SEACE

THE SOUTHEAST ASIAN CONFERENCE ON EDUCATION

MAY 13–15, 2021 | ONLINE FROM SINGAPORE

PROGRAMME & ABSTRACT BOOK

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IAFOR Global Partners

IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.
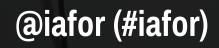
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Letter of Welcome

Dear Colleagues,

As IAFOR continues with its annual international conference programme, it does so in recognition of the continued ongoing reality of continued restrictions of movement and gathering in times of COVID. If we are fortunate, then these freedoms which lie at the heart of our personal and professional lives, and so central to the functioning of the academy, shall be recovered. As they are, we will again be able to meet with our family, friends, students, and colleagues.

For many these freedoms are slowly being recovered and life is beginning to return to normal, and it is a good time for us to reflect on our fundamental rights and privileges, acknowledging that for many people throughout the world there will be no such restoration, for political or financial reasons. The opportunities and liberties that many of us took for granted before the coronavirus should be used to bring attention to the fact that this disease is exacerbating national and global divides between the haves and the have nots.

As we rebuild our lives and our institutions, we must make sure that we do in ways that are more responsible and responsive, and that allow for international cooperation and collaboration to be strengthened. The overarching IAFOR theme of 2021-2022 is Resilience and this idea of "building back better" is important, because we should strive to learn from the experiences of the past to shape the future with hope and resolve.

For our part at IAFOR, we must make sure that in working towards our internationalising mission, we reach as many people as possible, through our different platforms, and that we continue to offer open and safe platforms for the exchange of ideas and research and the dissemination of important ideas. Whether this is onsite, online, or in hybrid form, the ability to communicate freely and with honesty and integrity is something we are committed to never take for granted, and we will do all we can to ensure that our international academic forum continues to grow and prosper, and we thank you for your ongoing support.

Enjoy the conference, and I look forward to meeting you (again), onsite, or online!!!

Dr Joseph Haldane
Chairman & C.E.O, The International Academic Forum (IAFOR)
Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan
Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia
Member, Expert Network, World Economic Forum

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The Southeast Asian Conference on Education (SEACE)

Welcome to The 2nd Southeast Asian Conference on Education (SEACE2021), held in partnership with Singapore Management University (SMU), and the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University.

The education scene in Southeast Asia is one of the most dynamic, entrepreneurial and competitive in the world, with more than 12 million students enrolled in around 7,000 higher education institutions across the region, reflecting the ASEAN's growth in relevance and weight in the global economy and politics. The fast growing middle-class propels the inherently diverse ASEAN Community to set educational standards for the relatively youthful and growing population that are globally competitive and yet locally grounded, as can be witnessed by the achievements of the universities in Singapore. While Singapore is often spoken as an exception, it nevertheless is an integral part of the ASEAN's goal to establish a "common space for higher education" and efforts to promote trans-national education to enhance human resource development that foster greater economic, social and political integration among the 10 diverse nations. To this end, the case of Singapore is also a reminder that raising the standard and quality of education in poorer members of ASEAN is still a real challenge that must be addressed collectively. The goals and aspirations for education in ASEAN may be clear but the environment is complex, as national institutions must compete with global competitors from outside ASEAN, such as US, UK, and Australian universities that have been long been popular destinations for Southeast Asian students to study abroad. The trend of overseas universities establishing campuses in ASEAN countries, and the fast-changing educational requirements, skills and qualifications compound the situation with additional hurdles.

The Southeast Asian Conference on Education seeks to identify the challenges and highlight the strength in the way ASEAN countries address and tackle the region's educational needs, at both the national level and at the region-wide level, such as internationalisation, multiculturalism, connectivity, mobility and accessibility. What are the challenges of reforming national-level primary and secondary education system conducive to enhancing trans-national education within ASEAN and to forging ASEAN identity? What are the benefits of trans-national education models that the rest of the world, particularly ASEAN's neighbour to the north, learn from? As a vibrant hub of eager and motivated youth, the future of education around the world surely cannot ignore what is happening in Southeast Asia.

SEACE2021 encourages academics and scholars to meet and exchange ideas and views in a forum stimulating respectful dialogue. Like our long-running events elsewhere in the world, our first in Southeast Asia will afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

We look forward to welcoming scholars from across Southeast Asia and around the world for what is sure to be a great conference.

Scopus®

IAFOR Journal of Education
(Scopus Indexed Journal)

This conference is associated with the Scopus and DOAJ listed *IAFOR Journal of Education*. Authors need to submit their manuscripts directly to the *IAFOR Journal of Education* for the normal review peer-review process. Please note that papers already submitted to, or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals. **IAFOR's Conference Proceedings are not Scopus listed.**

Conference
Guide

May 13, 2021 | All times are in Singapore Time (UTC+8)
Thursday at a Glance

11:00-11:10	**Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address** Joseph Haldane, IAFOR, Japan
11:10-12:10	**Panel Presentation (Pre-recorded)** *Transformation of Global Education under COVID-19:* *A New Wave of Collaborative Online International Learning (COIL)* Shingo Ashizawa, Toyo University, Japan Keiko Ikeda, Kansai University, Japan Craig N. Shealy, Western Washington University, United States

May 14, 2021 | All times are in Singapore Time (UTC+8)
Friday at a Glance

10:00-10:10   **Welcome Address**
Joseph Haldane, IAFOR, Japan

10:10-10:55   **Keynote Presentation**
Measuring Value: 80 Goals for 7 Stakeholders
Philip Sugai, Doshisha Business School, Doshisha University, Japan

10:55-11:05   Break

11:05-11:35   **Interview Session**
Issues on Delivering Educational Program in Indonesia During COVID-19
Joseph Haldane, IAFOR, Japan
Monty P. Satiadarma, Tarumanagara University, Indonesia

11:35-12:05   Discussion and Networking Session

12:05-12:55   **Live-Stream Presentations Session 1:**
International Education

12:55-13:05   Break

13:05-14:45   **Live-Stream Presentations Session 2:**
Teaching Experiences, Pedagogy, Practice & Praxis

14:45-14:55   Break

14:55-15:45   **Live-Stream Presentations Session 3:**
Online Learning

15:45-15:55   Break

15:55-17:10   **Live-Stream Presentations Session 4:**
Education Policy, Leadership, Management & Administration

May 15, 2021 | All times are in Singapore Time (UTC+8)

Saturday at a Glance

10:00-11:15	**Live-Stream Presentations Session 1:** Interdisciplinary
11:15-11:25	Break
11:25-13:05	**Live-Stream Presentations Session 2:** Professional Training, Development & Concerns in Education
13:05-13:15	Break
13:15-14:30	**Live-Stream Presentations Session 3:** Teaching Experiences, Pedagogy, Practice & Praxis
14:30-14:40	Break
14:40-15:55	**Live-Stream Presentations Session 4:** Higher Education
15:55-16:05	**Conference Closing Address** Joseph Haldane, IAFOR, Japan

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 June 15, 2021, through the online system. The proceedings will be published on July 16, 2021.

Conference Catch-up

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

Pre-Recorded Virtual Presentations

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

IAFOR Publications

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

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

For more information on *THINK* please visit www.think.iafor.org

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

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Thursday
May 13

Featured Panel Presentation
All times are in Singapore Time (UTC+8)

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

Panel Presentation: Shingo Ashizawa, Keiko Ikeda & Craig N. Shealy

Transformation of Global Education under COVID-19: A New Wave of Collaborative Online International Learning (COIL)

Thursday, May 13 | 11:10-12:10 | All times are in Singapore Time (UTC+8)

In the current difficult situation caused by the COVID19 global pandemic, international educators have been facing unprecedented challenges. Most physical student mobility has stopped and it is hard to predict when students can start to travel freely again. While we need to deal with the difficult situation caused by the pandemic, alternative programs that utilize online educational platforms are emerging. This session will introduce such new learning models, including COIL (Collaborative Online International Learning). The audience will engage in discussion about how educators can utilize these online platforms and collectively seek ways to redesign the goals, mission and curriculum of global learning.

Traditionally, studying abroad is believed to be an effective way to increase students' inter-cultural competency. In order to pursue their career choice within today's increasingly interdependent societies, students need to cultivate greater capacity by engaging with the global society. International educators have been developing study abroad programs and trying to integrate human complexity including cross-cultural issues more explicitly into the learning process. Another trend of study abroad during the last two decades has been the expansion of non-traditional study abroad programs including internship, service learning and field studies. Study abroad has a high impact on a student's life, but most students will never have this opportunity due to limitations of funding and time. Emerging new global learning programs that utilize digital platforms allow us to design low-risk and low-cost study abroad programs, and such programs will attract those students who have been traditionally unable to participate in study abroad.

The presenters will first introduce examples of good practices of COIL including one sponsored by UMAP. UMAP (University Mobility in Asia and the Pacific) is a multi-lateral consortia for study abroad. The UMAP-COIL program has been successfully conducted since 2019, even before COVID-19. In 2021, UMAP-COIL will expand to include new features, beyond the original college-level honor program for Advanced Placement (AP) programs in high school.

Shingo Ashizawa

Shingo Ashizawa is a professor at Toyo University in Tokyo. His research involves the comparative study of higher education management and quality analysis of the internationalisation review process. Currently, he is leading a joint-research project supported by the Japanese government agency, JSPS (Japan Society for Promotion of Science). The project is focusing on foreign credential evaluation and the comparative study of the National Qualification Framework.

His publications include *The impact of Tokyo Recognition Convention and Digital Student Portability* (2019), and *Student Mobility Trends and the Role of University Networks in the Asia Pacific Region – UMAP and Its New Initiatives –* (2019). He serves

as an advisor for MEXT on the UNESCO's Tokyo Recognition Convention Committee as well as a referee for a number of JSPS funding bodies related to internationalisation of Japanese universities. Shingo Ashizawa is also serving as Deputy Secretary General for UMAP (University Mobility in Asia and the Pacific) as of 2016. He teaches a number of courses including "Immigration and Cross-cultural issues", and "International Student Mobility". As an outgrowth of these activities, he has organised several online communities for global education, including "RYUGAKU NO SUSUME Dot JP (Invitation to Study Abroad)".

As a Fulbright scholarship grantee, Shingo Ashizawa studied at Harvard Graduate School of Education. His past professional experience includes positions at the Council on International Educational Exchange (CIEE), Keio University, Osaka University, and Meiji University.

Keiko Ikeda

Keiko Ikeda is a Professor in the Division of International Affairs, and KU-COIL Coordinator at Kansai University. Recently, she has taken the role as the principal project manager for the Inter-University Exchange Project funded by MEXT, 2018-2022 ("COIL Plus Program to Develop Global Career Mindset"). Keiko is Vice-Director for the newly established organization at Kansai University, Institute for Innovative Global Education (IIGE). She has a PhD from the University of Hawaii at Manoa, specializing in Japanese linguistics, foreign language education, and conversation analysis. Her interests in the international education field are internationalization at home, constructing active learning programs collaborating with universities overseas. Keiko also plays a vital role in another line of the on-going government-funded project, SUCCESS-Osaka Project (2017-2021). It promotes the employability of international students who have studied in Japan.
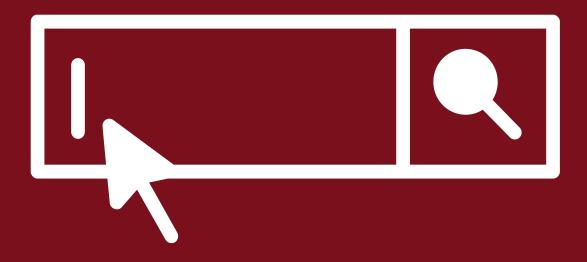
Craig N. Shealy

Craig N. Shealy, PhD, is Executive Director of the International Beliefs and Values Institute (IBAVI) and Professor of Psychology at Western Washington University. Craig Shealy leads a range of international activities including the Cultivating the Globally Sustainable Self Summit Series; various research and applied projects from the Summit Series will be published in a book that Craig is editing for Oxford University Press. Shealy, Merry Bullock, and Shagufa Kapadia also co-edit Going Global: How Psychology and Psychologists Can Meet a World of Need, a forthcoming volume from APA Books, which presents the work of leading psychologists in the United States and internationally. Craig Shealy's research on the etiology, maintenance, and transformation of beliefs and values – explicated through Equilintegration (EI) Theory, the EI Self, and the Beliefs, Events, and Values Inventory (BEVI) – has been featured in multiple publications, including Making Sense of Beliefs and Values: Theory, Research, and Practice, a recent volume with Springer Publishing, and other scholarly forums. The BEVI is used in a wide array of settings and contexts (e.g., clinical, educational, forensic, leadership, organizational), both in the United States and internationally, and has been selected for several grant-based initiatives. A licensed clinical psychologist, Dr Shealy is a Fellow of the American Psychological Association, Past President of the APA's Division of International Psychology, a recipient of the Early Career Award from the APA's Society for the Advancement of Psychotherapy, a Nehru Chair at the Maharaja Sayajirao University of Baroda, India, and a National Register Legacy of Excellence Psychologist.

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You can search by keyword(s), subject area(s), or specific conference proceeding(s) to access abstracts and full papers from past IAFOR conference proceedings, browse and read them online, or download them to your device.

Friday
May 14

Keynote Presentation, Interview Session

All times are in Singapore Time (UTC+8)

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Measuring Value: 80 Goals for 7 Stakeholders
Friday, May 14 | 10:10-10:55 | All times are in Singapore Time (UTC+8)

When a company says that it is "creating value" what specifically does this mean? After collecting impact measurement and sustainability reporting and disclosure data from 15 of the world's top ESG and sustainability frameworks, our research team synthesized these into seven unique stakeholder groups, with 80 clear, transparent and objective goals that any organization regardless of size, industry or market can begin focusing on in order to create real and measurable value. This presentation will introduce the results of our assessment of these various value assessors and offer a first draft of stakeholder-focused goals that we have derived from our analyses. We call this goal-based approach to measuring and managing value across these seven stakeholder groups "Ethical Capitalism" which goes one step beyond stakeholder capitalism to provide a clear set of goals towards which firms of any size, or within any industry can aim to collectively achieve. This presentation aims to help business leaders take tangible steps to achieve a common set of sustainability goals and in doing so, create much needed alignment across all stakeholders that they serve.

Philip Sugai

Philip Sugai is a Professor of Marketing within Doshisha University's Graduate School of Business where he currently teaches Marketing, eMarketing, Marketing Research, and Sustainable & Responsible Marketing. Dr Sugai also served as a Visiting Professor for Stanford University from 2015-2017, where he taught Innovation in Japan at the Stanford Overseas campus in Kyoto. Prior to joining the Doshisha University faculty, Dr Sugai taught at the International University of Japan in Niigata – where he also served as Dean and Associate Dean of the IUJ Business School for six years.

Philip Sugai is the author of two books, *Building Value Through Marketing: A Step-By-Step Guide* (Routledge) and *The Six Immutable Laws of Mobile Business* (John Wiley & Sons) and has published case studies with Ivey Business School Publishing on Suntory, KITKAT Japan, AGL, Hatsune Miku, and Walt Disney Internet Group.

He received his PhD from Waseda University and his MBA in Marketing and Operations Management from the New York University Leonard N. Stern School of Business. He has worked as a marketing executive at American Express, Muze, Inc., and Lightningcast, Inc., and currently serves as a marketing advisor and marketing strategy consultant to companies both in Japan and globally.

Issues on Delivering Educational Program in Indonesia During COVID-19

Friday, May 14 | 11:05-11:35 | All times are in Singapore Time (UTC+8)

The COVID-19 situation has impacted many people around the world, including in Indonesia. Particularly in the field of education, most areas in Indonesia have utilized online learning programs, and this new approach requires many people to adjust to unfamiliar systems. Although those who normally study in an open university system may not have to deal with serious issues; for others, it can become very difficult to a) deliver the program, b) evaluate the program, c) conduct the program. Delivering the online program may become easier through a WFH system for lectures on a theoretical basis, it may become extremely difficult with regards to practical issues such as hands-on training in Art Therapy. Moreover, problems in networking sometimes inhibit or at least disrupt the process. When evaluating the process, we often have a situation in which we cannot observe the participants; networking activities may be taking place but participants are not interacting with one another , and distractions at home interfere with the learning process. Furthermore, there are a number of activities that require group interaction, which for some students may be impractical or even impossible.. We strive to resolve these problems, particularly for those who live in remote areas, and we provide assignments that are simple to accomplish in the current COVID environment.

Monty P. Satiadarma

Dr Satiadarma was a clinical psychologist who has been teaching psychology at Tarumanagara University since 1994. He was one of the founders of the Department of Psychology at Tarumanagara, as well as the Dean of Psychology, Vice Rector and Rector of the university. He graduated with a degree in psychology from the University of Indonesia, art therapy from Emporia State, Kansas, family counselling from Notre Dame de Namur, California, and clinical hypnotherapy from Irvine, California. He has nationally published a number of books with a particular interest in educational psychology, and in music and art therapy – methods with which he treated survivors of the Indonesian tsunami on behalf of the International Red Cross and the United Nations. He is a board member and area chair of the International Council of Psychology, and a founder and board member of the Asian Psychology Association.

[Dr Haldane's biography is provided on the following page.]

Joseph Haldane

Joseph Haldane is the Founder, Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's international business and academic operations, including research, publications and events.

Dr Haldane is a founding Co-Director of the IAFOR Research Centre, an interdisciplinary think tank situated at The Osaka School of International Public Policy (OSIPP), Osaka University, where since 2015 he has also been a Guest Professor, teaching on the postgraduate Global Governance Course.

A Member of the World Economic Forum's Expert Network for Global Governance, Professor Haldane's research and teaching is on history, politics, international affairs and international education, as well as governance and decision making.

In 2020 Dr Haldane was appointed Honorary Professor of UCL (University College London), through the Bartlett School of Construction and Project Management. He also holds Visiting Professorships in the Faculty of Philology at the University of Belgrade, and at the School of Business at Doshisha University in Kyoto, where he teaches Ethics and Governance on the MBA programme. He is a Member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa.

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil, Sciences Po Paris, and Nagoya University of Commerce and Business, as well as visiting positions at the French Press Institute in the University of Paris II Panthéon-Assas, The School of Journalism at Sciences Po Paris, and the School of Journalism at Moscow State University (Russia).

Dr Haldane has given invited lectures and presentations to universities and conferences around the world, including at the United Nations Headquarters in New York, and advised universities, NGOs and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office and the Cabinet Office in collaboration with IAFOR.

From 2012-2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu), and since 2015 he has been a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and the Royal Society of Arts in 2015.

Friday, May 14

Parallel Sessions

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

12:05-12:55 | Singapore Standard Time (UTC+8)
Friday Live Stream Session 1
International Education
Session Chair: Justin Sanders

60058   12:05-12:30
Where Do We Go From Here? Attitudes of Chinese High School Seniors on Higher Education Options in a Post-COVID World
Caitlin Meyer, DePaul University, United States
Kimberly Noschese, DePaul University, United States
Issara Wongcharoensin, DePaul University, United States

In this tumultuous era of the globalization of higher education, many high school students in China are facing additional obstacles in achieving their post-secondary goals. One of the many roadblocks on the path to higher education for Chinese students is access to education visas in English-speaking countries. Due to COVID-19 restrictions and xenophobic attitudes towards Chinese nationals, current high school seniors with intentions of studying abroad may have to rethink their plans. The purpose of this paper is to evaluate current attitudes of Chinese high school seniors towards studying abroad in the United States, and the effects of these attitudes on their post-secondary goals as well as ramifications for U.S. higher education institutions. A Likert model survey and interviews were conducted to evaluate Chinese student perceptions of their international higher education options. Participants are current Chinese national high school seniors living in the provinces of Shandong, Guangdong, and the Shanghai Municipality. By collecting this data, administration can understand how undergraduate international students feel towards the university's environment and facilities during the pandemic. They can then use this information to help undergraduate international students succeed academically during and after COVID-19.

60043   12:30-12:55
Stronger Together: Shining a Light on the Insights and Issues Facing International Students Studying in Urban US Higher Education Institutions
Qianhui Hub, DePaul University, United States
Caitlin Meyer, DePaul University, United States

The COVID-19 pandemic has affected the way education is delivered by resulting in a rapid and often disjointed transition to online instruction. Quarantine requirements, travel restrictions, and adjustment of visa policies have harshly impacted international students' academic performance and overall study abroad experience. With a focus on learning experiences of international students, the authors take up the task of presenting and analyzing on-going impressions, experiences, and intentions of studying at higher education institutions in an urban setting within the United States. A narrative inquiry of autobiographical texts (online interview) is used in this study in order to explore how online education has shifted participants' perceptions and experiences of studying abroad. This research provides insights to higher education administrators and instructors, as well as international students themselves in terms of how to survive online education and make the most out of their study abroad experience.

13:05-14:45 | Singapore Standard Time (UTC+8)
Friday Live Stream Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Sarah Louise Birchley

60188   13:05-13:30

Distance Education in Hong Kong Preschools: Learning and Teaching During COVID-19 School Closures

Anika Saxena, The Education University of Hong Kong, Hong Kong
Rebecca Smith, University of Bristol, United Kingdom
Aylin Kip, Leeds Beckett University, United Kingdom

The outbreak of the COVID-19 pandemic has led to widespread change in people's lives across the world. Indeed, such change is especially evident in the education sector, where this global phenomenon has arguably triggered some of history's most significant advancements. In this study, we explore how the early childhood education sector in Hong Kong has coped with schooling during this period. Furthermore, we investigate the extent to which players in Hong Kong's early childhood education scene had to adjust in light of dynamically changing local government guidelines and why that has led to long-term improvements. To derive meaningful conclusions from this study, we use a mixed-methods approach that relies on data collected from surveys, interviews, and case studies relevant to the topic at hand. This data is then analysed, and themes are formed through coding. We also explore teachers' feelings, technology adoption, and examples from practice to determine how schools have supported young children's education. The research demonstrates how early childhood education and care centres innovatively provide education during a crisis. Traces of success in making teaching and learning possible and meaningful are visible, even with children of a young age. Consequently, this research yields key lessons about ECE learning and teaching during crises.

60231   13:30-13:55

Maximising Student Engagement in Online and Blended Learning: A Survey of Learner Preferences

Arturo Molina-Cristobal, University of Glasgow Singapore, Singapore
Idris Lim, University of Glasgow Singapore, Singapore
Fan Hong, University of Glasgow Singapore, Singapore
Christian Della, University of Glasgow Singapore, Singapore
Jolly Atit Shah, University of Glasgow Singapore, Singapore
Vicki Dale, University of Glasgow, United Kingdom

Blended learning is the integration of classroom face-to-face (F2F) learning with online learning experiences to engage students in a flexible learning framework. F2F lecturing is generally described as being more engaging. However, the incorporation of online resources gives students choice and flexibility in how they approach their studies, and can offer an additional tool to further enhance and re-enforce content delivered F2F. Concepts of emotional and cognitive engagement and self-determination theory have attracted attention as a possible way to describe and influence student engagement in blended learning. A recent survey at the University of Glasgow Singapore (UGS) found that students perceive the incorporation of online resources favourably, with recommendations for 40-60% of teaching experiences to be video-based/online. It is important that the online content, format and delivery are designed to maximise student engagement. However, there is no consensus on the best format and balance between online work vs traditional face to face (F2F) setting to achieve this outcome, and best practice guidelines are lacking. The objective of our study is to develop a series of pilot online resources across four engineering programmes and obtain student feedback through structured questionnaires, to identify what indicators and facilitators enhance engagement. In this paper, we present findings from the questionnaires on the learners' preferences and identify content and formats that are best received through online sources. In particular, our findings identify recorded video tutorials in combination with F2F lectures as a powerful tool to enhance student satisfaction and engagement.

59642   13:55-14:20

If Not Now, When? Enhancing Critical Thinking through Error Analysis Portfolio

Loke Weng Heng, Nanyang Junior College, Singapore

VUCA is an acronym that stands for Volatile, Uncertain, Complex and Ambiguous. It represents the set of challenges that leaders (and educators) have to think about. How then are we as educators preparing our students for a world that is VUCA? Critical thinking is one of the 21st Century Competencies skills identified (by US (P21), Canada, New Zealand and Singapore) that our students need for the future world. How then can teachers nurture critical thinking in our students? In this presentation from a pedagogy and assessment perspective, it aims to encourage cognitive process through metacognition (Flavell, 1985) through an alternative assessment via a portfolio. 17-year-old Further Mathematics students are tasked to create portfolios for this assessment. The portfolio contains error analysis on their personal work and possible mitigating actions to avoid future occurrences. Prior to this, students are introduced basic error codes and subsequently assessed via analytic rubric. This exercise aims to help students to acquire skills of self-correcting and sensitivity to the different situational nuances (metacognitive regulation). Authentic learning is achieved by involving students in their real-world (metacognitive experiences) – analysing the errors that they made in their course of studies (metacognitive memories). This encapsulates a rich learning opportunity for students, breaking the norm of dependency and rote learning approach. At the same time, it encourages habits of the mind; an essential training process in the journey of critical thinking.

Friday Live Stream Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Sarah Louise Birchley

59249   14:20-14:45

Cultural Cognition and Beginning Teachers' Instructional Practice

Soon Koh Poh, National Institute of Education, Singapore

What most teacher education programmes aim to do is to mediate in prospective teachers' processes of learning to teach by introducing conceptual tools (such as learning theories) and practical tools (such as teaching strategies) into teacher education activities. The goal is to support early career teachers' adoption or appropriation of these tools in their instructional practice. Tool appropriation studies have found that beginning teachers tend to end up taking different directions from those which are intended in their teacher education. Studies to understand teachers' instructional choices came from the established area of teacher cognition. Recently, however, teacher cognition research has been noted for not making sufficient attempt to illuminate the link between teacher thinking and the broader historical and sociocultural contexts within which it is situated. Informed by the sociocultural perspective on teacher learning that foregrounds the cultural origin of human cognition, this presentation reports a qualitative case study that examines the practices of two beginning teachers who had completed their teacher preparation in which they were exposed to tools related to the teaching of English language in Singapore secondary schools. The study seeks to investigate the influence of teachers' cultural knowledge on their tool appropriation. Results of the study suggest that the teachers' culturally-mediated cognition reflects the sociocultural experience that they bring to their teaching. The findings show that to understand the teachers' instructional practice, the role of larger structures localized in the talk and actions of the teachers needs to be taken into consideration.

14:55-15:45 | Singapore Standard Time (UTC+8)
Friday Live Stream Session 3
Online Learning
Session Chair: Bernard Montoneri

60227   14:55-15:20
E-learning Self-Efficacy among University Students and Teachers and Its Implication on Higher Educational Policies
Cecilia Murniati, Soegijapranata Catholic University, Indonesia
Heny Hartono, Soegijapranata Catholic University, Indonesia
Albertus Dwi Yoga Widiantoro, Soegijapranata Catholic University, Indonesia

The adoption of e-learning has become a required measure in universities worldwide. Studies on e-learning indicate numerous factors account for the implementation of e-learning and e-learning policies in higher education. This study will focus on the relationships between e-learning self-efficacy among college students and teachers in Indonesian higher education. Their implications for higher education policies are also discussed. 248 university students and 60 university teachers in Central Java participated in this study. Using Pearson's Correlation Coefficient, this study investigated the interplay between self-efficacy and attitudes towards e-learning on e-learning integration in universities. The results of this study reveal that among college students digital literacy and technology comfort levels have a significant positive relationship with attitudes towards e-learning and e-learning self-efficacy. However, among university teachers, digital literacy and technology comfort level positively affect self-efficacy and e-learning integration in classrooms, but they do not affect e-learning attitude. The implications of this study will also be discussed.

59332   15:20-15:45
Online Learning Design
Banani Roy Chowdhury, Institute of Applied Technology, United Arab Emirates

A new trend is emerging, and all the courses are getting altered. Students are taking advantage of the convenience provided by online instruction, and teachers are presenting theoretical content in an online format with depth and richness. Online Learning Design and its methodology ensure that learning engages learners' minds, increases their curiosity, knowledge, skills, and attitude. This workshop will show that the framework of Online Learning Design consists of a learning strategy, learning resources, and support mechanisms to provide guidance and feedback. This session will highlight Online Learning Design and propose methods of presenting academic content by using the synchronous and interactive instruction platforms available within the school system. Participants are requested to download https://padlet.com/ for this workshop, as there will be activities to create online learning design for students' engagement and learning outcomes.

15:55-17:10 | Singapore Standard Time (UTC+8)
Friday Live Stream Session 4
Education Policy, Leadership, Management & Administration
Session Chair: Tzu-Bin Lin

60071   15:55-16:20
A Critical Analysis of Prevention Science Framework: An Examination of Student Discipline Programs
Diana Genevive Layag, De La Salle University, Philippines

Intervention programs have been mostly the focus of many organizations in facilitating behavioral improvements. Given that mostly one of the goals of the academe is the formation of particular universal values we collectively affirm, this paper zooms into the existing programs that aim to address, on the prevention side, student discipline issues in the university. The purpose of this study is to look at prevention science, a thought system prevailing in the wider research arena, if it can be adopted to the specific setting. This paper presents a critical analysis of prevention science framework as used in proponent studies in psychology, clinical research and politics. Findings show that a prevention science research should consider risk and protective factors, developmental theory and processes, ecological analysis, good research practices and programmatic intervention research. These framework elements were used to examine the existing programs designed for the prevention of student discipline violations in a university. Gaps in the existing prevention programs as advocated by the framework, as well as the implications for student discipline program development, implementation and evaluation, are also discussed.

59994   16:20-16:45
Stories and Experiences in the Time of Pandemic: Online Conversations of Filipino Student Affairs and Services Practitioners
Leandro Loyola, De La Salle University, Philippines

The implementation of the enhanced community quarantine as preventive measure in the widespread of the COVID-19 pandemic has halted the face-to-face delivery of classes in Higher Educational Institutions (HEI) in the Philippines. Many of the institutions have resorted to continue the learning process in online platforms. Because of this, the student affairs and services (SAS) practitioners were compelled to assist the students on the issues and concerns related to online classes and learning. The situation also disrupted the implementation of SAS programs and activities. Using Constructivist Grounded Theory as a method and approach, the participants were engaged in online conversations to gather their stories and experiences as SAS practitioners during the pandemic. This revealed emergent themes from the narratives gathered through focus group discussion format. Findings include issues and challenges pertaining to academics, mental health, student development and formation, and the welfare of the practitioners. It also revealed new approaches in responding to the concerns like the gathering of data, migration to online platforms, and skills development and training. The documentation and analysis resulted in a deeper understanding of their experiences prompting actions such as professional development programs and guidelines to assist SAS practitioners in moving forward in the new normal.

59687   16:45-17:10
How Do Perceived Leader Performance Expectation and Autonomy Support Predict Teachers' Work-related Outcomes?
Ai Noi Lee, Nanyang Technological University, Singapore
Youyan Nie, Nanyang Technological University, Singapore

School leaders' expectations for high-quality work from teachers to meet students' needs is important to school success. At the school level, teachers work closely with their school leaders in their day-to-day work. It is therefore imperative to understand how school leaders' expectations may affect teachers' motivation and effectiveness at work. At the same time, what role does school leaders' autonomy support play in the relationship between perceived leader performance expectation and teacher work-related outcomes? In this current study, we explored the influence of perceived leader performance expectation and autonomy support on teachers' felt responsibility for change, job satisfaction and organisational commitment. A convenience sample of 180 teachers in Singapore completed an anonymous questionnaire voluntarily. Results from hierarchical multiple regression revealed that perceived leader autonomy support significantly added unique variance to perceived leader performance expectation in predicting teachers' felt responsibility for change, job satisfaction and organisational commitment. Results from path analysis further indicated that perceived leader autonomy support mediated the relationships between perceived leader performance expectation and the three work-related outcomes (i.e. felt responsibility for change, job satisfaction and organisational commitment). Findings of this study highlight the need for school leaders to be autonomy-supportive while emphasising high performance expectation in order to promote desirable work outcomes of teachers more effectively.

Saturday, May 15

Parallel Sessions

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

10:00-11:15 | Singapore Standard Time (UTC+8)
Saturday Live Stream Session 1
Interdisciplinary
Session Chair: Cynthia Northington-Purdie

60107   10:00-10:25
Creating Successful Connections With Students: A Comparative Analysis of Canadian Elementary and High School Teacher Think Tanks
Kenneth Reimer, University of Winnipeg, Canada

For teachers, connecting with the young people in their classrooms is a vital component to student success. In 2014, Canadian high school teachers were invited into a think tank and asked what they believe they do to successfully connect with students in their classroom. This study was replicated in 2018 with Canadian elementary school teachers. This presentation provides a comparative analysis of the Canadian elementary and high school teacher think tanks and their approaches to connecting with students. Both high school and elementary teachers who participated in the studies creatively strived to connect with students by being authentic, meeting student needs, and collaborating with colleagues, families, and administration when necessary. As elementary teachers taught younger students just entering the school system and high school teachers taught older students approaching the end of the system, there were some significant differences in approaches between the two groups. These will be highlighted in the presentation.

60233   10:25-10:50
The Creative Process Journal: The Piloting a Digital & Live Document
Nadine Ouellet, LASALLE College of the Arts, Singapore

The Creative Process Journal (CPJ) is a visual and a textual record of a student's creative evolution as a problem solver. For years, the CPJ has accompanied our students into their learning journey in its physical form – a handmade book composed of handwritten and pasted contents. It is a valuable component of the curriculum and an assessed document. With the raise of online education and sanitary measures due to the pandemic – how do we adapt and find an innovative solution to create a new form of Creative Process Journal? The first aim of this paper is to share about the advantages of the Creative Process Journal as a learning tool. The second aim of this paper is to uncover the positive results of our research project in which we have piloted a new form of Creative Process Journal at the Diploma and BA degree level: a digital and 'live' document. The live document encourages students to concentrate on content, it can be accessed any time and on any platforms by all shareholders, it allows the integration of multiple online documents, tools and sites through bookmarks, hyperlinks and referencing, it facilitates feedbacks and comments, it is sequential and iterative, without coding or technical expertise required. The live document simultaneously acts as an archive, a repository of information, and a visual research journal.

59274   10:50-11:15
See Me, Hear Me: Concerns of Students With Special Educational Needs at University in Singapore
Damaris Carlisle, University of Western Australia, Australia

Education in Singapore has been undergoing a gradual shift towards a social model of inclusive education since the Compulsory Education Act came into force in 2003. With the aim of supporting students with disabilities and special educational needs, the Singapore government has increasingly provided resources and facilities in schools, resulting in larger numbers of these students continuing to tertiary education. This presentation discusses the findings of a phenomenological case study, where 26 individual interviews were conducted with students studying at different universities across Singapore as they reflected on their first-year experiences. One area participants discussed, were the issues of concern as students with varying educational needs. Whilst there have been improvements since the introduction of disability support offices at institutes of higher learning since 2014, challenges still remain ranging from attitudes to academic barriers, from systemic hurdles to concerns about career prospects. The lived experiences of these learners presenting a wide range of differing needs provide insights into their realities and concerns. This, in turn, has possible implications for policy and practice at the tertiary level in Singapore.

Saturday Live Stream Session 2

Professional Training, Development & Concerns in Education

Session Chair: Monty P. Satiadarma

60023   11:25-11:50

Cross Cultural Dissemination of Research on Comorbidity of Down Syndrome and Alzheimer's Disease: Impact on Education and Families

Lisa Battaglino, Bridgewater State University, United States
Ashley Rodrigues, Bridgewater State University, United States

This presentation explores the need for cross cultural dissemination of research on the comorbidity of Down syndrome and Alzheimer's Disease and its impact on education, transitions, family life, employment and society. Internationally Down syndrome remains the most common chromosomal disorder impacting approximately 1 in 700 births, 80% of whom will eventually experience the serious consequences of Alzheimer's disease. Globally, this outcome is inadequately addressed due to a lack of understanding and sparse resources. During the past year the impact of COVID-19 has disproportionately burdened those living with the comorbidity of Down syndrome and Alzheimer's Disease and yet, while this reality is realized in every country, little has been done to share information geared at enhancing outcomes for this population, caregivers, professionals and educators. The life expectancy of people with Down syndrome has more than doubled over the past 50 years due to both medical advances and the elimination of inhumane institutionalization resulting in ever increasing numbers of people dealing with issues faced when people with Down syndrome experience significantly premature Alzheimer's disease. Pockets of information on this devastating phenomenon exist in various countries but widespread distribution and discussion is severely limited. People with Down syndrome do not experience Alzheimer's in the same manner as others, often the onset is twenty to thirty years earlier and accompanied by symptoms such as a reduction in socializing, decreased enthusiasm for usual activities, a decline in focusing ability, sadness, fearfulness, anxiety, irritability, uncooperativeness, aggression, sleep disturbances, adult-onset seizures, and other significant impairments.

59540   11:50-12:15

Preparing Teachers for Rural Schools in Indonesia: A Case Study of Teachers' Professional Development Program

Munawwarah, Monash University, Australia

Schools in eastern rural and remote regions in Indonesia continue to face teacher shortages and poor education quality. Complex rural challenges have become the main reason why many urban teachers are reluctant to apply for rural teaching position or consider as future career. Preparing teachers for teaching position across rural regions through government's leading program called Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T) is positively seen as sustainable initiatives. The effectiveness of this program, however, should be interrelated with teachers' professional perceptions and their practical experience. This qualitative case study investigates teacher retention who appointed teaching in four rural and remote districts in West Papua. The respondents were graduate teachers who joined a one-year teaching appointment in Teluk Duairi, Womesa, West Misool and Waigeo. In order to gather data, both individual and collective interview were conducted and followed by a document review. The overall findings revealed that teachers internal aspiration and motivation play a key role in their decision-making to remain in the profession as a rural teacher. Intense socio-cultural integrations also provide significant attributes on teacher retention, motivation and adaptability to rural challenges. The viability of the program, however, seemed to be lacking of its practical theory. Some concerns regarding teachers' initial education, rural placement and its preparatory program along with the sustainable impacts are taken into account.

59677   12:15-12:40

Technology Integration: Implication for Teachers' Professional Development

Lian Krizzia Rosales, Ateneo de Manila University, Philippines

The technology of today shortly becomes the technology of yesterday in education. The demand for Technology Integration is increasing as schools in the Philippines and abroad were required to keep up with the 21st century learners. It is quite a challenge to point out a starting ground without having to understand what it is and what is not. Studying related literature and reports have made it possible for the researcher to identify models which can effectively bring up success in the process of integration. Teachers must keep abreast with the changing nature of technology and provide learning opportunities effectively. This is because the integration process does not just fall on the specification of technology and application to be used, but more on understanding how to adapt it in the pedagogy of each subject area, how to equip teachers through continuous training programs, and most especially, moving towards professional development to empower the teachers. In order to understand Technology Integration, it would be helpful to look into how scholars define the term, explore how teachers can prepare, and how it is implemented as an educational experience. It is best when the focus lies on learning with technology rather than learning about technology, technology integration becomes more achievable because it is beyond what the tangible products may serve. The focus is how to use and when to use it more appropriately, having the pedagogy in mind.

Saturday Live Stream Session 2
Professional Training, Development & Concerns in Education
Session Chair: Monty P. Satiadarma

59686   12:40-13:05

Does Empowerment Matter? Promoting Employees' Creativity, Learning Commitment and Job Satisfaction
Xinlei Amelia Huang, Commonwealth Secondary School, Singapore
Ai Noi Lee, Nanyang Technological University, Singapore

In a knowledge-based economy, jobs that require basic functions are becoming increasingly redundant as they are subsumed by computer tasks. It is imperative for organisational leaders to cultivate a spirit of lifelong learning and creativity among employees to enable them to keep up with new challenges encountered at work, which is vital to the organisation's sustained effectiveness. Organisational researchers have found that psychologically empowered employees often exhibit an increase in effort, tenacity and initiative in their work, which in turn contribute to enhancing organisational productivity and creativity. Therefore, it is important to develop a better understanding of how organisational factors may affect employees' sense of psychological empowerment and their subsequent work-related outcomes, so that more effective organisational practices and conditions could be cultivated to enhance employee motivation and organisational performance. The main aim of the current study was to examine the predictive relationships among perceived leader empowering behaviour, psychological empowerment and three work-related outcomes (in terms of job satisfaction, creativity, and learning commitment). A convenience sample of 144 working individuals in Singapore voluntarily participated in a structured online questionnaire. Results indicated that perceived leader empowering behaviour positively predicted psychological empowerment. Psychological empowerment (in terms of its four dimensions: meaning, competence, autonomy and impact) partially mediated between perceived leader empowerment behaviour and the three work-related outcomes. Findings of the study could enable organisational leaders and human resource practitioners to have a better understanding of how employees' work motivation could be facilitated via empowerment to improve desirable employees' work-related outcomes.

13:15-15:30 | Singapore Standard Time (UTC+8)
Saturday Live Stream Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Mark Pegrum

59520   13:15-13:40
Transforming Ideas to Products: Design Thinking on Learners' Conceptual Understanding and Performance Task Rating in Physics
Maryful Grace Pabiona, Passi National High School, Philippines

This study aimed to determine the effect of design thinking on students' conceptual understanding and performance task rating in Physics. This quasi-experimental study compared two groups (1) Non-Design Thinkers (Control Group) and (2) Design Thinkers (Experimental Group). Results revealed that prior the intervention, both groups had a "low" conceptual understanding in Physics but after the intervention, design thinkers had significantly higher conceptual understanding than non-design thinkers. Results of t-test revealed that there was a significant difference on the conceptual understanding in Physics before and after exposure to non-design thinking methodology and design thinking methodology. Although both methodologies were proven to be effective, design thinking was more effective as the effect size and mean gain in conceptual understanding were significantly higher than the other methodology. The performance task rating in Physics was also noted to be significantly higher for design thinkers than non-design thinkers. Further investigation about learners' learnings and challenges revealed that non-design thinking was a guided construction of knowledge where learners learned after constructing the output and cooperated without questioning. Although guided with activity sheets, learners failed to correctly interpret the procedure. On the other hand, design thinking was an avenue for active learning where learners develop scientific skills and attitudes, learned while doing the outputs, and cooperated well through brainstorming. Design thinkers' biggest challenge was conflict among members due to diversity of ideas. Design thinking is an effective methodology in improving learners' conceptual understanding and performance task rating of learners in Physics making it an opportunity worth the risk.

59597   13:40-14:05
Physics Teachers' Conception on Creating a Supportive Learning Environment
Kim Diate, Mindanao State University-Iligan Institute of Technology, Philippines
Ivy Claire Mordeno, Mindanao State University-Iligan Institute of Technology, Philippines
Amelia Buan, Mindanao State University-Iligan Institute of Technology, Philippines
Elesar Malicoban, Mindanao State University-Iligan Institute of Technology, Philippines
Neal Alfie Lasta, Mindanao State University-Iligan Institute of Technology, Philippines

The 2018 result of Programme for International Students Assessment (PISA) shows below average scientific literacy of Filipino students. The Department of Education (DepEd) as the country's basic education institution is very ardent in accepting these results. As such, it promises an introspection to bridge the gaps that hinders the achievement of quality education. This calls for an analysis by researchers and policy makers to explore possible interplay of variables that contributed to the Filipino students' poor scientific literacy. This research article seeks to provide an account of Filipino physics teacher experiences and exposition of their personal patterns of thoughts regarding critical aspects of classroom instruction. Physics teachers from various provinces participated in a semi-structured interview and their responses were subjected to thematic analysis. The results reveal that there are many factors that depreciates the quality of physics classroom instruction and long-standing challenges that contributes to it. If the end goal is to improve the science literacy of the Filipino students, these critical factors as cited by the practitioners in the field, must be taken into account.

59220   14:05-14:30
Using Predictive Analytics to Identify First-year Engineering Students at Risk of Failing Engineering Physics
Beng Yew Low, Temasek Polytechnic, Singapore
Cher Liang Cha, Temasek Polytechnic, Singapore
Cheng Yong Teoh, Temasek Polytechnic, Singapore

Due to a lack of continual assessment or grade related data, identifying first-year engineering students in a polytechnic education at risk of failing is challenging. Our experience over the years tells us that there is no strong correlation between having good entry grades in Mathematics and the Sciences and excelling in hardcore engineering subjects. Hence, identifying students at risk of failing cannot be on the basis of entry grades in Mathematics and the Sciences alone. These factors compound the difficulty of early identification and intervention. This paper describes the development of a predictive analytics model in early detection of students at risk of failing and evaluates its effectiveness. Data from continual assessments conducted in term one, supplemented by data of student psychological profiles such as interests and study habits, were used. Three classification techniques, namely Logistic Regression, K Nearest Neighbour, and Random Forest, were used in our predictive model. Based on our findings, Random Forest was determined to be the strongest predictor with an Area Under the Curve (AUC) value of 0.994. Correspondingly, the Accuracy, Precision, Recall, and F-Score were also highest among these three classifiers. Using this Random Forest Classification technique, students at risk of failing could be identified at the end of term one. They could then be assigned to a Learning Support Programme at the beginning term two. This paper gathers the results of our findings. It also proposes further improvements that can be made to the model.

14:40-15:55 | Singapore Standard Time (UTC+8)
Saturday Live Stream Session 4
Higher Education
Session Chair: Grant Black

60021   14:40-15:05
Engaged Pedagogies and Students' Experience in Social Participation
Ingrid Geier, Salzburg University of Teacher Education, Austria
Ulla Hasager, University of Hawai i at Mānoa, United States

Engaged learning pedagogies have become popular in higher education since the last decades. Students practice and experience social participation when doing service learning or active-citizenship learning projects. But do these pedagogies work to support students' civic learning? What are students experiences when they are involved in engaged pedagogies? Service learning and active-citizenship learning are pedagogies to foster democratic awareness and associated values (civic-mindedness, justice, equality…). Through participation in the society, students gain experience and develop their skills as they contribute to the common good. A qualitative data analysis from 23 focus group discussions with 84 undergraduate students (33 from the University of Hawai i at Mānoa, 51 from Salzburg University of Teacher Education) shows that students have knowledge about volunteer work and how they can get involved. They describe themselves as politically active and engaged citizens. They believe it matters to achieve goals beyond their own interest, and they report that they have a responsibility to use their knowledge to serve others. Students also appreciate their opportunities to experience interaction with people different from themselves and have a deeper feeling of belonging to and identifying with the community.

59691   15:05-15:30
Understanding Authority-driven Adoption and Diffusion of Blended Learning in Higher Education
Ramiz Ali, University of Wollongong, Australia

Blended learning is thought to be a promising course delivery approach, consequently, has widely been adopted in higher education in recent years. This study explores how blended learning can be adopted in a university using top-down approach, and how the process of authority-driven adoption and diffusion of blended learning can occur. Using a case study approach, and Roger's (2003) diffusion of innovation (DoI) theory, it is possible to understand organisational behaviour and the adoption process that may occur in university-wide adoption and diffusion of blended learning. Participants were six senior executives, and 24 lecturers of a university. Interviews were conducted for lecturers and executives, and relevant documents were also analysed. Results show, authority-driven blended learning implementation can be occurred as a sequential process that may include five distinct stages that are; agenda-setting, matching, restructuring, clarifying, and routinising. Results also show that, in authority-driven adoption and diffusion of blended learning, the adoption process can be completed in a short period of time, as short as six months, and the 'matching' stage may not properly be occurred. Implications of authority-driven approach for supporting university-wide blended learning adoption are discussed.

59708   15:30-15:55
Student Mobility in the ASEAN Region: Understanding the Challenges of the 2020s
Graeme Atherton, Sunway University Kuala Lumpur, Malaysia
Glenda Crosling, Sunway University Kuala Lumpur, Malaysia
Siti Norbaya Azan, Sunway University Kuala Lumpur, Malaysia

This paper will examine the present trends shaping the future of international student mobility in the ASEAN region. It will firstly draw upon extensive research undertaken in 2019 by the authors examining the data available on intra ASEAN student mobility and the policies in place at individual country and regional level to support mobility of students in the region. The evidence shows that while patterns of mobility contrast significantly across ASEAN nations overall less than 20% of students from these nations who are studying in other countries are doing in within the region itself. Our 2019 research involving interviews with over 80 university and government representatives from 10 ASEAN nations suggests that the present policy frameworks in place are not sufficiently developed to increase intra-ASEAN student mobility. The paper will argue a comprehensive pan regional approach is needed if intra ASEAN student mobility is to be increased. The paper will consider the implications of the COVID 19 pandemic on international student mobility in the region and the likelihood or not of it making a significant difference to such mobility patterns. In doing this it will draw upon the available secondary evidence that has emerged thus far regarding changes in mobility patterns. However, in doing so it will argue any such evidence must be treated carefully and caution against drawing conclusions regarding fundamental changes in student mobility patterns over the long term on the basis of the impact of the pandemic until its immediate effects have abated.

Virtual Presentations (Pre-Recorded)

Watch pre-recorded Virtual Presentations on the following webpage:

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

SEACE2021 Virtual Presentations (Pre-Recorded)

Counselling, Guidance & Adjustment in Education

60030
Demographic Variations of Multiple Sclerosis Patients Between Britain and Kuwait
Ali Ashour, Ministry of Education, Kuwait

Introduction: Multiple Sclerosis (MS) has been described to result in debilitating symptoms of the disease. The aim of this study was to compare the effects of MS on patients from Britain and Kuwait. Methodology: A questionnaire was distributed to 200 individuals with MS (100 Kuwaiti, and 100 British). The questionnaire consists of three parts; General demographics, Disease specific data, & Attitudes towards physical exercise. Results: The duration of the disease was less than 10 years in 43.4% of British and 68% of Kuwaiti respondents. The majority of British respondents (56.5%) reported the disease severity to be moderate, while the majority Kuwaitis was mild (72%). The annual relapse rates in Kuwait was relatively low with 82% of the Kuwaiti sample had one relapse per year, compared to the 64.5% of British. The most common symptoms reported by British respondents were balance (75.8%), fatigue (74.2%), and weakness (71%), and by Kuwaiti respondents were fatigue (86%), balance (76%), and weakness (66%). The help and support for MS was by far more diverse for the British than Kuwaiti respondents. Discussion: The results unveiled marked differences between two groups. The majority of Kuwaiti patients are young individuals who have been with the disease for a relatively short period of time and their MS in most cases was mild. On the other hand, British patients were relatively older, many have been with the disease for a long period of time, and their average MS condition were more serious than that of their Kuwaiti counterparts.

Curriculum Design & Development

59011
Adopting Hybrid Instruction in Higher Education
Jill Tussey, Buena Vista University, United States
Leslie Haas, Buena Vista University, United States

As the needs and lifestyles of learners in higher education continue to change today's classrooms, the learning environment must also change to stay current. By utilizing technology and adjusting instructional schedules, college instructors can reach audiences beyond the physical location of the school. One route that university faculty members can pursue is to adopt a hybrid method of instruction where learning is done by students through both synchronous and asynchronous activities and tasks. The roles of instructors and students shift in hybrid learning environments; however, high-quality course objectives and outcomes remain the same. Courses are developed with a variety of resources, instructional videos, articles, podcasts, and PowerPoints, to support the students during the asynchronous learning segments. Based on the experiences of the presenter, there are many benefits associated with the hybrid structure in literacy courses. One benefit includes a more attractive scheduling opportunity for students who wish to work or raise a family while earning a degree. Students can take ownership over their learning with the support from their college instructor. During synchronous sessions, students and instructors can have deeper conversations over materials, tasks, activities, and concepts associated with asynchronous learning sessions. Also, important to note, is the challenge of developing meaningful, high-quality activities that ensure students are interacting with the embedding resources.

Design, Implementation & Assessment of Innovative Technologies in Education

59709
The Impact of Digital Interventions with Students at-Risk for Math Difficulty: A Meta-Analysis
Anastasia Betts, University at Buffalo, State University New York, United States

Children in the United States continue to underperform in mathematics from the earliest grades and at alarming rates. Furthermore, the high prevalence of learner variability can make addressing the problem of math learning difficulties even more challenging to address. However, advancing technologies, in the form of digital math interventions, hold the promise of addressing learner math difficulties at scale. The present study uses an existing meta-analysis conducted by Benavides-Varela and colleagues (2020) as a basis for an expanded synthesis that examines the impact of digital math interventions, through the addition of RCT studies specifically designed to test the impact of digital math programs most commonly used in the United States Preschool and Elementary classrooms. Through this expanded analysis, the impact of digital math programs for children most at risk for math difficulty is discussed, as well as the effects on that impact according to type of program (i.e., games-based or digital practice) and school level (preschool, primary, elementary).

Educational Research, Development & Publishing

60296
Design Thinking in AI Systems Design for Engineering Courses
Tee Hui Teo, Singapore University of Technology and Design (SUTD), Singapore

Artificial Intelligence (AI) becomes one of the essential courses that all students should learn regardless their disciplines. In this work, a teaching and learning pedagogy is proposed and implemented to conduct AI's lesson in engineering course through design thinking. There is no additional course is required in the pedagogy, but the lesson is part of the existing engineering courses. The engineering courses that were involved in this work are power electronics, electrical power system, integrated circuit design, and intelligent systems, but not limited to. Lessons with AI element such as predictive maintenance, abnormality detection, design automation, as well as various machine learning techniques were introduced in the engineering courses. In this contest, machine learning techniques such as regression, clustering, classification, pattern recognition, adaptive signal processing and etc were included seamlessly in the lesson. However, it is important to preserve the learning objectives and the learning flow of the engineering courses without diverging the focus to AI, but yet introducing strong relevancies. To do this, the design thinking is used to link up the existing engineering courses' learning objectives with the new AI content. Design thinking tools such CDIO (conceive, design, implementation, and operation) was adopted as the backbone in this work. The students found the approach is more effective than attending an AI course separately.

SEACE2021 Virtual Presentations (Pre-Recorded)

Educational Policy, Leadership, Management & Administration

60229
Transnational University Collaborations Through the Lenses of Content and Social Network Analyses
Kate Montgomery, Southern Methodist University, United States

In the age of COVID-19 and a global pandemic, international collaborations have become as important as ever to solve complex societal challenges of which universities play important roles. In fact, transnational university collaborations beyond institutional walls extend knowledge and resources to drive innovative change for large-scale economic and social progress that would not be possible to the same extent on an individual university level. This research examines how international universities discuss transnational collaborations in strategic plans and other prominent and publicly accessible communications. To begin, research was grounded in institutional theory by conducting a content analysis of select strategic plans with prominent featuring of university collaborations as a means of assessing legitimization and signaling efforts. Then, a social network analysis was conducted for particular universities that prominently projected transnational collaborations as a means of sensemaking from each institution's perspective. The findings suggest that universities prominently feature transnational partnerships in publicly available communication. When conducting a social network analysis, transnational partnerships overlap and vary from institution to institution. Supporting discourse provides insights into the strategies and programming for particular collaborations (e.g., Duke-National University of Singapore (NUS) Medical School and the International Alliance of Research Universities to include member institutions from Asia, Europe, the United States, Australia, and Africa published by NUS and Yale University respectively). This study creates future research opportunities such as investigating the potential emergence of additional transnational partnerships at the university level. Additional opportunities exist for collaborative international research at the individual level among multiple principal investigators.

Foreign Languages Education & Applied Linguistics

59015
Preservice Teachers' Clinical Experience With ESL Literacy Instruction via Popular Culture
Leslie Haas, Buena Vista University, United States
Jill Tussey, Buena Vista University, United States

The purpose of this virtual presentation is to highlight how one small liberal arts university in the United States' Midwest partnered with a local school district to support preservice teachers' understanding of ESL engagement techniques. This partnership provided opportunities for preservice teachers to gain valuable experiences with planning and implementing writing lessons focused on English language learners in an elementary setting. Preservice teachers took one undergraduate literacy class focused on writing methods held on the elementary school campus which allowed them to learn concepts during the first part of the class and then implement new understandings with elementary students during the second part of class. Students' were surveyed by preservice teachers regarding home-based literacy and fandoms which were then considered during lesson development through the incorporation and support of popular culture. Popular culture themes chosen by elementary students to be used as mentor texts for writing instruction included graphic novels, cartoons, television programs, and movies. An outline of the development, implementation, and outcomes associated with these experiences will be discussed.

59702
A Within-Asia Comparison of Anxiety in English Language Classrooms
Hiromi Oda, Tokyo Online University, Japan
Jatrifia Sinatrya, State Polytechnic of Malang, Indonesia
Uyun Nishar, State Polytechnic of Malang, Indonesia
Andrew Foong, University of Tasmania, Australia
Naoko Ichii, Shibaura Institute of Technology, Japan
Reiko Goto, Shibaura Institute of Technology, Japan

Anxiety in English language classrooms is often considered as one of the major sources of students' reticence and shyness, frequently reported as one of the common characteristics of Asian learners. But, do all Asian students share the same characteristics in the setting of language learning? There might be some differences even if they share the basic traits. In order to investigate this question, we have conducted a questionnaire survey in Japan and Indonesia, using the framework of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz(1986), which employs a five-point scale Likert questionnaire. Japanese and Indonesian language versions of the questionnaire were prepared and administered online in respective countries. Roughly 180 students from different universities in Japan and about 70 students from a university in Indonesia responded to the survey. Our preliminary analyses indicate the following: (1) the Japanese data set shows an unmistakable pattern compared to the Indonesian data set, in which some of the question items do not reach the significance level; and (2) comparisons of some comparable items do show significant differences while others suggest similarities. This is a part of a larger research project that tries to understand the differences in behaviors of language learners in the East and Southeast Asian countries. We are interested in cultural differences such as group orientation, confidence levels in public speaking, openness to criticism, etc. In the future, we are looking to study how to overcome the problem of anxiety, hopefully adding more countries in the region to the survey.

SEACE2021 Virtual Presentations (Pre-Recorded)

Higher Education

59630
The Effect of Gender and Learning Styles on L2 Learners' Writing Performance at Higher Education

Sabarun Sabarun, IAIN Palangka Raya, Indonesia
Hamidah Hamidah, IAIN Palangka Raya, Indonesia
Marsiah Marsiah, IAIN Palangka Raya, Indonesia

This research was to measure the interaction effects of gender and learning styles on L2 students' writing performance. The study applied expost facto research design using documentation, questionnaire and test as instruments. The participants were 80 learners at IAIN Palangka Raya of 2019/ 2020 academic year consisting of 38 males and 42 females; 23 visual, 33 auditory, and 24 kinesthetic learners. A two-way analysis of variance (ANOVA) test was used to analyze the data. The reliability and validity of the instrument were counted. The findings revealed that there was a statistically different effect for gender (F= 5.248, p= 0.025), and learning styles (F= 8.722; p=0.000) on the learners' writing performance. The study revealed that female was higher than male; and the visual learners got the highest score, followed by auditory and kinesthetic learners in their writing performance. On the contrary, there was no interaction between gender and learning styles (F=0.036, p= 0.956> 0.05. It meant that gender and learning styles did not give significant facilitative effect simultaneously on the learners' writing performance. It was suggested that lecturers should manage their classes, materials and teaching methods to facilitate learners with different learning styles in order to develop their writing skills. Lecturers needed to incorporate in their curriculum activities related to each of learning styles so that all L2 learners were able to succeed in their writing class. Further studies on learning styles in writing class was recommended.

59646
Achieving Sustainable Development Goals through Mathematics Education

Javier Cifuentes-Faura, University of Murcia, Spain
Ursula Faura-Martínez, University of Murcia, Spain
Matilde Lafuente-Lechuga, University of Murcia, Spain

The right knowledge about sustainability must be passed on to raise students' awareness of today's real-world problems by means of Higher Education. Through mathematics students can be taught how to contribute to the achievement of the Sustainable Development Goals (SDG). Students can see the usefulness of mathematics while instilling values and attitudes towards sustainability. In this paper, several problems related to SDGs have been highlighted to be solved with mathematical techniques. Through different exercises they learn to give answers to real problems using mathematics and generating greater satisfaction by understanding the world around them. These activities were carried out in the second term of the 2019-2020 academic year. 180 students were enrolled in the Mathematics course that revolves around the mathematical optimisation of problems with equality and inequality constraints, which are very valid tools for solving real problems related to SDGs. Subsequently, through a survey, the students' perception of mathematics has been evaluated in order to achieve the goals established in the SDGs. The results show that it improves the student's assessment of the usefulness of this subject to solve real problems. It has been observed that this teaching methodology has helped to motivate students and even those who do not like this subject have improved their appreciation of it. Changes are needed in the curricula of the degrees, in their assessment, competences and teacher training, and transversality and interdisciplinarity between the different subjects of the same degree is also important to achieve Sustainable Development Goals.

59682
Critical Thinking Disposition Among Students of Kasetsart University

Chakree Kerdsombbon, National Dong Hwa University, Taiwan

This research study aims to investigate the university student's critical thinking disposition of university students in Thailand. The sample consisted of 212 undergraduate students at different levels in the first semester, the academic year 2020, at Kasetsart University, Bangkean campus, Bangkok. The instrument used in the study was the critical thinking questionnaire (CTD). The method framework consists of seven crucial dimensions: truth-seeking, open-mindedness, analyticity, systematicity, critical thinking self-confidence, inquisitiveness, and cognitive maturity. The means and standard deviations were calculated to investigate the relevance between males and females. An independent t-test was employed to test the differences towards gender. Further, the analysis of variances was utilized to examine the differences in critical thinking disposition among levels of students. The findings reveal that critical thinking disposition has no distinctive correlation to significant difference towards gender and the different levels of university students, particularly at the level of p<.05

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

59680
Students' Perspective on Intercultural Service-Learning as Non-medical Volunteers for Foreigners: A Case in Taiwan

I-Jane Janet Weng, Wenzao Ursuline University of Languages, Taiwan
Jun-Fang Liao, Wenzao Ursuline University of Languages, Taiwan

In Taiwan's hospitals, language barriers often create challenges for foreign patients, many of whom come from Southeast Asia. To solve the problem, a language university in Taiwan initiated a service-learning program to train college students to assist in improving communication between foreign patients and health care workers. This study aims to explore the student volunteers' service-learning experiences when applying their language ability in medical settings. The program utilized Roehlkepartain's (2009) 6-staged service-learning model that included investigation, preparation, action, reflection, demonstration, celebration, and sustainability. Each student volunteer served a minimum of 18 hours in a semester at a local hospital. They assisted with a variety of non-medical service tasks, while using English or other foreign languages to assist with communication for patients of various nationalities. The study employed a mixed-methods research design, which included quantitative pretest and post-test surveys, students' qualitative reflexive journals and interviews. The 60 college volunteers were majoring in a variety of language-related departments and had no formal background in health care. Findings illustrated intercultural service-learning programs have the potential to increase students' soft skills, improve intercultural competence and attain global citizenship through volunteer service in local hospitals. This paper reveals how intercultural service-learning can be integrated into language learning, while nurturing college students' intercultural competence through real-world, cross-cultural interactions in local contexts.

SEACE2021 Virtual Presentations (Pre-Recorded)

Language Development & Literacy

60230
Learner Autonomy and Self-regulated Learning: The Case of University – Level French as a Foreign Language (FFL) Students
Mensimah Thompson Kwaffo, Ashesi University, Ghana

French as a foreign language (FFL) is the second most popular international language in Ghana after English, but very few Ghanaians speak French, even though it is a core subject in elementary school and an elective subject in high schools. While the general aim of most language learners remains the development of communication competence, we find that many appear to lack the self-regulation required. This paper seeks to examine learner autonomy and self-regulatory strategies of university-level FFL students, as well as the practical steps they take to improve their communicative competences in French. 29 students from a language class in a private university in Ghana are interrogated via questionnaires and focus group discussions, on their motivations and challenges in carrying out self-regulated learning. Though 28 out of 29 respondents, representing 96%, appeared to be intrinsically motivated, less than 30% actually appeared to put in the effort that could help improve their linguistic skills. Respondents tend not to go beyond class concepts, revise lessons or even refer to additional materials as often as expected. Some of the hindrances to self-regulated learning that was stated included the workload from other courses, not having access to favorable conditions for continuous practice, among others. Findings suggest that intrinsically motivated learners appear to need some extrinsic motivation regardless.

Learning Experiences, Student Learning & Learner Diversity

59214
Helping Students Become Excellent Online Learners
Kristin Palmer, University of Virginia, United States

This presentation will review best practices for students to use for learning online. Due to COVID and the mass migration of in-person courses transition to online courses, students must learn how to learn effectively online. The presentation will include the core theories in cognition and learning how to learn. Techniques such as the Pomodoro technique, focused compared to diffused thinking and the use of recall will be discussed. Then the presentation will review conditions for students to set up working environments and processes to support their learning. Best practices for defining a work space, setting up a daily schedule and tracking work that needs to be done will be discussed. Best practices with templates will be shared with the audience so they can provide these resources to their students to excel in learning online.

59976
Design Thinking Applied to Advertising Design Courses to Enhance Students' Learning Achievement
Ching-Jung Fang, Ming Chuan University, Taiwan

At the time when technology is booming, the definition of advertising is no longer advertised through traditional mass media, but a trend that everything is advertising. Advertising design is not just about creating beautiful and emotional content. It must be customer-centric to make consumers feel that advertising is meaningful and worthy of action. In Taiwan ll as the cultivation of students' self-thought and values. In this study, 48 students from the advertising design course were randomly divided into 13 creative teams by convenience sampling. The teaching experiment was carried out through the pre-test-post-test design, the pre-test implemented the formal teaching, and the post-test implemented the design thinking method proposed by Stanford University. This study aimed to find out whether design thinking can improve students' learning achievements in advertising design and whether it interacts with learning achievements under the mediation of empathy and demand definition. The results can provide advanced advertising design and serve as a reference for teaching design-related courses.

60143
The Relationship Between Intercultural Communication Competence and Perceived Challenge and Its Effect on Perceived Success of International Students in Japan
Yinghui Jia, Japan Advanced Institute of Science and Technology, Japan
Eungyoung Kim, Japan Advanced Institute of Science and Technology, Japan

International students in Japanese higher education institutions (HEIs) have been increasing significantly in recent years. Besides Japanese medium instruction (JMI), English medium instruction (EMI) has been introduced to HEIs to attract more diverse student groups. Intercultural communication competence (ICC) plays an essential role for international students regarding their on-campus experiences. This study is to investigate the relationship between students' ICC and perceived challenge and its effect on the perceived success of studying in Japan. We conducted a survey with 113 respondents of international graduate students in a Japanese postgraduate program. The findings suggest that in the non-Chinese EMI student group (N=38), ICC negatively affects their perceived challenge. In contrast, in the Chinese EMI student group (N=35), ICC positively affects their perceived challenge. In comparison, ICC has a less positive effect on the JMI student group (N=40)'s perceived challenge. The findings suggest that most non-Chinese EMI students perceived they were in the high-ICC & low-challenge balance, most Chinese EMI students were in the high-ICC & high-challenge balance. Although JMI students have an excellent Japanese proficiency, most JMI students were perceived themselves in the low-ICC & high-challenge balance. Overall, the level of students' perceived success decreases in the order of high-ICC & high-challenge, high-ICC & low-challenge, low-ICC & high-challenge, and low-ICC & low-challenge. Namely, the high-ICC & high-challenge leads to the highest perceived success. Although international students studying in Japan are highly homogeneous in terms of geographical origin, their ICC and perceptions of challenge show great diversity.

SEACE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity (cont.)

60094
Resilience during Crisis: Rising above the Challenges Faced in Academic Writing Classes after the Abrupt Shift to Online Education
Neslihan Bilikozen, American University of Sharjah, United Arab Emirates

Given the uncertainty of how long the COVID-19 Pandemic and the enforced changes it brought about will last, listening to our students' voices on this unique experience is crucial. We may learn more about our students' and our own adaptability from how we responded to this global crisis. Based on this rationale, the present study investigated how the sudden shift to online learning, which was enforced as a result of the pandemic, affected students' academic reading and writing development in an American university in the UAE, when analyzed from their perspectives. The participants were forty-eight L2 students enrolled in the three academic writing classes I taught in Spring 2020. The primary data source was the students' reflective writing assignments. The analysis of the data revealed a variety of expected and unexpected problems faced by the students, a number of creative coping strategies they developed to cope with their initial sense of shock and other challenges they encountered, as well as some perceived benefits that helped them persevere.

60225
The Academic-Industrial Program of Southeast Asian Students in Taiwan
Peishi Weng, Taipei University of Marine Technology, Taiwan

Since 2016's "New Southbound Policy" has developed in Taiwan, there are more and more Southeast Asian Students coming to Taiwan for study. From 2016 to 2020, their number had risen to over 30,000 students, posting an increase of 85 per cent in five years. Those students' language learning, life adjustment and practical training on campus are the main issues. Thus, the purpose of this study is to investigate students' learning experience, off-campus internship and learning difficulties. Finally, the suggestions of this program are provided for future study. 33 third graders with the profession of food and beverage management from Indonesia were joined in this program from 2018. This program combines practical training, language learning and off-campus internship. To understand students' learning experiences and difficulties, this study is conducted with qualitative method, using open-ended questionnaires, nonparticipant observation, and unstructured interviews to examine students' feedback related to the learning experiences and difficulties. This study shows the findings from life adjustment, curriculum design and so on. Students' language ability is improved fast on campus when involved in this program. However, the curriculum design is the main issue. The teachers need to balance the practical training and theory teaching. Also, the teachers need to find the balance between in-campus courses and off-campus internship so that students can learn practical skills and workplace experience. Based on the above feedbacks, we need to improve globalization on campus, helping the students involved in the learning environment so that we can create an international-based campus.

Mind, Brain & Psychology

60232
Parental Involvement in Early Childhood Education in Lao PDR: Case of Vientiane Province
Xiaodong Meng, Kobe University, Japan

In the past decade, significant and measurable progress in Early Childhood Development (ECD) has been accomplished in Lao People's Democratic Republic (Lao PDR), but it continues to be behind the average development level of the world. Given this evidence, this case study on parental involvement in ECD attempts to examine the extent of parental involvement in young children's development and learning in Vientiane Province of Lao PDR. With reference to Epstein's typology model of parental involvement, this study employed an integrated qualitative approach with a parental involvement questionnaire and educator-centered interviews to reveal the extent of parents' home-based and school-based involvement activities in ECD by examining six involvement predictors of "parenting", "communicating", "volunteering", "decision-making", "learning at home" and "collaborating". In addition, the educators' perceptions and provisions for parental involvement in ECD presented a well-rounded description of teachers' creative and critical views as related to parental involvement in children's development and learning. Findings of this study suggest that although Lao parents could get involved in their children's development and learning moderately, they did not fully understand the essential aspects of parental involvement and its bearing on home-school-community relations. The parents and educators were less aware of the benefits of comprehensive parental involvement beyond activities such as maintaining schools and attending the periodical parent meetings. Supporting young children's early development and learning requires practitioners to form partnerships with parents.

Professional Training, Development & Concerns in Education

59809
Pedagogical Conferences Between 1882-1908: The Urge for Collaboration Amidst Educational Difficulties
Rafael Salinas, Autonomous University of Barcelona, Spain
Isabel Alvarez, Autonomous University of Barcelona, Spain

This research shows how the Spanish Pedagogical Conferences between 1882 and 1908 influenced the promotion of innovative teaching at that time. Pedagogical Conferences were the only forum through which both rural and urban schoolteachers were able to implement new educational ideas. Books were not available, so at that time schoolteachers would write their own textbooks to use in their schools. We will focus on one of these teachers, and through his eyes we will show how these conferences helped tackle illiteracy and elementary school dropout. Furthermore, we will highlight this teacher particular contributions to the Teacher Training, through the work of the Free Teaching Institute, in which he directed a programme of in-depth educational reform, focusing on primary schools, as the foundation of a child's education, but also including the development of the National Pedagogical Museum project. In addition, we include the dissemination of knowledge through school libraries in places and circumstances where no such resources had been available hitherto. To sum up, the Spanish Pedagogical Conferences highlight the vision and initiatives that our infectious and energetic author brought to the development of professional teaching networks, whose ultimate goal was to promote equal and free education.

SEACE2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

59213
Faculty Development in Response to COVID-19
Kristin Palmer, University of Virginia, United States

The impact of COVID-19 on education can not be understated. This presentation will review what faculty development methods were effective for teaching faculty how to build robust online courses as all instruction at our higher education institution moved online. Different professional development options including from self-serve templates, YouTube playlists, self-paced courses, workshops, individual consultations, and community of practice (CoP) were leveraged to teach the fundamentals of teaching online. The main research framework taught to instructors was the Community of Inquiry (CoI). Many individual consultations and resources highlighted social presence, cognitive presence, and teaching presence and how to balance them. This presentation will review what resources were made available to faculty at our institution and what resources are available to anyone interested in developing skills for teaching online.

59755
The Creative Writing Workshop as a Space
Alana Leilani Narciso, The Chinese University of Hong Kong, Hong Kong

Creative writing workshops have proliferated in writing classrooms and in organised activities usually by academic institutions. The first of its kind and the longest running workshop in Asia, Silliman University National Writers Workshop (SUNWW) in Dumaguete City, Philippines turned 57 last May 2019. The Workshop, initially patterned after the Iowa Writers Workshop, have offered over six hundred fellowships to writers, becoming a 'rite of passage' for the country's finest writers. Given its immense influence in Philippine letters, it has seen its fair share of criticisms. Its critical pedagogy along with English as its language has been criticised as colonial and detrimental to nation-building as it further dehistorizes and depoliticises literature. The material and historical forces that are the impetus of creative works are allegedly silenced in the critical pedagogy of the Workshop that has, for some, never been weaned from American New Criticism. This paper seeks to explore the present critical pedagogy of the workshop through analysis of selected workshop sessions (in the 57th instalment) in poetry, fiction, and creative nonfiction. Through such, a more informed evaluation of the critical tenets used in the discussion of manuscripts will hopefully come to light. It hopes to offer an alternative reading of the critical pedagogy and the workshop itself as a space of negotiation (censorship versus expression, cultivation of creativity vis-a-vis regulation of it), meaning-making, and consensus.

59808
Improving the Motivation When It Comes to Learn the Reading and Writing Skills
Barbara Pons, Autonomous University of Barcelona, Spain
Isabel Alvarez, Autonomous University of Barcelona, Spain

This research presents the results obtained after exploring experiences of aesthetic quality as objects of innovation in the teaching profession. To be precise, the research focuses on the improvement of reading-writing skills among children of 4 to six years old in Catalonia, Spain. These experiences display certain particular characteristics, including the fact that proved to be very meaningful for each of the children, and resulted in enhanced motivation while they were focusing their attention on acquiring learning. The method used is qualitative and shows the results obtained in phonological awareness and naming speed. The sample consists of a total of two grades in the same school. The results show improvements both in reading and writing, provided that it was mediated through Aesthetic Quality Experiences for the children. In conclusion, we argue that pupils show improvements in the different aspects measured, even those with some learning difficulties, which leads us to recommend the in-depth use of these experiences throughout compulsory education.

60052
Processes of Empathy and Othering: Towards a New Approach to Teaching Literature and Ethics
Anna Lindhé, Independent Scholar, Sweden

There is a common belief in society that reading literature makes us better people. Empathy – the ability to enter into another's point-of-view – often plays a significant role in this conviction, offering, in the words of Suzanne Keen, an almost magical guarantee of literature's value in society and education (Empathy and the Novel 2007). But is empathy always a good thing? There is a flipside of empathy that complicates the supposed ethical effects of literature. At the same time as we feel ourselves into certain characters – as we are involved in imagining certain characters as fully "human" – we also feel ourselves out of others, responding to them with antipathy and/or indifference that may block our empathy. In other words, if literature creates an understanding of the other, it simultaneously creates new others towards whom less favourable feelings may be directed, thus implicating readers in processes of empathy and othering. As much as this readerly dilemma complicates the ethical effects of literature, it also creates new opportunities for the teaching of literature. My argument is that if readers observe their own participation in this dilemma, they may catch sight of an aspect of themselves – a blind spot – that may increase their awareness of their own role and responsibility in acts of othering not only within literature but also beyond.

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A-Z Index of Presenters

A-Z Index of Presenters

Notes

Upcoming Events

Tokyo, Japan, 2021

May 24–26, 2021

The Asian Conference on the Arts & Humanities
(acah.iafor.org)

The Asian Conference on the Social Sciences
(acss.iafor.org)

June 03–05, 2021

The Asian Conference on Cultural Studies
(accs.iafor.org)

The Asian Conference on Asian Studies
(acas.iafor.org)

November 01–03, 2021

The Asian Conference on Business & Public Policy
(acbpp.iafor.org)

The Asian Conference on Sustainability, Energy
& the Environment
(acsee.iafor.org)

November 25–28, 2021

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

November 27, 2021

The Asian Undergraduate Research Symposium
(aurs.iafor.org)

London, UK, 2021

July 15–18, 2021

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

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

July 22–25, 2021

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

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

October 21–23, 2021

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

Kyoto, Japan, 2021

November 09–12, 2021

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

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

Barcelona, Spain, 2021

December 08–10, 2021

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

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

Hawaii, USA, 2022

January 06–09, 2022

The IAFOR International Conference on
Education – Hawaii
(iicehawaii.iafor.org)

The IAFOR International Conference on Arts &
Humanities in Hawaii
(iicahhawaii.iafor.org)

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).

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