, yoga, and pilates are just a few examples of how physical movement can help calm the brain when embedded in the classroom settings. While the focus is mainly on the elementary classroom, the information would be valuable for college instructors as well. The content, resources, and materials can be embedded in their higher education classes.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

81994 | *Creativity Dispositions Mediate the Influence of Mindful Learning on Self-Efficacy of Creative Problem-Solving During SDGs Practices*
Chia-Hsiang Ma, National Chengchi University, Taiwan
Yu-chu Yeh, National Chengchi University, Taiwan
Xingzi Yu, National Chengchi University, Taiwan
Ming Wei Gabriel Chua, National Chengchi University, Taiwan

Cultivating the capacity for creative problem-solving to attain the Sustainable Development Goals (SDGs) has received significant attention in higher education since the inception of the SDGs in 2015. Prior research has demonstrated that mindfulness-based learning can enhance one's self-efficacy in creativity. Moreover, creativity dispositions have been identified as predictors of self-efficacy in creativity. However, the specific influence of mindful learning and creativity disposition on self-efficacy in creative problem-solving remains unexplored. Accordingly, this study aimed to explore the interplay between mindful learning, creativity disposition, and self-efficacy in creative problem-solving within the context of Sustainable Development Goals (SDGs) practices. A 16-week experimental instructional program was implemented within a liberal education course, involving 44 college students as participants. The instructional framework leveraged the Canvas platform, emphasizing mindful learning through deliberate habit changes, creative problem-solving exercises, and self-reflection. Process model analysis revealed that creativity disposition served as a complete mediator between mindfulness in digital learning and self-efficacy in creative problem-solving throughout the SDGs pursuit. Essentially, the impact of mindful learning on creative problem-solving efficacy was mediated by the cultivation of creativity dispositions. These findings underscore the importance of incorporating mindful learning practices into digital learning environments to enhance creative problem-solving skills, particularly in the context of achieving SDGs.

PCE2024 Pre-Recorded Virtual Presentations

Primary & Secondary Education

77930 | *Home-School Partnerships in Disadvantaged Rural Secondary Schools: Perspectives of Parents and Teachers on Challenges*
Innocent Anazia, Ulster University, United Kingdom

Home-school partnerships make significant contributions to the academic outcomes of students in areas such as attendance, achievement, and graduation, regardless of their geographical locations and background characteristics. However, efforts of homes and schools to work together are often fraught with barriers. This poster presentation draws on qualitative data extracts, from a larger PhD study which examines home-school partnerships in deprived rural areas in Nigeria, in advancing knowledge on the challenges encountered by teachers and parents of at-risk children in working together to support the students. Interview data from the accounts of parents and teachers show that tensions and challenges experienced by the sampled schools and homes emanate from the students themselves, their homes, schools, and the community. These challenges include students' negative attitude towards school, parental poverty, disciplinary practices in schools and community violence. Because the study aims to develop a framework of parental involvement, particularly for schools operating in disadvantaged contexts, it is premised that understanding the unique challenges of partnerships in rural contexts are important steps towards advancing practical solutions on how parents and homes can work together to support students at risk of educational disengagement.

Teaching Experiences, Pedagogy, Practice & Praxis

78111 | *Developing Strategies to Improve Student Teachers' Performance in the Module "Introduction to Classroom Research" at a University of Technology*
Mokete Letuka, Central University of Technology, South Africa

Introduction to Classroom Research (IER41ES) is a module that fourth-year Bachelor of Education (B-Ed) students must pass to obtain their teaching qualification. Over the last three years the module recorded considerably poor students' performance. The purpose of this paper is to explore the reasons for poor students' performance in the module, and further suggest ways of improvement. Pedagogical Content Knowledge was used as the theoretical framework that underpinned this study. Twenty student teachers and four lecturers were purposefully selected at a university of technology as participants in this study. Semi-structured interviews were used to generate data from the participants. The study found that B-Ed students had a negative attitude towards this module, and they were challenged by the concepts that they were introduced to for the first time at fourth year level. Furthermore, this study found that lecturers do not use innovative teaching methods to enhance understanding and neither do they cater for diverse student needs in terms of learning styles. It is recommended that innovative teaching methods should be used to accommodate diverse student needs and regular student-lecturer consultations beyond the borders of lecture venues should be granted. It is further recommended that concepts related to research be gradually introduced from the first year of study for students to become familiar with.

80736 | *Exploring Pedagogies Available for Skill Acquisition in Hospitality and Student's Preference*
Harrietta Akrofi-Ansah, Kumasi Technical University, Ghana
Lois Commey, Kwame Nkrumah University of Science and Technology, Ghana
Evelyn Catherine Impraim, Kumasi Technical University, Ghana

Skill acquisition is a very important aspect of hospitality/tourism teaching delivery. It is considered important since it is a vital industry expectation in the service sector. The main aim of the study is to explore the pedagogies available for teaching skills and the perception of hospitality/tourism students on the best pedagogies that help them in the world of hospitality/tourism work and hospitality/tourism education. The study adopted a cross-sectional survey and qualitative approach. An in-depth semi-structured interview was conducted involving two hundred (200) hospitality/tourism students in the hospitality/tourism industry. The study findings will be used to help lecturers improve their delivery of hospitality skills at both operational and management levels. The study recommendation will assist both academia and industry and improve close collaboration between educators and industry players so that students leave school well-equipped for work.

80838 | *Distance Learning Experiences Since the Pandemic: A Qualitative Study in the Italian Context*
Alessandro Maculan, University of Padua, Italy
Carmela Lillo, Fondazione Patrizio Paoletti, Italy
Tania Di Giuseppe, Fondazione Patrizio Paoletti, Italy
Grazia Serantoni, Patrizio Paoletti Foundation, Italy

As with other social contexts, the school has had to face the major challenges of the health emergency, requiring timely measures that have taken different forms over time. This paper will present the main findings of a qualitative research conducted through semi-structured interviews with Italian students from six different school institutes between May and June 2022. The results analyse students' narratives about their evolving school experience. The initial and inevitable use of distance learning fostered feelings of anonymity and isolation and made socio-economic inequalities – particularly related to the technological resources owned by students – more noticeable, generating concerns about the perceived quality of students' learning. However, at the same time, several students emphasised positive aspects, such as more time for themselves and less anxiety when facing the exams. With the passage of time and the gradual attempt to return to face-to-face teaching methods, the students experienced the happiness of meeting their classmates again but also reported uncertainty, disorientation and alienation. Nevertheless, the students' narratives also highlight their great capacity to cope with the uncertainty and sudden changes in teaching methods that have characterised the past year, enhancing their resilience and ability to adapt to different learning methods. These findings may allow for a deeper reflection on future directions to be taken in the field of teaching in a world in constant evolution.

81324 | *Say What, Steve: Active Learning Activity to Foster Reflective Thinking*
Rym Ghimouz, Zayed University, United Arab Emirates
Giancarlo Nannini Escher, Anhembi Morumbi University, Brazil
Renata Aparecida Miyabara, Uninovafapi University Centre, Brazil
Ovidiu Constantin Baltatu, Uninovafapi University Centre, Brazil
Luciana A. Campos, Anhembi Morumbi University, Brazil

The current study discusses a 'Say What, Steve' activity designed to engage undergraduate students majoring in Computational Sciences in coming up with meaningful questions based on a motivational lecture given by the late Steve Jobs to MIT students thirty years ago. This teaching method aims to inspire students to generate insightful questions pertinent to their academic and professional endeavors, to ultimately help them enhance their reflective inquiry skills. Jobs' lecture was not used in educational settings, making it a fresh and potentially inspiring resource for students to develop their cognitive inquisitiveness, passion for computer science, and desire to create a substantial impact in their field. Undergraduate students pursuing a degree in Computational Sciences were tasked with viewing Steve Jobs' pitch, which lasted approximately for 1.5 hours. They were then instructed to compile a set of inquiries they would ask Steve Jobs if given the opportunity. Following the completion of the activity, a survey was conducted through the mentimeter software (www.mentimeter.com) to collect the students' evaluation of the assignment and to gauge their perception. This activity not only challenged students to critically analyze Jobs' original ideas, but also allowed them to demonstrate their reflective inquiry skills by crafting clever and meaningful questions. The manuscript emphasizes the importance of inventive pedagogical methods, such as the introduction of well-known figures like Steve Jobs and the promotion of open-ended questioning, establishing a conducive environment that fosters intellectual curiosity. This in turn, enhances students' academic performance and personal growth.

81823 | *Examining the Impact of Flipped Classroom Models on Academic Performance: A Quasi-Experimental Study Among Emerging, Developing, and Secure Students*
Sahrunizam Kasah, Maktab Duli Pengiran Muda Al-Muhtadee Billah, Brunei

This study sought to examine the effects of original flipped classroom model (oFCM) and extended flipped classroom (eFCM) instructions in comparison to traditional classroom model (TCM) instruction on academic performance across various proficiency levels of students categorised as emerging, developing, and secure. The objectives were to evaluate the efficacy of each instructional approach and to ascertain whether the advantages of flipped classroom models differ among students with varying proficiency levels. By utilising a quasi-experimental design, participants were allocated to TCM, oFCM, or eFCM groups. Pre-test and post-test assessments were conducted and analysed using two-way ANOVA to compare the groups academic performance. The results revealed significant differences in academic outcomes among emerging students, with notable improvements observed in the oFCM and eFCM groups compared to the TCM group. Conversely, no significant differences were discerned in the academic performance of developing and secure students across instructional approaches. These findings suggest that flipped classroom models offer distinct benefits for struggling learners but may not yield additional advantages for students already excelling academically. In conclusion, this study offers valuable insights into the varied impacts of instructional approaches on academic performance among students with different proficiency levels, underscoring the potential of flipped classroom models to bolster support for struggling learners in educational settings. Further research is warranted to explore the enduring effects and implementation strategies of flipped classroom models across diverse student populations and academic contexts.

81960 | *Fostering Students' Character in Worst Times Through Human Education: The Importance of Teacher's Role and Attitude According to Value-Creating Education*
Valentina Dughera, De Paul University, United States

This paper examines the situation in which students are growing in these years impacted by a global pandemic and climate change's effects when conspiracy theories and pessimistic views have arisen even stronger. Students are exposed to them, most of all through social media. This study is questioning, which role as teachers we should cover. What is the perimeter in which teachers can act for cultivating hope and empowerment in students' minds. Considering the priority to teach students how to recognize truth and create value from that, the author suggests how to cultivate this kind of forma mentis in class with the purpose of fostering empowered future global citizens. The Author, speaking to educators, underlines the significance of Value-Creating education. The study takes into consideration students from 7th grade and is developed among Curriculum Studies, specifically linked to Ikeda/Soka studies and Value-Creating education.The study contributes to post-humanistic discussion about "what makes us human?" and "what to include in curriculum in order to foster humans?" through the lens of two interdependences between a) Human and social construct and b) Human and technologies. Findings and conclusion can help designing a specific curriculum for teachers' education. This is a conceptual/theoretical study. Methodology: qualitative research based on observation of students' reactions in Author's classes. Primary sources are belonging mostly to the corpus of literature in Ikeda/Soka studies, linked to Curriculum Studies. Some predominant literature in the field of post-humanism is considered. The correlation of the three fields is conduct under the lens of interdisciplinarity.

Notes

Notes

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May 23-27, 2024

The 15th Asian Conference on Arts & Humanities (ACAH2024)
The 14th Asian Conference on Cultural Studies (ACCS2024)
The 15th Asian Conference on the Social Sciences (ACSS2024)

Paris

June 13-17, 2024

The 3rd Paris Conference on Education (PCE2024)
The 3rd Paris Conference on Arts & Humanities (PCAH2024)

London

July 11-15, 2024

The 12th European Conference on Education (ECE2024)
The 12th European Conference on Language Learning (ECLL2024)
The 12th European Conference on Arts & Humanities (ECAH2024)
The 4th European Conference on Aging & Gerontology (EGen2024)

Kyoto

October 15-19, 2024

The 15th Asian Conference on Media, Communication & Film (MediAsia2024)
The 5th Kyoto Conference on Arts, Media & Culture (KAMC2024)

Incheon

October 28-November 01, 2024

The Korean Conference on Education (KCE2024)
The Korean Conference on Arts & Humanities (KCAH2024)

Barcelona

November 12-16, 2024

The 5th Barcelona Conference on Education (BCE2024)
The 5th Barcelona Conference on Arts, Media & Culture (BAMC2024)

Tokyo

November 26-29, 2024

The 16th Asian Conference on Education (ACE2024)

Honolulu

January 03-07, 2025

The 10th IAFOR International Conference on Education in Hawaii (IICE2025)
The 5th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2025)

Kuala Lumpur

February 21-25, 2025

The 5th Southeast Asian Conference on Education (SEACE2025)

Tokyo

March 25-29, 2025

The 11th Asian Conference on Education & International Development (ACEID2025)
The 15th Asian Conference on Psychology & the Behavioral Sciences (ACP2025)
The 11th Asian Conference on Aging & Gerontology (AGen2025)

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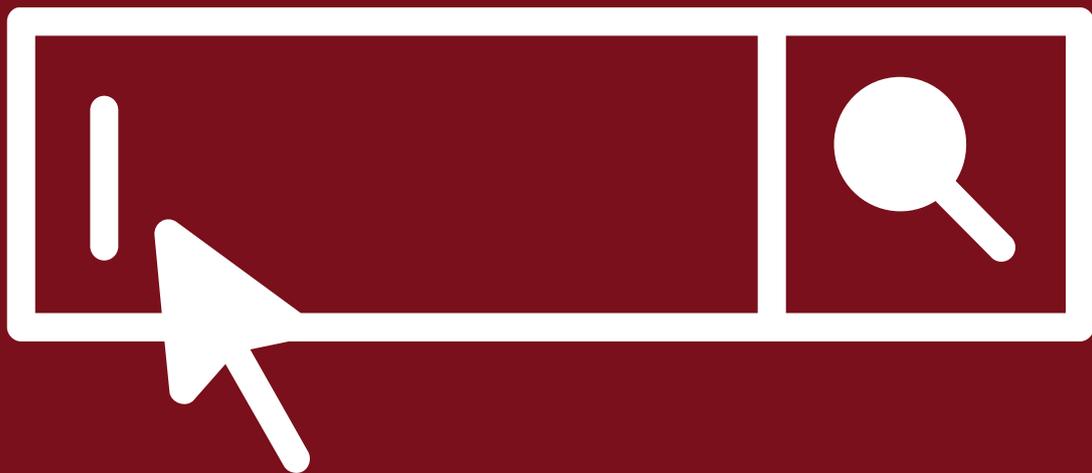
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