SEACE

The 3rd Southeast Asian Conference on Education

Singapore Management University (SMU) / Singapore EXPO & Online

February 10–13, 2023

Programme & Abstract Book

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Future Talent Council

URBAN INCD INCERC

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.

Conference Programme Committee

Lynette Swee Hian Goh
Singapore Management University (SMU), Singapore

Dr Joseph Haldane
The International Academic Forum (IAFOR), Japan

Dr Farish Noor
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Minerva Project

Professor Haruko Satoh
Osaka University, Japan

Professor Melanie Tolentino
Central Luzon State University, Philippines

Professor Anusorn Unno
Thammasat University, Thailand

Letter of Welcome

Dear Friends and Colleagues,

We are very excited to be back in Singapore for the first time since 2020, when this conference was held during the initial rumblings of the coronavirus pandemic. Three years later and we return with great pleasure to renew acquaintances and friendships, and in the expectation of making many more.

We are very happy to have the continued support of Singapore Management University and, through the IAFOR Research Center at Osaka University's School of International Public Policy, are also pleased to be collaborating with the ASEAN Career Fair with Japan's Symposium.

I would like to thank the IAFOR Global Programme Committee, the conference Organising and Review Committees, the plenary speakers, and more than 200 delegates from more than 40 countries for taking part in this event.

IAFOR's conferences aim to bridge the global and the local, and work towards our mission to promote international exchange, facilitate heightened intercultural awareness and encourage interdisciplinary discussion, thereby actively creating beneficial outcomes for individuals and positively impacting global society. During global times of trouble, it is all the more important to have platforms where challenging discussions are encouraged in the aim of spanning differences. International conferences play a hugely important role in ensuring the person-to-person contact and diplomacy necessary to remind us of our universality while celebrating our differences.

I thank you for taking part in this hybrid conference, and encourage your most active participation, whether onsite or online.

I look forward to a great conference!

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
Honorary Professor, University College London (UCL), United Kingdom
Member, Expert Network, World Economic Forum

MAX Atria at Singapore EXPO
Directions & Access

Singapore EXPO is located in the eastern part of Singapore, and only one Mass Rapid Transit (MRT) stop or a 5-minute drive from the Changi International Airport, and a 15-minute drive from the Central Business District (CBD). Right next to it is the Changi Business Park, a business hub that houses high technology firms, knowledge-intensive facilities, and multinational companies. In addition, hotels and a wide selection of food and beverages and retail outlets are also within easy reach.

Singapore EXPO
Meeting Room Wing, Singapore EXPO Hall 1
1 Expo Dr
Singapore 486150

By Train

The venue has a dedicated MRT station next to Hall 6, which is also an interchange station, part of the Changi Airport branch line of the East-West Line and the Downtown Line in the Tampines planning area. Trains arrive every 5 minutes from Changi International Airport and Tanah Merah MRT station. A direct, more convenient way to arrive at Singapore EXPO is through the Downtown Line. It now takes only 30 minutes from CBD areas such as Clarke Quay, Marina Bay and River Valley.
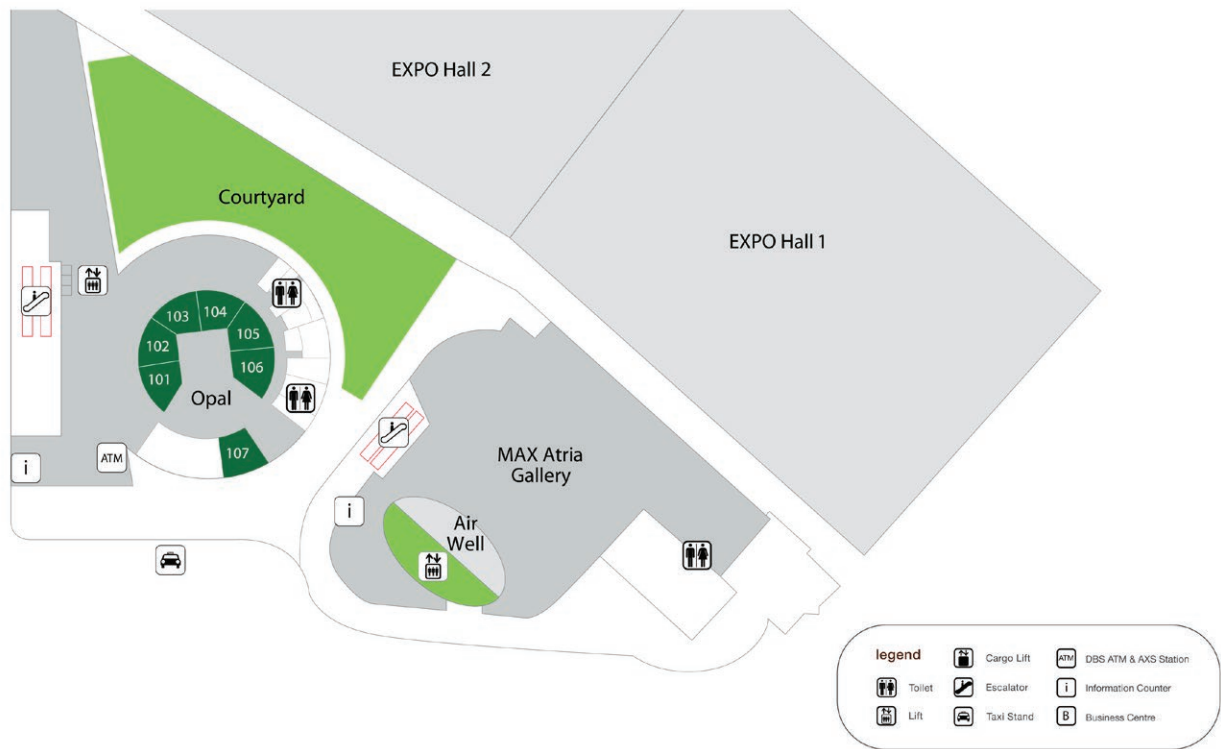
Singapore Management University (SMU)
Directions & Access

Access to Singapore Management University (SMU) from MAX Atria at Singapore EXPO:
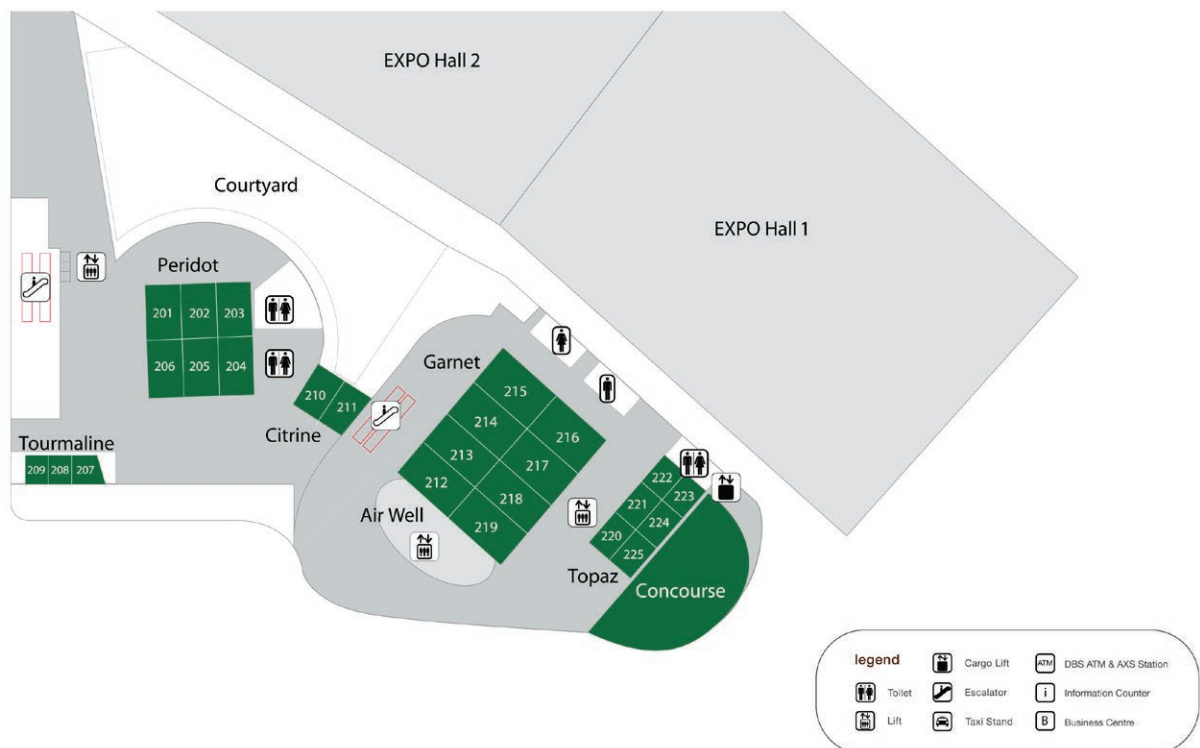
From Expo MRT (**DT35**) Station take the Downtown Line to Bencoolen MRT Station (**DT21**). This journey takes approximately 30 minutes (**14 stops**).

Singapore EXPO
Floor Guide

Hall 1: Meeting Room Wing Level 1

EXPO Hall 2

EXPO Hall 1

Courtyard

Opal
103 104
102 105
101 106
107

MAX Atria
Gallery

Air
Well

legend
Cargo Lift — ATM DBS ATM & AXS Station
Toilet — Escalator — i Information Counter
Lift — Taxi Stand — B Business Centre

Hall 1: Meeting Room Wing Level 2

EXPO Hall 2

EXPO Hall 1

Courtyard

Peridot
201 202 203
206 205 204

Citrine
210 211

Garnet
215
214
213 216
217
212 218
219

Tourmaline
209 208 207

Air Well

Topaz
222 223
221 224
220 225

Concourse

legend
Cargo Lift — ATM DBS ATM & AXS Station
Toilet — Escalator — i Information Counter
Lift — Taxi Stand — B Business Centre

General Information

Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk at the times listed below.

Friday, February 10   09:30-16:00   Peridot Pre-Function Area (Singapore EXPO, Hall 1, Level 2)
Saturday, February 11 09:00-16:00   Opal Pre-Function Area (Singapore EXPO, Hall 1, Level 1)
Sunday, February 12   09:00-12:00   Opal Pre-Function Area (Singapore EXPO, Hall 1, Level 1)

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

Name Badges

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

Online Schedule

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

Conference Survey

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

Schedule

SURVEY

General Information

Lunch

A buffet lunch on Friday, Saturday, and Sunday is available at the times and locations shown in the conference schedule. Please remember to bring your conference name badge as you will need to show this in order to claim your lunch.

Refreshment Breaks

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

Connecting to WiFi

There is a free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

Photo/Recording Waiver

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

February 10 | All times are Singapore Time (UTC+8)
Friday at a Glance

09:30-10:30   Conference Registration & Coffee | Peridot Pre-Function Area

10:30-10:35   Announcements & Welcome | Peridot 201 (Level 2)

10:35-10:45   **Welcome Address & Recognition of IAFOR Scholarship Winners**
Peridot 201 (Level 2)
Joseph Haldane, IAFOR, Japan

10:45-11:15   **Featured Discussion | Peridot 201 (Level 2)**
IAFOR's Pandemic: From Singapore to Singapore
Joseph Haldane, IAFOR, Japan
Haruko Satoh, Osaka University, Japan

11:15-12:00   **Keynote Presentation | Peridot 201 (Level 2)**
Shantanu Bhattacharya, Singapore Management University
(SMU), Singapore

12:00-13:00   Lunch Break | Peridot Pre-Function Area

13:00-13:45   **Panel Presentation | Peridot 201 (Level 2)**
Enhancing Resilience in Higher Education: The Philippine Experience
Gary Ador Dionisio, De La Salle University, Philippines
Gabrielle Iglesias, De La Salle University, Philippines
Sherwin E. Ona, De La Salle University, Philippines
Allen Surla, De La Salle University, Philippines

Friday at a Glance (cont'd)

13:45-14:30	**Panel Presentation	Peridot 201 (Level 2)** *Challenges and Innovations in Learning: Post-pandemic Reflections* Floper Gershwin Manuel, Central Luzon State University, Philippines Jose Epimaco R. Arcega, Central Luzon State University, Philippines Melanie Tolentino, Central Luzon State University, Philippines (Moderator)
14:30-14:45	Conference Photograph	Peridot Pre-Function Area
14:45-15:00	Coffee Break	Peridot Pre-Function Area
15:00-16:00	Conference Poster Session	Peridot Pre-Function Area
16:00-18:00	**ASEAN Career Fair with Japan: IAFOR/SMU Special Symposium** Singapore Management University (Function Room, Administration Building - Level 6)
18:00-19:00	**Welcome Reception** Singapore Management University (Function Room, Administration Building - Level 6)

February 11 | All times are Singapore Time (UTC+8)
Saturday at a Glance

09:00-09:30   Registration & Coffee | Opal Pre-Function Area

09:30-11:10   **On-site Parallel Presentation Session 1**
Opal 101: Educational Research
Opal 102: Higher Education
Opal 103: Learning Experiences, Student Learning & Learner Diversity
Opal 104: Counselling, Guidance & Adjustment in Education (Workshop)

11:10-11:25   Break

11:25-12:40   **On-site Parallel Presentation Session 2**
Opal 101: Teaching Experiences, Pedagogy, Practice & Praxis
Opal 102: Learning Experiences, Student Learning & Learner Diversity
Opal 103: Curriculum Design & Development
Opal 104: Assessment Theories

12:40-13:40   Lunch Break

13:40-14:55   **On-site Parallel Presentation Session 3**
Opal 101: Teaching Experiences, Pedagogy, Practice & Praxis
Opal 102: Innovation & Education
Opal 103: Educational Policy, Leadership, Management & Administration
Opal 104: Learning Experiences, Student Learning & Learner Diversity

14:55-15:10   Break

Saturday at a Glance (cont'd)

15:10-16:50   **On-site Parallel Presentation Session 4**
Opal 101: Primary & Secondary Education
Opal 102: Implementation & Assessment of Innovative
Technologies in Education
Opal 103: Higher Education
Opal 104: Counselling, Guidance & Adjustment in Education

19:00-21:00   **Conference Dinner**
This is a ticketed event and pre-registration is required
Fu Lin Men (Singapore Recreational Club) Chinese Restaurant

February 12 | All times are Singapore Time (UTC+8)
Sunday at a Glance

09:00-09:30   Registration & Coffee | Opal Pre-Function Area

09:30-11:10   **On-site Parallel Presentation Session 1**
Opal 101: Challenging & Preserving: Culture
Opal 102: Foreign Languages Education & Applied Linguistics
Opal 103: Higher Education
Opal 104: Professional Training, Development & Concerns in Education

11:10-11:25   Break | Opal Pre-Function Area

11:25-13:05   **On-site Parallel Presentation Session 2**
Opal 101: Education & Difference
Opal 102: Foreign Languages Education & Applied Linguistics
Opal 103: International Education
Opal 104: Educational Policy, Leadership, Management & Administration
Opal 105: AURS9 (Closed Session)

13:05-13:15   **Conference Closing Session**

13:15-14:00   Lunch Break | Opal Pre-Function Area

14:00-15:00   **AURS9 Presentations | Opal 105 & Online**

15:00-18:00   Cultural Event | Gardens by the Bay

Monday at a Glance (Online)

09:30-11:10   **Online Parallel Presentation Session 1**
Room A | Teaching Experiences, Pedagogy, Practice & Praxis
Room B | Education & Difference

11:10-11:25   Break

11:25-12:40   **Online Parallel Presentation Session 2**
Room A | Foreign Languages Education & Applied Linguistics
Room B | Educational Policy, Leadership, Management & Administration

12:40-12:55   Break

12:55-14:10   **Online Parallel Presentation Session 3**
Room A | Professional Training, Development & Concerns in Education
Room B | International Education

14:10-14:25   Break

14:25-15:40   **Online Parallel Presentation Session 4**
Room A | Educational Research, Development & Publishing
Room B | Nurturing Creativity & Innovation

15:40-15:45   **Online Closing Session**

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 backgrounds 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

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 March 11 2023, through the online system. The proceedings will be published on April 8, 2023.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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

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.

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Psychology & the Behavioral Sciences

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

SEACE 2023
Academic Grant & Scholarship Recipients

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

Find out more about IAFOR grants and scholarships: **www.iafor.org/financial-support**

Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

Mr Nizar Abdul Majeedkutty (Oral Presentation)
IAFOR SCHOLARSHIP Recipient

Mr. Nizar earned a Masters degree in Orthopaedic Physiotherapy from Mahatma Gandhi University, India and is currently pursuing a PhD in Medical Sciences at Lincoln University College, Malaysia.

66026 | *Perception of Undergraduate Medical and Health Sciences Students Toward Computer-based Test: A Cross-sectional Study*
Nizar Abdul Majeedkutty, Lincoln University College, Malaysia

Ms Khadija Hamidani (Virtual Presentation)
IAFOR SCHOLARSHIP Recipient

Ms Khadija Hamidani is currently a doctoral student pursuing PhD in Creative Multimedia in the field of Education Technology at Multimedia University Malaysia. She has previously completed a Masters in Education (TESL) from UNITAR International University and has a specialisation in Foundations of Teaching for Learning - The Commonwealth Education Trust & TESOL Specialization from Arizona State University.

66712 | *A Conceptual Framework to Elicit Student Engagement via Development of Extended Reality (XR) Applications Using Project-based Experiential Learning*
Khadija Hamidani, Multimedia University, Malaysia

iafor **iafor.official** Instagram
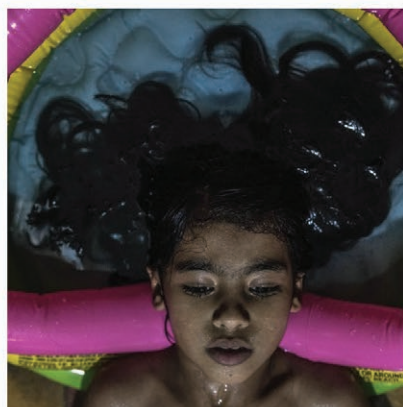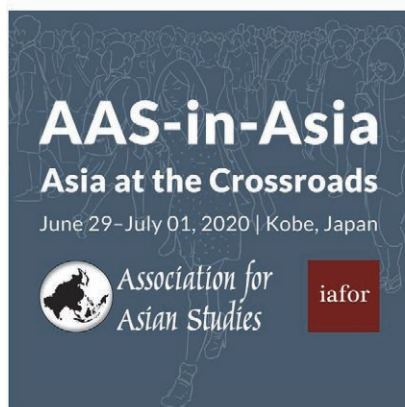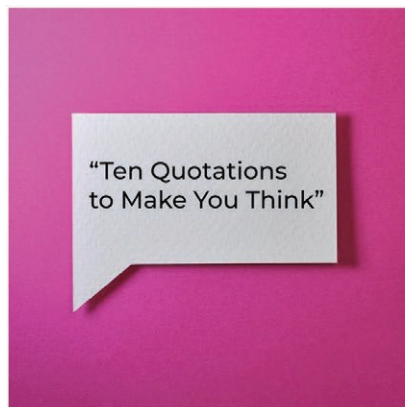
Follow The International Academic Forum on Instagram and join the conversation using the hashtag #IAFOR

Friday, February 10

Plenary Session

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.

Enhancing Resilience in Higher Education: The Philippine Experience

Friday, February 10, 2023 | 13:00-13:45 | Onsite

The Philippines has one of the highest risks of disasters in the world, mainly due to natural hazards such as typhoons, earthquakes, floods, droughts and disease. Institutions of higher learning could experience significant deaths and injury among its community members. Structures and facilities could be damaged or destroyed by major earthquakes, volcanic eruptions and even from fires or civil unrest. Disruptions to the academic calendar could increase as super typhoons become more frequent, rainfall becomes more intense during monsoon season, during times of prolonged flooding or droughts that disrupt power generation.

The COVID-19 pandemic, without destroying any buildings or other physical assets, has shown that many social and economic activities can suffer disruption to a degree that is unprecedented in recent history. Institutions of higher learning need significant preparation before more deadly diseases, complex emergencies and other sudden threats that interrupt the academic calendar, enrollment, assessment and graduation of future professionals emerge.

This panel will discuss the efforts of the Philippine Commission on Higher Education to enable business continuity planning by State universities and colleges (BCP4SUCs). While the BCP4SUCs project was prompted by the large-scale lockdown measures during the COVID-19 pandemic, the effort is consistent with a larger goal of resilience in higher education. The panelists are all key experts from the BCP4SUCs Project.

Gary Ador Dionisio

Dr Gary G. Ador Dionisio has been the Dean of the De La Salle – College of Saint Benilde School of Diplomacy and Governance (BENILDE) since 2019. Prior to his deanship, Dr Ador Dionisio was the Program Chairperson of the Consular and Diplomatic Affairs Program. Dr Ador Dionisio was appointed by the Commission on Higher Education (CHED) as a Technical Evaluator for Public Administration and Governance programs of the State Universities and Colleges (SUCs). At the same time, he was selected as the Project Manager of the CHED and Benilde Business Continuity Plan for State Universities and Colleges. Dr Ador Dionisio has written, presented, and moderated various papers with themes on Governance and Public Administration, Public Policy, Civil Society Participations, International Relations and Diplomacy and International Political Economy to national and international conferences in the Philippines, Malaysia, Thailand, Japan, South Korea, Singapore, Indonesia, China, Senegal, Spain, Italy, and the United States.

Dr Ador Dionisio is also an occasional speaker at the Department of National Defense (DND), Armed Forces of the Philippines – Command General Service Staff College. Recently, he was conferred as a Fellow of the Philippine Public Safety College (PPSC) and Subject Matter Expert at the Graduate School of Public Development and Management at the Development Academy of the Philippines (DAP).

Dr Ador Dionisio is also a Senior Consultant of the WR Consultancy Group which provides policy and strategic advice to government, civil society and business organizations.

Lastly, Dr Ador Dionisio was part of the Faculty Advisory Board of Creative Learning, a non-government organization based in Washington, DC, from 2014 to 2018. He now sits as Board of Director of the Washington Global Institute (WGI), a learning institute that collaborates with various universities and colleges in Asia and the Pacific that provide capacity building training on governance, international relations and security. The Washington Global Institute has offices in Washington, DC, and London, UK.

Gabrielle Iglesias

Ms Gabrielle Iglesias is a Capacity Building Specialist in Disaster Risk Management and Climate Change Adaptation, and an international consultant who works towards raising organizational capacities for disaster risk management and climate change adaptation. She has more than 15 years of experience in supporting climate resilience, and is currently the Business Continuity Planning Lead for the Philippine Commission on Higher Education's project to encourage business continuity planning by institutions of higher learning. Ms Iglesias has worked in Bangladesh, Cambodia, Indonesia, Lao PDR, Myanmar, the Philippines, Pakistan, Sri Lanka, Thailand, and Vietnam. She worked for the United Nations (South Korea), the Asian Disaster Preparedness Center (Thailand), the Southeast Asia One Health University Network (Thailand), and was a tenured assistant professor of public administration at the University of the Philippines.

Sherwin E. Ona

Sherwin E. Ona, PhD, is an Associate Professor and former chairperson of the Political Science and Development Studies Department of De La Salle University. His expertise and interest are in the areas of human security, non-traditional threats, cyber defense policies, and digital transformation. Dr Ona served as ICT consultant to various government agencies such as the Commission on Higher Education and the Department of Information and Communications Technology, among others. He has also worked with international organisations like the United Nations-Asia Pacific Center for ICT for Development (UN-APCICT), United States Agency for International Development (USAID), the Australian Awards, the Web Foundation, the British Council, and the Swedish Program for ICT in Developing Regions (SPIDER). Dr Ona's writings and commentaries have appeared in online periodicals *The Geopolitics* and *Analyzing War*, as well as books, journals, and broadsheets.

Dr Ona is a senior fellow of the Philippine Public Safety College and the Stratbase-Albert del Rosario Institute. He is also a module director for the Cyber Strategy and Policy Program of the National Defense College of the Philippines.

Allen Surla

Allen Surla is an Assistant Professor of the Political Science & Development Studies Department of De La Salle University in Manila, Philippines. He was former Director for Information Technology of DLSU and former Assistant Dean for External Affairs and Internationalization of the College of Liberal Arts. He received his bachelor's degree from the University of the Philippines in 1991 and became a consultant for the Department of Budget and Management with concurrent responsibilities at the Presidential Task Force on Mt Pinatubo.

In 1993, Surla went to the Asian Institute of Technology in Bangkok for his MS Science degree in Urban Planning. This led him to becoming part of a group that carried out the Mindanao Development Framework Plan under the United States Agency for International Development (USAID). He also conducted research for the Food and Agriculture Organization of the United Nations on the agricultural land markets in the Philippines.

His urban planning background helped him to become one of the builders of the first Cyber City in the Philippines, which is located at the former US base in Clark Field, Pampanga. He is also doing consultancy work for both local and international organizations, with particular focus on ICT and local governance. He is currently involved in the training of State Universities and Colleges (SUCS) in the Philippines towards developing their Business Continuity Plans.

Challenges and Innovations in Learning: Post-pandemic Reflections

Friday, February 10, 2023 | 13:45-14:30 | Onsite

Schools in the Philippines are now reopening after two years of shutdowns – one of the longest in the world. The lockdown forced the schools to shift from face-to-face classes to distance learning through modules and online learning. The distance mode of education brought some challenges on the part of college students and on academic units that cater learning to the public and students, such as museums. This panel will describe the sentiments and dissatisfaction of students on distance learning, specifically the lack of clarity in instructions and the need for discussions that could only be had with teachers.

Meanwhile, the reasons for their appreciation of online mode were also noted. Their ability to work at their own pace and the availability of reading materials and online activities easily synthesising the lesson content was positively acknowledged by the students. The reflections from these studies give opportunities to introduce innovative approaches to learning after the pandemic.

Moreover, limitations on mobility and fieldwork were offset through the building of museum collections that exhibit cultural traditions and technology in agriculture in a state university. This panel hopes to pool together the good practices towards resilient education.

Floper Gershwin Manuel

Floper Gershwin Manuel is currently an Assistant Professor at the Social Sciences Department of the Central Luzon State University, Philippines. He also serves as the Head of the University's Center for Central Luzon Studies, which manages the CLSU Agricultural Museum. His research focuses on rural and agricultural communities, gender studies, youth, and heritage and museum studies. Previously, he has worked as a Science Research Specialist (Social Anthropologist) for the Philippine Rice Research Institute, where he explored rice farmers and farming community dynamics in the Philippines. He finished his BA in Social Science at the University of the Philippines and his Master of Community Development at Benguet State University. He is an active member of the International Council on Museums (ICOM).

[Biographies continue on the following page.]

Jose Epimaco R. Arcega

Jose Epimaco R. Arcega is an Instructor of the Department of Social Sciences at Central Luzon State University (CLSU), Philippines. He is also the current secretary of the Academic Research Council (ARC) and Ethics Research Committee of the University. He received his BA in Social Sciences at CLSU and MA in Sociology from Wesleyan University, Philippines. His research interests are political sociology, sports sociology, and family values. He has presented papers in international conferences.

Melanie Tolentino

Melanie Tolentino is an Associate Professor of Sociology at Central Luzon State University, Philippines, where she teaches social research methods, data analysis for social sciences, population problems and analysis, and sociology of institutions. She holds a doctorate in Sociology from De La Salle University. Her research interests focus on social capital, mixed-method design, education, and population aging with a specific emphasis on social aspects of health. She has published research articles in the *Asia-Pacific Social Science Review*, an internationally refereed and Scopus-indexed journal. She is also engaged in various research projects in agriculture, gender and development, and science and technology funded by national and international institutions. Tolentino has also completed short-term programs in Japan; the first was on peace and human security at Nagasaki University, and the second was on global health issues at Hokkaido University.

Poster Presentations

14:45-16:00 | Peridot Pre-Function Area

Friday Poster Session

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

Friday Poster Session

Adult, Lifelong & Distance Learning

67674 | *Design and Evaluation of an Online Educational Game for the Development of Communication and Response Skills in the Service Industry*

Yen-Ting Ho, National Taiwan University of Science and Technology, Taiwan
Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

The service industry has the closest contact with people, and frontline service personnel usually need to face all customer's problems. In response to the post-epidemic learning trend, many service industry training has started using distance learning. Online learning is more challenging to create a sense of the context of a real situation to arouse learners' motivation. This study used Gather Town to build a virtual learning space for a travel agency, combines the interaction mechanism of Google Form to simulate the communication and interaction in the service process, and designs an educational game called Difficult Customers The game integrates realistic interaction and video guidance, and learners can solve travelers' problems step by step through video situations and menu choices. In this study, 8 participants were recruited openly, and a preliminary empirical study was conducted to investigate the flow state, anxiety, and game acceptance of learners in the game. According to the analysis of the study, the overall anxiety of the learners averaged 1.91, which was significantly lower than 3 (the median of the five-point Likert scale), indicating that this game mechanism did not cause anxiety in the learners. And the overall flow of the learners after the game reached 4.15, which was significantly higher than 3. This indicates that the game design mechanism can effectively improve the flow of the learners. Furthermore, the learner's acceptance of the game was above 4, indicating that the learner agrees that the game mechanism can help the service industry train communication skills and abilities.

67894 | *Adult Learners' Participation in the MOOCs' Vocational Curricula*

Minjie Son, Chung-Ang University, South Korea
Ah-Jeong Hong, Chung-Ang University, South Korea

Participation in online learning has increased worldwide due to the spread of COVID-19. Massive open online courses have contributed to expanding the opportunities for lifelong learning by developing professional developmental courses. This study explores the trend in the participation of adult learners in vocational curricula of massive open online courses by implementing topic modeling and network text analysis. A review of 180 academic documents from 2012 to 2021 led to the identification of three topics, "participation in learning," "professional development," and "social inclusion." The collected articles were divided into two periods to confirm the change in the participation of adult learners who took vocational courses by using network text analysis. Early MOOC participation trends include articles from 2012 to 2019, a collection of 132 documents. Recent participation trends include 48 documents published from 2020 to 2021 when interest in MOOCs was triggered by the outbreak of COVID-19. This study found that the main participants in vocational education were teachers and education experts in both early and recent periods. Recently, the participation of currently-employed individuals in learning appears spontaneously and students from India and other Asian countries were included. The findings from this study confirm that massive open online courses have contributed to improving job performance by providing courses related to digital skills for teachers, making them easy to recover from the pandemic. Social inclusion also has been achieved by expanding participants worldwide.

67916 | *The Effect of Task Value on Learning Persistence in University Non-Face-to-Face Synchronous Classes*

Yechan Lee, Chung-Ang University, South Korea
Juseong Han, Chung-Ang University, South Korea
Jawon Koo, Chung-Ang University, South Korea
Hae-Deok Song, Chung-Ang University, South Korea

As face-to-face education becomes impossible due to the spread of COVID-19, non-face-to-face synchronous education, in which instructors and learners participate in online real time classes has urgently emerged as new educational environments. However, since there is a lack of verification of the effectiveness or satisfaction of non-face-to-face synchronous education, it is necessary to explore the factors that affect learners' learning in non-face-to-face synchronous education. The aims of this study were to explore the structural relationship among task value, learning engagement, teaching presence and learning persistence in non-face-to-face synchronous classes. A survey was conducted on students who had experience with non-face-to-face synchronous college classes in Korea, and 350 samples were collected. The analysis between the research variables was conducted using confirmatory factor analysis, simple regression analysis, and Hayes' process macro model 5 through SPSS 25.0 and AMOS 25.0. The study results were as follows. It was found that task value had a significant effect on learning engagement and learning persistence. In addition, in the relationship between task value and learning persistence, it was found learning engagement had a mediating effect and teaching presence had a moderating effect. This study is meaningful in that it conducted an empirical verification on the factors that have a positive effect on the relationship between task values and learning persistence in a non-face-to-face synchronous educational environments.

Friday Poster Session

Curriculum Design & Development

67922 | *Evaluation System and Indicators for Determining the Quality of Extracurricular Programs in Nursing School*

Chaeyun Jeong, Chung-Ang University, South Korea
Ah Jeong Hong, Chung-Ang Universoty, South Korea

Practical skills are emphasized in the nursing profession, and nursing schools provide various alternative education programs to develop students' competencies. In alternative education, nursing colleges provide extracurricular programs that are linked to the student's major. Insufficient studies on indicators evaluating the effectiveness of such extracurricular programs are available. The purpose of this study is to develop an evaluation system and indicators for extracurricular programs in nursing schools. To achieve the research purpose, the learning outcome evaluation system was established according to the Kirkpatrick Model. Based on the system at each level, the learning strategy was organized by incorporating the Jeffries Simulation Theory. Based on the theoretical framework, a draft evaluation model and detailed indicators were developed and validated using a Delphi survey. According to the four-level learning stage (learning, experience, advance, perform), indicators divided into eight components (learning type, learning environment, faculty participation, student participation, faculty-student interaction, educational operation, educational outcome, result) was developed. By organizing educational outcome indicators at the individual and institutional level, which were insufficient in the Jeffries Simulation Theory, a reference for the outcome of competency education is presented. The indicators of educational effectiveness can be used as interventional factors for ensuring program quality as well as for program accreditation and outcome evaluation. The implications for educational programs and evaluation systems in developing student competency of the professional field were discussed.

Foreign Languages Education & Applied Linguistics

66602 | *Why Rhetorical Strategies are Important for Language Teaching?*

Orly Kayam, Wingate Academic College, Israel

Teaching language has never been an easy task, and all the more so following the transition to hybrid and distance learning following the global Covid-19 pandemic. The aim of the current talk is to present findings and conclusions of a new research exploring the relationship between rhetorical strategies and language learning strategies. The talk maps and demonstrates the central principles that serve as the foundation of a new language teaching method, which places great emphasis on using language that is grammatically and graphically clear and straightforward, to appeal to a broad range of audiences while simplifying topics that are often difficult to comprehend: conveying complex ideas using simple and coherent language; colorful and innovative graphic designs, illustrations, tables, and flowcharts; tips and memorizing techniques for emphasizing important topics; innovative digital means that are suited to the current era and enable interactive distance learning; a numerous variety of exercises at various degrees of difficulty and with full answers; and relevant, up-to-date texts and topics. All these serve as rhetorical tools for encouraging and motivating students to learn through interesting, significant, and meaningful experiences, in accordance with social emotional learning educational practice.

67853 | *Team-Teaching an EFL Unit Project With Real-World Context: Putting Students' Smartphones to Work*

Robin Ramsey, Tokyo International University, Japan
Rachel O'Dell, Tokyo International University, Japan

This poster describes a content-based EFL assessment project piloted in two classes with two different instructors who share a student population. Classes included 14 Japanese second-year university students majoring in English Communication. The assessment sought to apply a real-world context to the themes, vocabulary, and grammar introduced in the course's required text through the use of readily-accessible resources on student mobile devices. Project steps included a class excursion to observe local businesses, take photos, and note business details. Students were then asked to identify what kind of businesses were absent from the area. Using this information, students considered business startup opportunities and developed an interest survey related to the startup using the mobile version of a popular survey platform. Surveys were distributed among their classmates to collect real data identifying the aspects of their "startup" that appealed to their peers' interests. Students went on to include their observations and survey results in a business proposal presentation defending their business plan and its predicted success. Finally, students wrote a short report describing the observations, survey, results, and business plan. By developing and assigning a collaborative project between students' reading/writing and speaking/listening classes, the instructors allowed students the opportunity to explore the topic in depth while utilizing reading, writing, listening, and speaking skills simultaneously. Basing the project around existing businesses near the university and encouraging the use of familiar mobile devices also encouraged students to make personal connections to the material and develop a deeper understanding of the featured linguistic content.

67858 | *Effects of Involvement Load of the Task on Japanese EFL Learners' Lexical Network Changes*

Noriko Aotani, Tokai Gakuen University, Japan
Shin'ya Takahashi, Tokai Gakuen University, Japan

This study investigates the effects of task-induced involvement load, evaluation and search in particular, in an extensive reading task on a change of the lexical relationship that EFL learners perceive. We pick up fifteen words from the reading material (word types 152, word tokens 306) and investigate how learners' perceived relationship among these words change during the task. Data is collected from 96 Japanese EFL learners who are divided into four groups resulted from a multiplication of high/low evaluation and high/low search. High evaluation group is assigned partial translation task of the passage. Low evaluation group is assigned multiple-choice questions about its contents. High search group is allowed to use dictionary, whereas low search group is not. In the experiment, all participants answer whether he/she thinks one target word has a lexical relationship with another or not. This test is administered three times, a week before the task, immediately after the task, and three weeks after the task. The results are to be analyzed and visualized by Gephi, a data-visualization platform, to show how participants' lexical network among target words changes in each group. Our hypothesis is that the task with higher degree of involvement load will bring about more significant change of learner's lexical network; that is, more in the high evaluation/search group than the low evaluation/search group. Any results will contribute to the elaboration of the Involvement Load Hypothesis proposed by Laufer & Hulstijn (2001) through applying it to a deepening of understanding of already known words.

67900 | *A Comparison of Student Self-Assessment in Online and Face-to-Face Learning Environments*
Catherine LeBlanc, Kyoto University, Japan

With the recent migration to online learning due to the global pandemic, the need to foster autonomous learners in English language courses has elicited much attention (Ghazali, 2020). Inherent to autonomy is the ability to assess one's process and progress in learning. However, little research in student self-assessments has reviewed how online learning can impact this practice compared to the face-to-face learning environment. This mixed methods study (n=52) investigated the extent to which online and face-to-face learning affected students' self-assessments in a university discussion course. Qualitative and quantitative data collected through online surveys were collected for four sections (two online, two face-to-face) of an English seminar course at a Japanese university over four semesters, from October 2020 to July 2022. The mean scores of Likert-scale self-assessment items on discussion preparedness, participation and comprehension were compared in the two learning environments while a text analysis of students' comments in an open-ended item was conducted using grounded theory (GT). The findings from the Likert-scale items show that the online group evaluated themselves as better prepared for discussion while not much difference was found in level of participation and comprehension for both groups. As for survey comments, though both groups attributed positive impressions of their discussions to their level of participation, their group members, or the discussion topic, the face-to-face group were more critical towards their level of preparation and performance. Implications of this study suggest that teachers give more guidance for self-assessment practices in language courses according to the learning environment.

Higher Education

66547 | *Sustaining English-Medium Instruction in East Asian Higher Education*
Annette Bradford, Oxford EMI, United Kingdom

English-medium instruction (EMI) has been finding its footing in higher education in Asia for well over a decade. In many cases, it has moved from an improvised layer added to existing curricula to a considered feature of internationalization strategies. However, there are concerns about the sustainability of such programming. As faculty buy-in and satisfaction are important factors in sustaining any new educational innovation, professional development for those teaching in English might be a key strategy for embedding EMI into the higher education landscape. This poster examines EMI in Japan, South Korea and Taiwan, countries which have all seen a large increase in the number of courses and programs taught in English. Unfortunately, this increase has not always been supported by a parallel growth in professional development support for faculty teaching in those programs, leading many to feel overburdened and not fully committed to EMI. Consequently, the quality of programming risks becoming uneven. The study presented in this poster examines past professional development experiences and addresses perceived needs among faculty teaching in EMI programs in Japan, South Korea and Taiwan. It highlights a widespread demand for training in interactive pedagogy and intercultural communication, as opposed to training that focuses on language. However, professional development is not the only element that requires attention if EMI is to sustain. This poster also calls attention to a wider array of factors that must be on the agenda of policy and program planners when thinking about the future of EMI in higher education.

67709 | *Effect of Nursing Practical Education Using 3-Dimensional Video on Practice Performance and Satisfaction*
Hyun Kyoung Kim, Kongju National University, South Korea

Purpose: Providing 360-degree video clips nursing students can wide the point of view and immersive learning through three-dimensional experience. This study aimed to examine the effects of 360-degree video clip on self-efficacy, critical thinking, practice performance, and practice satisfaction among nursing students. Methods: This study was non-equivalent control group pre-post-test design. The experimental program consisted of core skills exercise, random selection of one core skill, face-to-face test of one core skill on catheterization model, watching 360-degree video clip, and reflection. The program adaptation was conducted between 26 May and 14 August, 2022. The total participants was 99 junior nursing students at two cities in South Korea: 45 in the experimental group and 54 in the control group. The final data were analyzed by t-test using SPSS 26.0 version program. Results: After intervention of the program, self-efficacy (t=-0.63, p=527), critical thinking (t=-0.45 p=.634), practice performance (t=-2.45, p=.014), practice satisfaction (t=-1.10, p=.004), subject satisfaction (t=-2.74, p=.007), content satisfaction (t=-1.89, p=.005), teaching satisfaction (t=-2.00, p=.005), and evaluation satisfaction (t=-3.50, p=.048) higher in the experimental group than in the control group. Conclusion: This study demonstrated that nursing practice education using 360-degree video affected nursing students' competences in terms of practice skill performance and satisfaction. We suggest to utilize virtual reality and augmented reality using three-dimensional video for nursing practice education.

Innovation & Technology

67433 | *Design and Evaluation of an Online Interactive Story Game for Learning the Theory of Love Attachment Style*
Zi-Ying Li, National Taiwan University of Science and Technology, Taiwan
Yu-Chi Chen, National Taiwan University of Science and Technology, Taiwan
Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Love is one of the most important issues in life, and everyone may have different attachment styles of love, including their behaviors and attitudes in relationships. Learning to identify one's attachment style of love can help us understand our needs and build good relationships with others. This study proposes a multi-path contextual interactive story game for distance learning. The online Google form-based game First Love was designed with situated learning and the conceptual scaffolding to increase learners' knowledge of attachment styles and to provide opportunities for self-awareness and reflection. Participants were 16 adults in Taiwan, and the goal of learning activity is to continue the contextual script story in the game, in which students became the protagonist of the story, and depending on the options they choose, the protagonist then showed different attachment styles. Students could learn about attachment styles through the development of story situations. The game uses a four-quadrant diagram to present different style dimensions as the conceptual scaffolding, combined with situational examples, which allows students to understand the concepts of different attachment styles of love in a simplified diagram. At the end, it enhanced students' self-awareness and reflection on attachment theory. The results indicated that, the motivation was significantly higher than the median of the scale (i.e., 3), and the post-test was significantly higher than the pre-test, indicating that the game design had a positive effect on the motivation of students to learn attachment style knowledge and could be used to improve their learning performance.

Friday Poster Session

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

67974 | *The Convergence Between Strategic Human Resource Management and Development*
Jisung Park, Chungnam National University, South Korea
Wanhee Kim, Chungnam National University, South Korea

The purposes of this study are to examine the existing disconnections between human resource management (HRM) and human resource development (HRD) and to integrate them with Kirpatrick's four-level model. To achieve these goals, this study briefly summarizes the research streams of strategic human resource management (SHRM) and development (SHRD) fields during the last three decades, respectively. Specifically, this study examines the classical arguments for the relationship between HRM and organizational performance and recent advances in SHRM as the process. In addition, this study explores how HRD can strategically contribute to the increase in organizational performance beyond individual and summarizes various approaches to the link between HRD and organizational performance. And then, this study overviews the arguments and evidence for Kirpatrick's four-level model (reaction, learning, behavior, and result) and suggests a rationale for combined SHRM-SHRD. Based on the above, this study proposes an integration framework including HRM and HRD practitioners' role and responsibility (R&R) based on Kirpatrick's four-level model in order to provide new insights into an unexplored link between SHRM and SHRD. In the conclusion part, this study offers theoretical and practical implications related to HRM and HRD and provides limitations and directions for future research.

Learning Experiences, Student Learning & Learner Diversity

67481 | *Interactive Pedagogy and Enhancing Learner Confidence in Life Skills*
Sheena Singh, Temasek Polytechnic, Singapore

This paper aims to evaluate the effectiveness of interactive pedagogy on learner confidence in Life Skills within the domain of vocational education through the implementation of a new personal leadership subject at Temasek Polytechnic. Delivery of topics such as Personal Effectiveness, Personal Values and Ethics, and Self-Awareness have typically not been well received by youth when delivered via traditional 'chalk and talk methods' and theory. Incorporating group activities, class discussions, debates, and real-world case studies allows for students to learn from and with each other, and, sharpen their communication competencies and critical thinking skills. Quantitative and qualitative data were used in the course of the study to analyse learning outcomes and impact. Preliminary findings demonstrate how interactive pedagogy can enhance confidence when communicating, self-esteem, student learning, and foster a greater appreciation for Life Skills topics. The new subject, rolled out during the COVID-19 pandemic, also offered opportunities for facilitators to utilise interactive technology when lessons were conducted online to maintain interactivity in teaching and learning. Ultimately, research suggests that a shift to learner-centric and dialogic models in the classroom (virtual or otherwise) potentially leads to enhanced learning outcomes, even within the vocational education setting, where learners are often stereotyped to be "doers" instead of active "communicators". This project seeks to fill a gap in existing research on Life Skills acquisition in vocational education and to provide practical examples for educators to utilise and promote interactive pedagogy.

Teaching Experiences, Pedagogy, Practice & Praxis

66858 | *Teaching Genre: Acquisition or Awareness?*
James Emmet Owens, Kanda University of International Studies, Japan

A plethora of language teaching research and practice advise basing language courses on genre (e.g. Miller, 1984), with a view to how it can empower learners (Cope & Kalantzis, 2000) to function in society and especially the modern world. However, Johns (2008) makes a distinction between 'genre acquisition' (where the emphasis can be said to be on 'training') and 'genre awareness' (where the aim is instead more on genuine 'education'). The latter is seen as preferable as it helps to develop the rhetorical flexibility necessary for ever-evolving contexts rather than just the ability to "reproduce a text type, often from a template, that is organized or 'staged' in a predictable way. However, teaching students to actually become genre-aware is challenging. In this poster, I will describe one such attempt, describing the course, its goals, and an example activity. Some representative work and subsequent reflections from the students are shown to demonstrate the relative success this course/activity had in achieving 'genre awareness'. Hopefully, this presentation will provoke thought and discussion, and encouragement.

67979 | *Teaching and Learning in COVID-19 Situation: The Design of an Online Pedagogical Seminar Course*
Arnon Thongsaw, King Mongkut's University of Technology Thonburi (KMUTT)
Chanakan Grosseau, King Mongkut's University of Technology Thonburi (KMUTT)
Rut Manotum, King Mongkut's University of Technology Thonburi (KMUTT)

The COVID-19 situation has therefore led to a shift in the way that classes are taught online, however, some are concerned about the rate of student dropout in online classes in comparison with face-to-face classes. Seminar courses in K-12 school students are poorly prepared and do not possess the attitudes, social and academic engagement for success in the online learning environment. To deal with the lack of perseverance of secondary school online students, schools must create and put interventions in place that prepare students for the online learning environment and help them develop as autonomous learners. This study examined differences in the way how to make a research presentation and how to evaluate research presentations in an online format. Meeting with a consultant through the Zoom application and using the assessment method using Google Form exist between students participating in an online seminar class and a traditional seminar class while controlling for pre-existing factors. Intervention activities, quantitative and quasi-experimental research design was used for this study and multivariate analysis of covariance (MANCOVA) and follow up analyses of covariances (ANCOVA) were used to analyze the data. So that teaching and learning may proceed effectively, the findings of this research will be applied to the development of teaching methods for seminar courses that may transition from post-COVID utilizing a hybrid model.

Notes

Saturday, February 11

Parallel Sessions

All times are in Singapore Standard Time (UTC+8)

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

Saturday Onsite Presentation Session 1
Educational Research

Session Chair: Gavin Lee

09:30-09:55
67909 | *Designing a Course for Pre-writing Senior Thesis*
Satomi Yoshimuta, Kwassui Women's University, Japan

Today, the number of Japanese universities has decreased to less than 70% which requires students to write a senior thesis as part of the graduation requirements (Kawaijuku Guideline, 2017). It may result from the weak motivation toward writing that Japanese students have. Not a small number of students perceive writing a senior thesis challenging when completing a senior thesis is deemed to be the culmination of four years of academic learning. This presentation outlines the key findings from designing a prewriting course for a senior thesis at an English department of a women's university in Japan. The course is designed to assist third-year students in starting to prepare to write a thesis by thinking critically and logically. Pedagogical approaches were explored, and an active learning course, chiefly in the style of project-based learning, was developed. The course was created, based on the student's need for supportive instruction and assistance through the process of writing, with a focus on a prewriting phase. It aims at students' discovery of their research topic and overview of the senior thesis, which will lead to the fourth-year senior thesis. In three modules, it first focused on idea generation, then research and outlining, and finally presentation of the overview as part of the prewriting phase. In addition to the student needs, the background of the course, the educational setting, and student feedback will also be discussed.

09:55-10:20
67860 | *The Influence of Emotional Intelligence on Academic Performance: A Case Study of FPT Students Reading Multimedia Communication*
Hien Nguyen, FPT University, Vietnam
Chi Cao, FPT University, Vietnam
Chinh Huynh, FPT University, Vietnam
Nhung Pham, FPT University, Vietnam
Quang Nguyen, FPT University, Vietnam
Vuong Hoang Vu, FPT University, Vietnam
Binh Pham, FPT University, Vietnam

One of the most significant determinants of academic success is emotional intelligence (EI). Numerous studies examine this relationship and its application in education; however, there are relatively few studies on this topic in Vietnam, especially at the bachelor's level. This study thus investigates the relationship between EI, defined as a combination of four main capabilities: perception, assimilation, understanding, and regulation of emotions (Mayer and Salovey, 1997), and academic performance (AP), as proxied by the cumulative grade point average (Talib et al., 2012), among students reading Multimedia Communication (MC) at the FPT University HCMC Campus. Data was collected from 312 random samples using a questionnaire adopted from the Wong and Law EI scale (2002). This four-dimensional scale consists of Self-Emotion Appraisal (expression of emotion in the self), Other-Emotion appraisal (the recognition of emotion in others), Use of Emotion (the use of emotion to facilitate performance), and Regulation of Emotion (the ability to control emotions in the self). The Wong and Law EI scale is widely used to measure EI and to study many subjects in Vietnam, especially those related to university students. The collected data was analysed using SPSS through descriptive analysis and correlation analysis. The findings indicate that Use of Emotion is positively associated with the AP of respondents. With an appropriate focus on EI, MC students will quickly adapt to the new pace of post-COVID-19 society, improve their learning outcomes, and support their careers in the future. This study has the potential to contribute to the education of MC professionals at Vietnam's bachelor level.

10:20-10:45
67798 | *Effects of Using Metacognitive Strategies in Teaching Physics Problem Solving*
Dionafer Bangga, De La Salle University - Manila, Philippines
Voltaire Mistades, De La Salle University - Manila, Philippines

A common scenario that a physics teacher would encounter are students struggling with physics problem-solving. Thus, this study aims to determine the effect of metacognitive strategies to problem-solving skills in Physics among grade 12 senior high school students (N=40) under Science, Technology, Engineering, and Mathematics (STEM) strand. The metacognitive strategies that were used were exam wrapper, exit ticket, metacognitive modelling, metacognitive note taking, logical problem-solving, and think-pair-square (TPS) strategy. It employed a one group pretest-posttest pre-experimental design. It revealed that all the students have a Below Beginning level of physics problem-solving skills before the intervention and an accumulated 62.5% of them have improved to a higher level after the intervention. The students' difficulties identified from exit ticket, exam wrapper, and focus group discussion were analyzing the problem, solving word problem, identifying the right formula to used, and derivation. These were addressed by the teacher before the start of every lesson through the feedback from exit ticket. Furthermore, it was found that there was a significant difference in the performance of the students before (M=11.03; SD=10.39) and after the intervention (M=115.23; SD=30.29); [t (39) = -21.96, p = .000] with a large effect size of 3.47. A significant relationship between metacognition and physics problem-solving performance of the students was also identified (r (38) = .605, p = .000). As a result, the researcher concluded that the numerous metacognitive strategies utilized in this study improved the students' problem-solving skills and that physics teachers should use them in their lessons.

10:45-11:10
66719 | *Developing a Framework for Using Online Feedback on Teaching Effectiveness to Improve Student Learning*
Gavin Lee, Singapore Polytechnic, Singapore
Ahmad Al-Mahir Abu Bakar, Singapore Polytechnic, Singapore

Student feedback on teaching is typically received from formal end-of-course evaluations with the purpose to give insights on the effectiveness of a lecturer's teaching. However, such evaluations are usually summative and the timing of their administration restricts any teaching adjustments that could have been done earlier in the course. This study investigated the development of an effective framework to obtain student feedback on lecturers' teaching effectiveness for formative purposes at suggested intervals over the duration of the course. The participating lecturers set up and conducted online student surveys via the institution's learning management system and performed data analysis to gain formative insights. The lecturers were from different subject specialisations and a mixed-method study was employed with a quantitative and qualitative survey and semi-structured group interviews to get their perceptions. A focus group discussion was also held with a random sample of students to obtain their views on giving student feedback to their lecturers with this approach. From the descriptive analysis and content analysis of the data, we were able to propose a framework for obtaining student feedback that may inform lecturers on the efficacy of their teaching practices and enable them to enhance student learning. The findings also revealed several challenges to implementing the framework such as the frequency of getting student feedback and concerns over transparency of results and actualization of viable follow-up actions.

11:25-12:40 | Opal 101
Saturday Onsite Presentation Session 1
Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Damaris Carlisle

11:25-11:50

66747 | *Teachers' Experiences and Attitudes to Emergency Remote Teaching at Japanese Universities*
Kym Jolley, Baika Women's University, Japan
Frances Shiobara, Kobe Shoin Women's University, Japan
Mark Donnellan, Kindai University, Japan

In spring 2020 due to the Covid-19 pandemic there was a sudden shift to Emergency Remote Teaching (ERT). Although Japan is a technology rich society, the use of technology in education had been limited up until then. This small-scale pilot explores the experiences of Japanese university EFL teachers from spring 2020 until summer 2022. A survey was formulated to investigate: to what extent EFL teachers in Japan are likely to continue using some of the digital tools they started using during ERT, what level of training was provided and if that assistance was found useful by teachers during ERT, and what styles of ERT classes were offered by institutions throughout the three Japanese academic years under investigation and if they indicate any new trends as universities shift away from ERT. This presentation will look at the overall results (N=31) of the survey, as well as the voluntary open-ended responses that offer further important insights to the results. Results showed positive attitudes towards continued use of digital tools, but that training and support were lacking during ERT. This presentation should be of interest to course coordinators, informing them about what type of digital contexts instructors may wish to continue employing as institutions shift away from ERT, and how the skills developed during the last three years can be incorporated in long-term curriculums. It will also help to inform them of what type of training and support will be most effective in these contexts moving forward.

11:50-12:15

65138 | *COIL, COILer, COILing: English Language Learners Participating in Collaborative Online International Learning*
Damaris Carlisle, LASALLE College of the Arts, Singapore
Judith Luna Saenz, Universidad De La Salle Bajío, Mexico

This presentation of practitioner research in education is based on the experiences of an English language teacher taking part for the first time in a collaborative online international learning project, otherwise known as COIL. Synchronous and asynchronous teaching methods were used for English language learners to meet and work with students from other countries. The collaboration took place virtually between two institutions of higher education, located on different sides of the globe, namely Mexico and Singapore. Students met to work in teams on a project, creating an authentic situation to practice the target language. The experience provided students with intercultural and transnational learning through interaction, collaboration and taking ownership of their learning. This presentation serves to provide a practical reference for colleagues and educators who may wish to explore the feasibility of taking part in such a project. The benefits, as well as the challenges, are considered followed by recommendations based on first-hand experiences and reflections.

12:15-12:40

66357 | *Modular Learning as an Alternative to Face-to-Face Teaching: An Evaluation*
Patrick Alain Tejero Azanza, Catanduanes State University, Philippines
Jane Rose Azanza, Catanduanes State University, Philippines
Patricia Marie Azanza, University of Perpetual Help, Philippines

With the COVID-19 pandemic preventing the conduct of face-to-face classes, Catanduanes State University (CATSU) was forced to adopt the modular learning approach to cushion the impact of COVID-19 among its stakeholders, especially the students. However, the situation in the island was made more complicated due to the lack of internet connection in the island province in the Philippines. Teachers developed modules for every class they handled which were then sent in printed form to the community centers in identified partner local government units who were responsible in the distribution and retrieval of the accomplished modules of students that will be collected back by the University for checking by their teachers. This study employed quantitative research. A pre-tested Questionnaire validated using Cronbach Alpha was administered to randomly selected thirty (30) students and thirty (30) faculty respondents from CATSU. The outcome of the study showed that modular mode of learning was highly acceptable to majority of the respondent students (90%) and teachers (80%). Among the issues encountered in the delivery of modular mode of learning were: 1) lack of internet access to study modular topics; 2) inaccessibility of teachers for consultation; 3) inability of most parents to help their students in the assigned modules; and 4) difficulty in the retrieval of filled up modular materials from the students.

13:40-14:55 | Opal 101
Saturday Onsite Presentation Session 3
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Syed Jamali

13:40-14:05
67882 | *Empowering Youth Climate Action Through Affective Environmental Education in Asia*
Roger Baars, Kyoto University, Japan

We have seen growing efforts in formal education to increase environmental awareness and foster climate literacy. Traditionally, climate change education focused on cognitive learning and knowledge transfer, often shaped by narrow disciplinary concepts. Global environmental problems, such as climate change, however, are complex and present new challenges to both educators and students. Thus, more holistic approaches to teaching and learning are required to improve overall learning outcomes and allow students to move from climate change awareness to climate action. In contrast to traditional perspectives on emotions as creating irrational and problematic behaviors, current research on affect in education has shown that emotions can foster constructive behaviors that could help tackling global threats, such as climate change. This paper considers the importance of affective framings used in climate change education in relation to classroom practices of teaching and learning. The paper does not explore the conceptual differences between affect and emotions in detail but focuses on what emotions (could) do or discourage students from doing instead. The paper highlights the potential of affective framings and teaching practices in education to foster higher levels of climate engagement and action among youth. The paper compares the affective framings of climate change education in Singapore and Japan, and illustrates how affective teaching materials and practices connect to student motivation, empowerment, and activism. The paper discusses a variety of emotional assemblages observed in classroom settings, including trust, hope, anxiety, and boredom.

14:05-14:30
67904 | *Nurturing Confident and Self-Directed Learners Through Transforming Classroom Practices Updated*
Ling Yuan, Ministry of Education (MOE), Singapore

Transformations in society suggest that students need to be independent and autonomous lifelong learners (Roche, 2017; Cynthia 2015). As teachers are increasingly challenged by demands to develop students who are self-directed, it is therefore beneficial to ensure that students are equipped with self-regulated learning capabilities to empower them to learn for life. (Ee, Chang, & Tan, 2004; Kremer-Hayon & Tillema, 1999). This presentation will share on self-determination theory (Ryan & Deci, 2017), and how it is used to promote students' motivation and self-directedness in assessment in science through sample success stories from a primary school in Singapore. The effects of gradual release of responsibilities and analyses of student outcomes will also be shared.
At the end of the session, participants will be able to:
1. Have a deeper understanding of self-determination theory and take away practical ideas on how it can be capitalized as a vehicle for promoting confident and self-directed learners in Science.
2. Design a lesson to promote self-directed learners

14:30-14:55
65719 | *Inquisition of Teaching Philosophy*
Syed Jamali, ICL Graduate Business School, New Zealand

This study investigated the underlying factors that reflect one's teaching philosophy. Participants were academics from different countries and members of ResearchGate, an academic site for scientists and researchers to disseminate and share their research articles and the academic staff of a tertiary institute in New Zealand. Data were collected from shared papers, asked and answered questions, comments and workshops on this research area and the relevant journal articles. A thematic analysis methodology was used to determine the core areas academics consider in their teaching philosophy. Results indicate that personal values as educators, the directives of work, management and prioritizing of pedagogical strategies, equity, and a supportive environment all culminate as relevant aspects considered for an effective teacher's philosophy. Furthermore, knowledge-sharing information is the most substantial factor that impacts a personal teaching philosophy.

Saturday Onsite Presentation Session 4

Primary & Secondary Education

Session Chair: Mesfer Alwadai

15:10-15:35

66763 | *Improving Elementary Learner's Research Writing Skills Through Modified Scaffolding Research Guide: A Process-Genre Approach*
Lovely Rollaine Cruz, Schools Division of Pasig, Philippines

The purpose of this study was to improve Grade Five students' research writing skills and know the attitudes of learners toward writing through the use of a process-genre approach. The study's problem was stated: Students in Grade Five are not excellent writers. As a result, their ability to conduct research when they are in Senior High School is limited. Individuals acquire an aversion to writing, they require guides in research writing, and there is an immediate task for them to create a mini-research paper using a process-genre approach. The study used a quasi-experimental design, separating an experimental group from a control group. The experimental group received lessons in process-genre writing, while the control group received instruction in traditional writing. Each group received lessons for 6 weeks. The present study established the efficacy of a Process-Genre-Approach using a Modified Scaffolding Research Guide for Kids, a modified and validated guide for improving students' research writing skills and expertise in writing.

15:35-16:00

67010 | *Middle School Teacher-Student Relationships and the Importance of Teacher Consistency*
Kenneth Reimer, University of Winnipeg, Canada

This presentation highlights a study (2022) that specifically sought out Canadian middle school classroom teachers and invited them to participate in a "think tank" type focus group. The purpose of the study was to better understand what makes classroom teachers successful at positively connecting with middle years students, and help students become engaged in their classrooms and schools. Participants (n=4) stressed that while academic expectations were important, it was essential that all students feel accepted and valued by their classroom teachers. Participants provided many unique and creative practices in which they attempted to build positive relationships with their students. They stressed the need to view every teacher-student interaction as an opportunity to connect, the importance of being authentic, and the necessity to create clear and consistent classroom opportunities for students to connect with each other. One noteworthy theme that emerged from participants was that middle school students were constantly fluctuating between the "world of the child" and the "world of the teenager", and that the time they spent between these two worlds was short but critical. Participants shared the importance of the teacher being consistent during these unpredictable times, teaching self-regulation strategies, establishing boundaries, maintaining consistent communication, and implementing a strategy referred to as forecasting. Finally, this presentation provides a brief comparative analysis of some of its findings to similar studies conducted by the presenter with Canadian high school (2010) and elementary teachers (2018).

16:00-16:25

67199 | *Fears and Challenges Facing Foreign Teachers in Kuwait*
Zaha Alsuwailan, University of Kuwait, Kuwait
Farah Almutawaa, University of Kuwait, Kuwait

Gulf countries have for years faced political threats, including the Iraqi invasion, ISIS attacks, the war against Houthi, and the Qatar dispute. The instability in the Gulf region has impacted its economies and its security, as well as its ability to recruit foreign labour. The Gulf has become less attractive as a working environment for many foreigners, especially non-Arab workers. This has had a significant influence on many organizations and institutions that depend heavily on foreign labours especially the English and American schools in Kuwait. Despite their fears, however, some foreign teachers have chosen to work in Gulf countries for many reasons, such as learning about a new culture, gaining, or sharing experience, or a high salary. To examine the fears and challenges encountered by foreign teachers in Kuwait, a questionnaire was distributed to 424 foreign teachers. It consisted of three main sections: (i) the types of fears and challenges faced by the teacher post-arrival; (ii) the challenges they face in the school environment, along with two open questions about the fears and challenges in the host country; and (iii) their recommendations on how new teachers can address these challenges. The results showed that foreign teachers face difficulties with living expenses, a new environment, homesickness, the desert climate, loneliness and isolation, language barriers, sensitivity to cultural differences, fear of discrimination and rejection, and difficulties with socialization.

16:25-16:50

66455 | *Using Questioning for Improving Saudi Secondary Students' Schools Learning Engagement Based on the Islamic Teachers' Perceptions*
Mesfer Alwadai, King Khalid University, Saudi Arabia

The paper explores the Islamic teachers' perceptions of using questioning for improving Saudi high students' schools learning engagement. It was conducted with a total of 150 male students attending Saudi high schools. By using the mixed-method research approaches, the researcher will collect the study data by survey and observation. Findings revealed that questioning fosters a sense of student competences and provides students with autonomy support. Also, it establishes positive teacher-student relationships and improves students high-ordered thinking. However, questioning sometimes supports class disruptions. Finally, the study recommended investigating perceptions of teachers in other disciplines, such as language arts, social science, English, and math toward using questioning in the classroom setting. Moreover, it is essential to students the effect of questioning on students learning acquisition, and learning achievement in Saudi high-schools.

09:30-10:45 | Opal 102
Saturday Onsite Presentation Session 1
Higher Education
Session Chair: Anuantaeka Takinana

09:30-09:55
67013 | *Exploring Classroom Interactions for Inclusive and Quality Education Under SDG4*
Lim Suzylily, Politeknik Brunei, Brunei

The 2030 Agenda for Sustainable Development Goals (SDGs) introduced by United Nations brings together the whole nation to eradicate poverty and tackle issues of social and climate change. Its fourth SDG (SDG4), 'Ensure inclusive and equitable quality education for all and promote lifelong learning', extends from pre-primary to tertiary and vocational education. Online learning was first adopted due to the COVID-19 pandemic and although many have returned to school, some have continued to utilize online learning due to its flexibility and convenience. This paper explores two different settings (online learning and face-to-face learning) of classroom interactions in Communication Skills module at a higher education institution and how its interaction practice and pattern support the goals of SDG4. Zoom recordings of two classes and in-person focus group sessions involving a small number of students are used to assess inclusivity, quality and lifelong learning. The research looks at various aspects of teaching and learning such as access to internet and the abilities to develop skills and competencies. Comparing the two classes, a thematic analysis is used to assess students' views and learning experience. The outcome of the study shows the value of classroom interactions and its effects on the development of SDG4.

09:55-10:20
67907 | *Education Regionalism: Introducing a New Regional Education Hub*
Anuantaeka Takinana, Kyoto University, Japan
Roger Baars, Kyoto University, Japan

Southeast Asia hosts around 7,000 Higher Education Institutions (HEI) with more than 12 million students currently enrolled. The recent competition for student quotas, funding, and research development has encouraged regional collaboration amongst HEI. This has become an emerging concept in education regionalism known as Regional Education Hubs (REH). REH are identified as (i) institutions operating within a defined geographical boundary, (ii) consisting of independent HEI, and (iii) promoting collaboration and development of HE in the region. This study introduces the unique case of the University of the South Pacific (USP) as a university co-owned by 12 states. The aim of this study is to demonstrate through the various REH in Asia such as the ASEAN University Network (AUN) and Asian University Alliance (AUA) that the structure of USP can be considered as a REH. A Sectoral Framework Approach was contextualised to highlight (i) the actors, (ii) the institutional agreements and guidelines, and (iii) the ideas and principles of the REH. Results indicate that the structure of a REH is not limited to independent HEI collaborating in a region but can also be one HEI located in many states within a region. However, each REH has diverse motivations and goals that its actors need to support in order to ensure the survival of the REH.

10:20-10:45
66468 | *Barriers and Cultural Enrichment to Learning With the Other*
Vaida Jurgilė, Vytautas Magnus University, Lithuania
Vilma Zydziunaite, Vytautas Magnus University, Lithuania

During the whole learning process, as a dialogue takes place between students, various questions of acceptance of sociocultural differences, which are typically related to the performance of joint assignments and assessments, arise. The research participants talk about the opportunity to get acquainted with other cultural contexts and the sense of cultural enrichment, which started to be felt during studies. But the process of grounded theory of intercultural learning reveals barriers to learning with the Other that emerge in the learning process. In most cases, students feel "confused" because of the foreign language used during the lectures. This means that the confusion and the question why and what am I doing in intercultural studies? gradually transform into barriers to learning. Aim - to describe the process of learning in intercultural study environment, revealing students' learning experiences. When constructing GT about the learning process that takes place in intercultural environment of studies, first of all, the research problem was formulated, and a plan of a semi-structured interview with students was prepared. 18 interviews were conducted with students representing 3 different fields of sciences (social sciences, humanities, and technology sciences) from 3 universities of Lithuania. In the process of intercultural learning, a dialogue is formed between students. This part is reflected as gradually dominating and becoming a part of the whole learning process, which ensures the interaction of representatives of different cultures in the intercultural learning space.

Saturday Onsite Presentation Session 2
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Tendai Chari

11:25-11:50

67428 | *Challenges of Learning Online During a Pandemic: Experiences of Learners at a Historically Disadvantaged University in South Africa*

Tendai Joseph Chari, University of Venda, South Africa

The Coronavirus pandemic, which started in Wuhan in China in December 2019 wreaked havoc to the education sector rendering life upside down for both teachers and learners. Learners in the higher education sector in developing countries such as South Africa were particularly hard hit, with UNESCO (2020) reporting that 1 in every 4 learners in the higher education sector could not attend classes due to pandemic related disruptions. The transition from face-to-face to online learning was not only too abrupt, but also brought in its wake onerous demands on learners who were under-prepared to navigate the new terrain. Existing literature tends to treat the experiences of learners in the industrialized Western and the global South as similar, ignoring the uniqueness of challenges faced by learners in the Global South as they try to navigate the new normal brough about distance and online learning. This qualitative study explores challenges faced by learners at an Historically Disadvantaged University in South Africa. How learners handled the shift from traditional to online learning, challenges they faced and how they managed to adapt to the new learning environment are core questions germane to this paper. Data were obtained through a focus group comprising of 11 purposely selected post-graduate students. Data were analyzed using thematic content analysis. Tentative observations are that the challenges of learning online reflect the contours of historical, social and economic inequalities in South African society. The paper provides further reflections on the way in which pandemics such as COVID-19 deepen these inequalities.

11:50-12:15

67885 | *Challenges, and Coping Mechanisms of Junior High School Chemistry in Enriched Virtual Mode: A Proposed e-chemistry Teaching and Learning Framework*
Apple Garingo, Saint Mary's University, Philippines
Elsa Cajucom, Saint Mary's University, Philippines

The onset of COVID-19 challenged educational institutions to shift from face-to-face learning modalities to distance learning modalities. This study identified the challenges, coping mechanisms, and strategies of junior high school chemistry learners and teachers of private and public school in parts of Nueva Vizcaya, Philippines in the Enriched Virtual Mode (EVM). Using qualitative approach, the actual experiences of the respondents were described. The responses gathered from the Google Form link of the four open-ended questions were coded, clustered into categories, and derived into emerging themes. Results from the learners' responses revealed three emerging themes regarding their challenges—pedagogical, technological, and sociological; seven themes for their coping mechanisms: seeking help, managing oneself, choosing wellness, maximizing resources; six themes for strategies: setting learning environment, collaborating, pursuing wellness, maintaining positive outlook, seeking help, and maximizing resources. Whereas the teachers' responses showed three themes regarding the challenges encountered: pedagogical, technological, and sociological; four themes for coping mechanisms: resourcefulness, openness to change, good communication, and self-management; and three for best strategies: encouraging participation, designing alternative activities, and maximizing digital resources. The consolidation of these experiences became the basis of an e-Chemistry Teaching-Learning framework. It has three learning spaces – pedagogical, technological, and social, which contains domains and concrete activities to realize its goal which is to enhance the distance learning environment. In conclusion, the uncertainties brought by the shift of learning modalities brought immense difficulties in education. Hence, solving these existing problems requires research-based solutions determined from the actual experiences of its stakeholders.

12:15-12:40

67881 | *The Design of a Pedagogical Seminar Course to Prepare Senior High School Students for Science and Technology Project*
Chanakan Grosseau, King Mongkut's University of Technology Thonburi (KMUTT), Thailand

Regarding to the issue of building up the STEM workforce to drive Thailand move pass the middle-income trap, STEM school for nurturing new generation STEM in high school education level was set. The pedagogy of learning in this school is designed by a backward design including the seminar course. In the first year of grade 11th, seminar course is generally provided for students in order to prepare them for science and technology's student project in 12nd grade. The learning outcomes are as important as the contents (academic comprehension), skills and attitude which are relevant to the traits and skills of school's curriculum. To clarify, the seminar's learning activity aims at encouraging students to construct their knowledge and attitude through the journal reading including discussion and presentation with peers who are interested in the same field. According to the results from self-evaluation results, most students are able to develop the academic contents, skill sets and attitude. The correlation of academic effectiveness of students between the seminar course and science technology projects was in moderate level(0.52).

Saturday Onsite Presentation Session 3

Innovation & Education

Session Chair: Kevin Martens Wong

13:40-14:05
66750 | *Island of Individuation: Teaching With a New, Dynamic Approach to the Holistic Development of the Singaporean Psyche*
Kevin Martens Wong, Kodrah Kristang, Singapore

The fostering of not just better mental health outcomes, but a more creative, knowledgeable and versatile workforce has been at the forefront of Singapore's development of her people since the seminal events of the late 2010s: the passing of Mr Lee Kuan Yew, the Singapore Bicentennial, the COVID-19 pandemic, and the 4G leadership transition. Occurring in tandem with this have been the arrival of two of the most diverse and metacognitively-aware generations the planet has likely ever seen, Generation Z and Generation Alpha, the possibilities, anxieties and dangers of a more technologically-advanced population and society, and the normalisation and sensitization of both to issues of trauma, resilience and inequality. In relation to all of these, this presentation introduces a new theory of the human psyche known as Individuation Theory, developed and applied during the COVID-19 pandemic in a H1 General Paper classroom in a government junior college in Singapore by the author. This presentation will consider how Individuation Theory offers a new and dynamic means of working with diverse, intelligent and trauma- and abuse-aware young Singaporeans who are not simply looking for the traditional 5Cs, but for four new intangible qualities Singaporeans have always struggled to appreciate: value, identity, vulnerability and authenticity (VIVA). Alongside a consideration of the well-documented VUCA context of Singapore, therefore, the presentation will outline these four new VIVA factors emerging within the collective Singapore psyche, and how Individuation Theory supports both their development in younger Singaporeans as well as larger outcomes related to community- and nation-building.

14:05-14:30
66764 | *Improving Kindergarten Readiness by Upskilling Parents Through a Webinar Series Entitled "Ready, Steady, Zoom" During the New Normal*
Catherine Jane Bassig, Pinagbuhatan Elementary School, Philippines

The pandemic has forced the Philippines' education system to discontinue face-to-face sessions and adapt to new modes of instruction, but education must continue to advance, and teachers must adapt. Kindergarten preparation has always played a role in how well students do throughout their first week of face-to-face sessions. Other studies indicates that parental participation has an effect on children's learning results. As a result, a series of webinars and training sessions were organized for kindergarten parents and guardians to assist them in preparing themselves and their incoming kindergarten students for online learning. By establishing expectations for the learners, the researcher hopes to motivate them to participate in online classrooms using conferencing platforms, resulting in a high rate of attendance. The study included a total twenty-six persons who consented to participate. They included both the pupil's parents and guardians. They were tasked with the responsibility of applying their experience and abilities to the youngsters in order to assist them in adjusting to the new normal. During the first week of online classes, 56.33 percent of students attended. By week eight, however, it had increased to 97.33 percent. Participants agreed in a Likert assessment that the webinars prepared them and their students for online learning. In general, the researcher discovers that providing training and support to parents or guardians will aid them in preparing and encouraging their children for the new normal, resulting in a higher rate of online class participation.

15:10-16:50 | Opal 102
Saturday Onsite Presentation Session 4
Implementation & Assessment of Innovative Technologies in Education

Session Chair: Cheryl Mendoza

15:10-15:35
66710 | *Co-Creative Online Language Learning*
Chika Kitano, Ritsumeikan University, Japan
Yoko Morikawa, National University of Singapore, Singapore
Tsukasa Yamanaka, Ritsumeikan University, Japan

During the COVID-19 pandemic, Information and Communication Technology (ICT)-based online cross-border international education attracted significant attention. Determining how educators can best provide communication-driven language education online is an urgent issue. Given this context, this study first examines how language acquisition involving physicality and materiality can be effectively achieved online within a multimodal learning environment that combines asynchronous interaction through participants' video production and synchronous interaction online. Second, this study explores how artificial intelligence (AI) translation can be used at different levels of language proficiency, how such technology scaffolds learners' language learning, and how it is beneficial to their task performance. Approximately 100 Japanese college students learning English and approximately 100 Singaporean college students learning Japanese participated in this project. The students were required to make short videos or presentations as their research assignment in their project-based learning classes. They were encouraged to use AI translation software in the process of doing research with their group members who spoke their target languages. Their attitudes towards online language learning and technology were analysed from the data extracted through questionnaires, observation of synchronous interaction online, and qualitative interviews. The results show that rather than solely relying on primarily verbal information to communicate, it is important to set up a variety of nonverbal multimodal learning situations that necessarily involve physical and material interaction. The results also imply that technology and language education have a high affinity.

15:35-16:00
67363 | *Schoolbook as a Learning Tool in the College of Education Graduate Studies*
Maria Luisa Abiador, De La Salle University-Dasmarinas, Philippines
Manuel Camarse, De La Salle University-Dasmarinas, Philippines
Olivia Legaspi, De La Salle University-Dasmarinas, Philippines
Susan Mostajo, De La Salle University-Dasmarinas, Philippines

Higher education institutions are expected to innovate their learning delivery to provide their students with a better and meaningful learning experience. That was the goal of De La Salle University-Dasmarinas when it started utilizing its learning management system called the Schoolbook way before the onset of the pandemic, hence, it was able to navigate its learning delivery from fully onsite to fully online sessions when academic freeze was announced. In order to determine the effectiveness and impact of the Schoolbook as it was permanently integrated in the graduate school curriculum, this research was conducted through the use of a self-made instrument. Data were statistically treated using the frequency, percentage, ranking, and mean. Results showed that the respondents found the Schoolbook very effective in terms of system quality, user satisfaction, and information quality. Likewise, it has a very high impact on students' learning. Specifically, the respondents mentioned that the Schoolbook helped them attain the learning objectives, increase their knowledge and skills, develop their independence and self-reliance, and empower them to learn at a higher level. They recommended the continuous training for faculty and students, provision of technical support, and integration of tools to enhance cooperation, collaboration, and communication among its users. This study pointed out some implications for the crafting and/or review of institutional policies to sustain effective learning delivery regardless of the challenges brought by the pandemic and similar circumstances.

16:00-16:25
67141 | *Mother Tongue Based Multilingual Education Implementation: A Basis for Policy on Culture Preservation*
Cheryl Mendoza, Pangasinan State University, Philippines

The study aimed at determining the elementary school teachers' socio-demographic attributes in terms of their sex, age, civil status, and language spoken at home. It likewise determined the perception of the respondents on the Mother Tongue-Based Multilingual Education. The subjects of the study came from the different elementary schools who are teaching under the mother tongue-based multilingual education curriculums It highlighted the teachers struggles and experiences on the implementation of the mother tongued based multi-lingual education and more importantly as to their perceptions whether such curriculum of instructions should further be implemented adding on their recommendations to its continuance to help in the preservation of culture and traditions emanating from language used. The respondents believe on the following: that the use of mother tongue will make a better communication between pupils and teachers; mother tongue-based education will develop the writing system of the children; mother tongue-based education will be a big help in developing curriculum and instructional materials; the teacher utilizes role play in the generalization of lesson using mother tongue; and children who use their mother tongue will have an easier way for them to learn a second, third and fourth language. Thus, the respondents strongly believed that MTBMLE should continue its implementation for it will guarantee the preservation of our culture.

16:25-16:50
66776 | *Culturally Responsive Teaching Strategies in Language Programs: Implications of Corpus-based Approach for Second Language Acquisition*
Samuel Song, Nazareth College of Rochester, United States

There is little doubt that mastering a second language is widely viewed as an advantage in our largely global market. Consequently, virtually all schools include in their curriculum teaching languages as a second language. On the other hand, it is more often than not to find frustration among both learners and educators alike about the ineffectiveness or failure to acquire or help deliver the target language within the amount of time allocated to this part of the curriculum. This study examined the corpus-based approach to language learning and teaching and its implication for culturally responsive strategies for language programs. The study employed a mixed methodology using the sample writings from international students participating in English language training programs as well as interviews from teachers and students involved in the training program. The context for this study was English language program on an American university campus. The researchers took away from the study a list of recommendations which might be beneficial for language teaching professionals, especially those involved in college-based language programs.

Saturday Onsite Presentation Session 1
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Diana Breshears

09:30-09:55
67385 | *Experiences and Expectations of Undergraduate Students During Online Learning*
Royce Salva, De La Salle University-Dasmariñas, Philippines
Olivia Legaspi, De La Salle University-Dasmariñas, Philippines
Jhastine Marie Salazar, De La Salle University-Dasmariñas, Philippines
James Phil De Leon, De La Salle University-Dasmariñas, Philippines

Expectation commonly precedes actual experience. However, this has not been the case for millions of students worldwide whose education was interrupted due to the pandemic. The abrupt shift from in-person classes to online learning affected students across different ages and levels. Akin to the experiences of learners in basic education, university students are no exception to experiencing added opportunities and challenges with online learning. Without a doubt, this learning modality is a double-edged sword that holds both pluses and deltas, particularly for selected undergraduate students who voluntarily participated in this qualitative research. These students were from De La Salle University-Dasmariñas and were in their first to fourth year at the university. An interview questionnaire was prepared and focus group discussions were conducted with the general objective of exploring the experiences and expectations of the participants. This allowed the researchers to delve into the narratives of these selected students regarding online learning. Through a thematic analysis, the researchers found that with the hope of continuing higher education amidst a global health crisis also came the high expectations of building connections, aside from gaining adequate technical knowledge and meaningful learning experiences. Nonetheless, the findings revealed that there are several barriers that continue to hamper these expectations from being fulfilled, including the lack of teacher-student communication, online fatigue, limited time for assessments, and insufficient technological skills and infrastructure, among others.

09:55-10:20
63002 | *Resilience in the Face of Inequity: Five Rural Families' Innovation to Keep their Children in Online Schools*
Tanya Manning-Lewis, University of Victoria, Canada

The pandemic has significantly impacted students' access to education, especially those in rural communities in developing countries. Jamaica's Ministry of Education's revelation in May 2021 that it could not account for over 120,000 students (many from rural communities) in online classrooms triggered many questions about parental accountability. In response, this case study research investigated five rural families and their children's (ages 13-16) experiences with online learning from March 2020 to November 2021 in a community with limited access to the internet. The researcher conducted two 1 hour semi-structured Zoom interviews in November 2021 with the families to document their online experiences and assess their perceptions of parental accountability and student success during the pandemic. The interviews revealed that while all five families were keen on keeping their children (four girls, three boys) in school and engaged in online learning, only three were successful in doing so. The successful families adopted creative strategies such as community schooling (children from several homes learning in one home with full WIFI access), mobile learning (one parent collects school materials from teachers and distributes to different families), and shared mobile data costs to continue their children's learning. The families who did not sustain their children's online learning cited the children's lack of interest, teacher absences, and family finances as reasons for their lack of participation. Through a social constructivist approach, the study aims to provide stakeholders with new insights into supporting rural communities' online learning efforts better, increasing students' success, and creating equitable learning solutions.

10:20-10:45
67855 | *The Impact of Educational Facilities on University Choice Throughout Facebook Platform: A Case of FPT University's Students*
Thi My Danh Le, FPT University, Vietnam
Bui Bao Ngoc Nguyen, FPT University, Vietnam
Pham Phuong Thao Ngo, FPT University, Vietnam
Hoai Thuong Lam, FPT University, Vietnam
Tran Kim Ngoc, FPT University, Vietnam
Nguyen Dong Thy Pham, FPT University, Vietnam

Public Information has become increasingly common on social networking platforms like Facebook. Many universities have lately published admission information on the Facebook platform to attract more undergraduates. As a result, the undergraduate search Facebook for Information on the University of choice. In the survey, educational facilities ranked as the most searched-for keywords. The topic will stem from an interest in the variables that K17 students assessed while deciding to enroll at FPT University after one year. The Information and statistics from the number of K17 students will be used to generate the Information. Use gratification and Information seeking theory to consider the importance of facilities in choosing a university from the perspective of students on Facebook at five campuses of FPT University in Ho Chi Minh City, Ha Noi City, Can Tho City, Da Nang City, and Quy Nhon City.

10:45-11:10
67832 | *Unmuting South African Students: Using Multiple Platforms to Establish Social Presence and a Positive Online Learning Climate*
Diana Breshears, University of the Free State, South Africa
Rentia Engelbrecht, University of the Free State, South Africa

South African university students experience high rates of failure and dropout. With the global Covid-19 pandemic South Africa (like many countries) was forced into online learning. Historically, South African universities have required emergency remote teaching resulting from student and community protests, and this need will likely persist. Research shows that online learning can negatively impact student performance if students feel isolated and if the course does not foster social presence. In particular, studies have shown that a lack of social presence and interaction is linked to lower levels of student satisfaction and perceived learning, as well as higher attrition rates (Shelton, Hung, & Lowenthal, 2017). Given South African students' historical risk, the added risks of online learning can prove detrimental. Thus, it is imperative for educators to find ways to improve the quality and effectiveness of online learning for these students. In the current study, instructors in a first-year, online communication science course with 1,380 students combined synchronous and asynchronous measures to foster a course climate conducive to student engagement (i.e., Powerpoint slides with voice recordings, synchronous online classes, Whatsapp instant messaging chats, and small group tutoring sessions). At the conclusion of the course, 300 students completed the Online Learning Climate Scale (Kaufmann et al., 2016), ranked the platforms in order of usefulness, and provided open-ended feedback on specific activities that contributed to their success. Findings indicate a positive online learning climate overall with clear preferences for certain platforms. Implications for online learning beyond the South African context are discussed.

Saturday Onsite Presentation Session 2

Curriculum Design & Development

Session Chair: Poh Wah Hillock

11:25-11:50

66722 | *Cross-disciplinary Programming Curriculum – Re-centering Teachers' Agency*
Florent Domenach, Akita International University, Japan
Naoko Araki, Akita International University, Japan

A new curriculum started nationwide in Japan in April 2020, aiming to reinforce Japan's global standing by emphasizing English language education and introducing mandatory programming Education. Implementing it top-down created a shock amongst educators, concerned parents, and students. Part of the reaction to these reforms was due to the impression MEXT tends to give that schools are expected to teach students how to code from elementary school. However, MEXT intends to teach programming thinking, focusing on three aspects: problem-solving, creativity, and logical thinking. The aim is to nurture these skills from the lower grades, building up to proper coding by the end of high school. Our presentation focuses on the series of interdisciplinary workshops, 'Eigo de programming,' promoted to rural communities in Japan, where opportunities are limited. Given the similarities, the workshops proposed a cross-disciplinary approach to teaching programming in English. Our findings demonstrate the importance and value of interdisciplinary and ongoing longitudinal research. Mentoring through a series of workshops helped refocus the agency of teachers, parents, and students and restore supportive relationships.

11:50-12:15

66903 | *Reimagining First Year Undergraduate Mathematics*
Poh Wah Hillock, The University of Queensland, Australia

In 2018, The University of Queensland (UQ) rolled out UQ2U, a university-wide initiative aimed at redeveloping and transforming UQ courses to deliver flexibility and high-value on-campus learning experiences. Calculus and Linear Algebra I (MATH1051), UQ's largest first-year mathematics course, amongst several other strategically significant courses, was selected for the first phase of the program. The redesign and transformation of MATH1051 represents a new paradigm for mathematics delivery. Students now have the flexibility of attending on-campus lectures or viewing high-quality self-paced videos delivered through edX, an online learning platform. Traditional tutorials have been replaced by collaborative workshops, where students do maths with their peers, with tutors as facilitators. Regular low-stakes formative tasks have been implemented to encourage student participation and provide feedback throughout the semester. Students have access to a wide support network which leverages high-impact practices such as differentiated and individualised learning. The redesign has been a huge success, as evidenced by course evaluation data and student and tutor feedback. In this presentation, I describe the pilot transformation of MATH1051 and the subsequent redevelopment of other large first-year mathematics courses to provide consistent high-quality learning experiences across first-year mathematics at UQ.

12:15-12:40

67383 | *Educational Drama: A Not Fully-Explored Disciplinary Subject of Its Own in the Curriculum Setting of Arts Universities*
Weijie Yu, Nanyang Academy of Fine Arts, Singapore

Educational drama, also termed as applied theatre in some theatre disciplinary studies, has in fact stemmed from its origin of educational and pedagogical development through DIE (Drama-in-Education) and TIE (Theatre-in-Education) in UK and USA respectively in the early 1920s. However, the content of its coverage has since then been significantly developed and enriched through the practice of Augusto Buol with his followers since the last few decades making its reception among many of the social-political, cultural, and educational sectors. In Singapore, educational drama covers school drama education and CCA (co-curriculum activities), pre-school speech & drama, community theatre as one of the local industry sectors, and drama teaching/praxis as a developing new thrust promoted by SDEA (Singapore Drama Educators' Association), as well. While in some other Asian and ASEAN countries, educational drama has also been further integrated as part of the national aesthetics educational programme in schools. However, neither within theatre discipline of liberal arts curricula setting, nor in the vocational drama school education, educational drama as an independent disciplinary subject of its own has yet been fully explored and established, though the potential product of this disciplinary subject as drama educator would form a major part of the employable workforce within the three global theatre industry sectors, namely, the mainstream scene, the experimental practice, and educational drama. The proposed paper explores the coverage and the practice of educational drama at large, its curriculum nature and pedagogical feature as a disciplinary subject of its own in the possible arts university setting.

Saturday Onsite Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Vilma Zydziunaite

13:40-14:05
66735 | *Transformation Management*
Hassan Ahmed, Ahmed Bin Mohammed Military College, Qatar

This study focuses on the process of institutionalization of a new management and educational system (MTBS) in a Malaysian top university-based business school, disguised as AGSB. Specifically, the study looks at the changes brought by MTBS transformation programme introduced by government. An explanatory case study method is used whereby data are collected through semi-structured interviews, document reviews, informal conversation and observations. Using Neo Institutional Theory and Institutional Theory of Educational Organizations, the data from this study reveal that MTBS created a legitimacy dilemma for AGSB and subsequently led to mere incremental changes in the management and educational practices. The main reason is that the MBTS holds a complex set of conflicting value propositions to be provided by AGSB. Regarding management, the MTBS proposes profit maximization as the main value proposition for the management. As for education, the MTBS proposes multiple value propositions, including career-enhancement-salary-increasing, practice-based education, and scholarly-based education for developing intellectuals. In this sense MTBS could be seen as the 'silver bullet' for all the problems of university-based business and management education not only in Malaysia but in other parts of the world. This is from the normative policy making perspective. In real life situation, however, MTBS proved that it is not more than wishful thinking. Compared to the drastic nature of the change required, the apparent incremental changes made in the management and educational practices in AGSB are more or less negligible or even negative.

14:05-14:30
65978 | *English-oriented Internationalisation Policy Planning in a Japanese University: The In-between Enactment Spaces of Hybrid Practitioner Agency*
Robert Higgins, Kwansei Gakuin, Japan

This research explored a contemporary period of Japanese higher education policy planning that adopted internationalisation of higher education as a metanarrative for sociocultural change in Japan. These wider societal pressures have over a period of time contributed to increasing institutional resistance to top-down policy initiatives. These organisational responses underline the importance for individual hybrid practitioner agency that can contribute to the interpretation and translation of national policy planning goals through institutional collegiality and classroom policy enactment. Document analysis in conjunction with a series of qualitative interviews were operationalised with faculty membership of the same university in Japan to explore how structure and agency hold significant conceptual importance to understanding educational change. In particular, the study revealed the spatial dispositioning that takes place related to the adopted social practices of teaching practitioners reflective of past and present language policy planning experiences. These practices were multifaceted and did not necessarily represent benign motivations on behalf of these individuals. Hybrid practitioners who understand and demonstrate policy, administrative and teaching/researcher expertise are a necessary part of modern higher education institutions. The hybrid practitioner model is a challenge to bureaucratic structures and also an important component of carrying forward the policy planning objectives of modern higher education organisations. This presentation will provide a focused exploration of the theoretical and practical implications of policy planning initiatives. Specifically, the lived experiences of policy planning agency will be theorised to provide practical lessons to improve the collegiality and classroom experiences of teaching practitioners and students.

14:30-14:55
65985 | *Teachers' Experience-based Reflections on Student Leadership Opportunities in Classrooms*
Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Vaida Jurgile, Vytautas Magnus University, Lithuania
Linas Kontrimas , Vytautas Magnus University, Lithuania

Student leadership is a student in the position to influence, motivate, and guide others toward achievement of a goal. In this case, a special role belongs to teachers who are guides, mentors, consultants, instructors for students. In this context, cooperation between teachers and students, communication, feedback, reflection, critical self-evaluation are essential components (Zydziunaite et al, 2022). The purpose of the research is to reveal the students' leadership opportunities in the lessons, based on reflections based on the teachers' experiences.
Aim was to describe what and how teachers experience leadership in regard to school administration attitudes, support and possibility to learn leadership skills. A purposive sample consisted of 31 teachers who were interviewed. Qualitative content analysis methodology was applied in research. Findings: the following categories emerged, which are related to student leadership in the classroom - culture of cooperation in the school, teacher-student cooperation, student-student cooperation, promotion of communication between students, class dynamics, quality education, perception of teacher and student leadership, school support for teacher and student leadership, teaching and learning methods, monitoring students' progress, teachers' adaptability, teachers' sharing of learning with students, teachers' attentiveness to students, teachers' and students' self-reflection, creating teacher-student relationship, value education of students. Conclusion: it's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships, defining identities, and achieving tasks effectively. It also provides an opportunities to learn to identify and display effective communication and interpersonal skills for students.

Saturday Onsite Presentation Session 4

Higher Education

Session Chair: Cristina Padilla

15:10-15:35

67035 | *Recurriculation the Ecotourism Way, Challenges and Triumphs: A Study at Two Selected Universities of Technology in South Africa*

Dumsile Gumede, Durban University of Technology, South Africa

Overview: A curriculum encompasses a wide variety of potential educational outcomes, policies and practices. The process of curriculum design is circular and as dynamic as the external environment for which training and development is directed by universities. As the international context always changes, expectations of graduates also change. Preparing students for a complex and evolving world of work is at the forefront of programme redesign and recurriculation. The purpose of this paper was to evaluate the challenges and triumphs experienced by the departments of ecotourism as two selected universities of technology (UOT) in South Africa. Methodology: qualitative data were collected from the heads of department and staff at the two UOTs through face-to-face and virtual interviews using an open-ended interview guide. Data were analysed using qualitative techniques and tools. Findings: the study found that recurriculation was a challenging and long process as most of the staff were not qualified in curriculum design and had never done it before. The initial briefs changed as the process continued, throwing the process back and forth. Even though some of relevant industry stakeholders were consulted, they were not specialists in curriculum design, and their contribution was not coordinated, meaning that they could not represent the entire industry. Implications for practice: some universities (DHBW – University of Cooperative Education in Ravensburg) work closely with the industries they train for as students spend the same amount of time in the classroom and industry throughout their training. Industry changes are factored into the curriculum on a continuous basis.

15:35-16:00

67817 | *Evaluation of the Certificate Program in Teaching Early Childhood Learners*

Cristina Padilla, De La Salle University-Dasmarinas, Philippines
Manuel Camarse, De La Salle University-Dasmarinas, Philippines
Relyn Antenor-Cruz, De La Salle University-Dasmarinas, Philippines
Olivia Legaspi, De La Salle University-Dasmarinas, Philippines
Royce Salva, De La Salle University-Dasmarinas, Philippines
Marilyn Macario, De La Salle University-Dasmarinas, Philippines

Every training program should undergo an evaluation process to enhance its effectiveness, thereby guaranteeing its overall quality and filling competency gaps. Henceforth, to examine the recently delivered eight-week training courses in early childhood education of the Professional Education Department, De La Salle University-Dasmariñas, this evaluative research was conducted. The aforementioned program evaluation utilized a quantitative approach in collecting and analyzing the needed data, allowing the researchers to focus on the following areas: (1) course objectives, (2) course contents, (3) course expertise and delivery, (4) course presentation and other logistics, and (5) overall training course quality. This research involved parent and teacher participants who generally found the course contents useful and relevant, considering that the quantitative findings revealed affirmative mean scores across all areas. Apart from this, inferential statistics were also used to determine the significance of differences in the mean scores of two or more datasets, especially when the responses of the training course participants are categorized according to their demographic profile. The participants commended the training courses since these helped them to better understand their work and future responsibilities as educators or parents of early childhood learners. Still, for continuous course improvements, the participants recommended a pre-delivery consultation and discussion among all facilitators regarding the objectives and discussion techniques for congruence in the delivery of instruction.

16:00-16:25

67650 | *The South African Higher Education Landscape: A Response to Narrowing the Articulation Gap Through Assessment Design*

Janice Naidoo, Durban University of Technology, South Africa

This study is a methodical review of literature that explores how the use of appropriate assessment designs may prepare first-time entering students for tertiary education in a South African context. One of the greatest challenges facing South African higher education institutions is the interdependency between basic education and tertiary education. The insufficiencies of basic education, as the result of South Africa's past apartheid structures, has significant implications for students entering institutions of higher learning. This disjuncture between the basic education and tertiary sectors presents an articulation gap where students are not sufficiently prepared for tertiary education and are unable to cope with the demands of tertiary education. Subsequently, this negatively impacts on student retention rates, student success rates and the overall learning process. It is argued that the implementation of the appropriate assessment design has a greater impact of student learning than pedagogical teaching practices. Hence, this study draws on key recommendations offered by relevant studies in respect to addressing the articulation gap and offers pedagogical approaches to assessment design that may be adopted in the classroom in order to adequately prepare students for the demands of higher education and enhance learning. Key findings from several studies show that an enabling student environment for learning may be created by adopting appropriate assessment designs such as formative assessments, assessments by the process of scaffolding, student participation in assessment design and authentic assessments.

09:30-11:10 | Opal 104
Saturday Onsite Presentation Session 1
Counselling, Guidance & Adjustment in Education Workshops
Session Chair: Shannon Dermer

09:30-10:20
67927 | *Workshop: How to Talk to Children About Sexuality*
Shannon Dermer, Governors State University, United States
Katy Hisrich, Governors State University, United States

Sigmund Freud shocked people talking about children and sexuality, but present-day sex educators understand that people are sexual beings from birth until death. Whether people believe children should or should not be exposed to discussions about sexuality, children are curious and will ask questions about sex, attraction, relationships, and where babies come from. Avoiding answering children's questions about sexuality does not stop their curiosity. Offering children simple, direct, age-appropriate explanations about sexual issues teaches them accurate information, that it is safe to ask caretakers questions, and that they should not be ashamed of their own sexual development. Fred Rogers, a famous television personality and minister offered a framework for talking to children about complex topics--offer simple, honest, caring explanations that children can understand. This is also good advice for talking to children about sexual issues. In this presentation the presenters will discuss how to offer age-appropriate information to children age two to twelve.

10:20-11:10
67928 | *Workshop: Sex Education From a Human Rights Perspective*
Shannon Dermer, Governors State University, United States
Katy Hisrich, Governors State University, United States

Optimal wellness incorporates mind, body, spirit, and sexuality. Sexual wellness encompasses (a) physical, psychological, and social well-being; (b) the possibility of engaging in safe, pleasurable sexual experiences, and; (c) being unrestricted by sexual coercion, sexual discrimination, or violence. Several international organizations have been at the forefront of advocating for sexual health and associated sexual rights. These international sexual rights advocates conceptualize the expression of sexuality as an individual right fostering quality of life, creating equitable social interactions, and enhancing individual and social responsibility. Despite the importance of sexuality, clinicians tend to receive little training on how to discuss sexuality with their clients. Although clinicians may receive training in sexual development, research has repeatedly demonstrated that mental health professionals (and medical professionals) are not generally comfortable discussing sexuality. In addition, major professional organizations require clinicians to avoid discriminating against sexual and gender minorities and often instruct students to respect sexual minority rights from a multicultural and/or social justice perspective. Adding a human rights perspective to teach about sexuality, sexual health and wellness, and sexual rights may provide a pedagogical framework that has advantages over multicultural and social justice perspectives. The definition of human rights, a review of sexual rights as human rights, and an examination of how a human rights perspective can be used to train clinicians will be presented.

Saturday Onsite Presentation Session 2

Assessment Theories

Session Chair: Emmarie Rose Josue

11:25-11:50

66958 | *A Study to Explore the Effectiveness of an Educational Program on Awareness of Cancer Signs, Symptoms, and Risk Factors among School Students in Oman*

Khadija Al-Hosni, Sultan Qaboos University, Oman
Moon Fai Chan, Sultan Qaboos University, Oman
Mohammed Al-Azri, Sultan Qaboos University, Oman

Background: Several studies suggest that most school-age adolescents are poorly informed on cancer warning signs and risk factors. Providing adolescents with sufficient knowledge would increase their awareness in adulthood and improve seeking behaviors later.
Objectives: to evaluate the effectiveness of an education program designed to increase awareness of cancer signs and symptoms risk factors, improve the behavior of seeking help among school students in Oman, and address the barriers to obtaining medical help.
Methods: A randomized controlled trial with two groups was conducted in Oman. The Cancer Awareness Measure (CAM) was used as the primary outcome. Data were collected at baseline (T0) and 4 weeks after (T1). The intervention group received an education program about cancer's cause and its signs and symptoms. In contrast, the control group did not receive any education related to this issue during the study period. Non-parametric tests were used to compare the outcomes between groups.
Results: At T0, the lamp was the most recognized cancer warning sign in control (55.0%) and intervention (55.2%) groups. However, there were no significant changes at T1 for all signs in the control group. In contrast, all sign outcomes were improved significantly (p<0.001) in the intervention group, the highest response was unexplained pain (93.3%).
Conclusion: The intervention was effective in improving students' awareness of cancer symptoms, warning signs (p<0.001), and risk factors (p<0.001 reduced the most addressed barriers to seeking medical help (p<0.001) in comparison to the control group.

11:50-12:15

67092 | *Evidence-based Design Analysis and Depthmap Simulation in the Assessment of Spatial Connectivity Layout for Cancer Centers*

Emmarie rose Josue, National University Manila, Philippines

Since cancer treatment has been changing over time, adoptive measures of hospitals about it are responsive based on architectural solutions. Stakeholders considered in the data gathering were the designers, medical practitioners, patients with their guardians and non-medical practitioners. Being responsive to the needs of its stakeholders, quantitative and qualitative analysis were conducted in six different cancer treatment facilities. All of which are teaching hospitals or level three. Comparative benchmarking was contacted to all cancer treatment facilities. Five Key indicators from Evidence-Based Design Theory were used as basis. These indicators are positive distraction, accessibility, privacy, noise, safety, and security. The methodology of the study was derived from a foreign study that used Evaluation toolkits as independent variable and depthmap simulations dependent variable. The ASPECT and AEDET Evaluation tool by UK National Health Service was used in evaluating the facilities. Depthmap software was used to simulate spatial connectivity of each space and analyze its correlation with the evaluation toolkit. Data showed that there is a relationship in the visibility of each space through axial map and convex map. On the other hand, visual connectivity through visual graph analysis (VGA) has no relationship with the different key indicators. The study formulated a cross-evaluation table that identified the effect of all key indicators with the connectivity of each cancer treatment plan through its layout shape. Pearson moment correlation was used as a quantitative tool in assessing the correlation of different indicators. It was concluded that H-shape is the most efficient layout for cancer centers.

13:40-14:55 | Opal 104
Saturday Onsite Presentation Session 3
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Maria Aurora Victoriano

13:40-14:05
66718 | *Acceptance Study of Power Plant Main Control Simulator as an Operator Learning Media in Indonesia*
Ahmad Faishol Amin, PT PJB Services, Indonesia
Khoirul Aziz Rifai, PT PJB Services, Indonesia
Putu Agus Suginantra, PT PJB Services, Indonesia

The power plant control room simulator is a learning device that resembles the control system in a real power plant. There are not many power plant simulator training providers in Indonesia due to high investment, where complexity and efficacy are exchanged for cost. This study aims to determine the acceptance of the power plant main control simulator as an operator learning media in Indonesia using the Technology Acceptance Model (TAM). This research is explanatory research with perceived ease of use variable, perceptions of usefulness, attitude toward using, and intention to use. The research was performed by conducting a survey to 105 respondents (operators) from 17 power plants in Indonesia who have been trained using power plant main control simulators. The obtained data from the questionnaires are analyzed through the smartPLS. The results of this quantitative study indicate that the perceived usefulness variable has positive and strong effect on the attitude toward simulator usage, besides that it also has a moderate effect on intention to use variable. While the perceived ease of use has a positive and moderate influence on the attitude toward simulator usage. Thus, the intended use of the power plant main control simulator is influenced by the usefulness of the simulator itself.

14:05-14:30
66791 | *Pagtimakas: Modular Learning Experiences of CAPSU MSC Students*
Maria Aurora Victoriano, Capiz State University, Philippines
Lalaine Ricardo, Capiz State University, Philippines
Freden Delgado, Capiz State University, Philippines
Felyn Yap, Capiz State University, Philippines

Hiligaynon is a language used in Western Visayas, Philippines. Pagtimakás is a Hiligaynon word meaning to exert oneself or make great efforts. In the Philippines, the Education sector is one of the most highly affected by the COVID-19 pandemic. Capiz State University, Mambusao Satellite College (CAPSU MSC), is situated in a rural area with limited internet connection. Thus, the institution implemented a modular learning approach with little or no face-to-face interaction between students and their instructors and is highly dependent on printed modules to maintain the education of students. Understanding the plight and challenges of these students can be a source of actions and plans that will help them cope and succeed in their academic endeavors. Hence, this study was conducted. The study uses phenomenology to answer the research questions. An in-depth interview using a semi-structured questionnaire served as the researcher's data-gathering instrument. Eight students purposively chosen based on inclusivity criteria became participants of the study. Results showed that lack of learning resources, time, and self-paced learning are the challenges the CAPSU MSC students faced. However, students cope with these challenges by seeking help, time management, and a proper mindset and determination. All of these attributes to Bandura's (1997) Self-Efficacy Theory, which states that Self-efficacy refers to the person's belief in their capacity to execute behaviors necessary to produce specific performance attainments. It is recommended that the institution must incorporate technological innovations to improve modular learning, and awareness of students' knowledge of modular learning is encouraged.

14:30-14:55
67826 | *The Effects of Time Management on the GPA of Undergraduate Students in FPTU HCMC, Faculty of Business Administration*
Thi My Danh Le, FPT University, Vietnam
Ngoc Thanh Thao Nguyen , FPT University, Vietnam
Thi Tu Ngan Pham, FPT University, Vietnam
Duc Binh Nguyen, FPT University, Vietnam
Quoc Phong Ly, FPT University, Vietnam
Huu Anh Kien Nguyen, FPT University, Vietnam

This study explores the impacts of time management factors on the academic performance of students majoring in Business Administration at FPT University in Ho Chi Minh City, Vietnam. Possessing effective time management skills may result in better educational achievement (Britton & Tesser, 1991). This could also be the case for college students; efficient time management is capable of helping them improve their academic performance, particularly their Grade Point Average (GPA). This research is anticipated to provide a more analytical perspective on the function of time management factors in enhancing the educational success of undergraduates by employing the Mental Time Management Model (Britton & Glynn, 1989) to analyze data collected through online surveys; utilizing the time management questionnaire designed by Britton & Tesser (1991). Our findings indicate that FPTU HCMC students who practice time management tend to have higher GPA. Furthermore, a slightly positive correlation between Short-Range Planning, Long-Range Planning factors, and undergraduate students' academic performance is also discovered.

Saturday Onsite Presentation Session 4

Counselling, Guidance & Adjustment in Education

Session Chair: Leann Jester Rosali

15:10-15:35

66173 | *Quarterlife Crisis Among Emerging Adults: A Phenomenological Study*
Samantha Santos-Lagar, Polytechnic University of the Philippines, Philippines
Christoper Sasot, Polytechnic University of the Philippines, Philippines

This study focused on the experience of Quarterlife Crisis among Filipino emerging adults. It aims to examine the quarterlife experiences of emerging adults as they transition from adolescence into adulthood. Several factors were taken into consideration in this investigation such as attainment of bachelor's degree, pursuing a higher degree of education, age, and single as a civil status. Qualitative method was used to capture the experiences of the participants. To analyze the life stories, Interpretative Phenomenological Analysis (IPA) was used. An interview via Zoom meeting platform was utilized. To start each interview, consent was asked from the participants via Google forms. A semi-structured interview guide helped in drawing out stories, later clustered into superordinate themes. The participants were purposively selected, consisting of 5 voluntary respondents. The interview guide was set to focus on the respondent's experience during the transition to adulthood. The findings of the study were obtained from creating superordinate themes, analyzing through the hours of interview. Themes are as follows: (1) Unpleasant experiences during first year at work, (2) financial difficulties, (3) pressure from internal and expectations, (4) lack of clear career direction, and (5) not being ready for work.
From the sample population interviewed, it is concluded that these emerging adults were indeed under distress as they enter a new world of adulthood. They voluntarily shared their experience to have more open talks about the existence of Quarterlife Crisis. It is highly encouraged to have more open talks about major life transition inside homes, schools, and community.

15:35-16:00

65994 | *Gains and Losses: A Phenomenographic Study on Adolescents' Understanding of Isolation due to COVID-19*
Leann Jester Rosali, Notre Dame of Marbel University, Philippines
Princess Joy Dicto, Notre Dame of Marbel University, Philippines
Kreen Erojo, Notre Dame of Marbel University, Philippines

The global health emergency posed by the COVID-19 outbreak has affected millions of people. In the Philippines, among the establishments closed are schools that resulted in children and adolescents staying at home for years under quarantine. Many studies were conducted focusing on the impact of isolation on people's physical and emotional well-being, most notably the children and adolescents who are considered vulnerable individuals. However, limited studies investigated how these young people understand their experiences while in quarantine. Hence, this phenomenographic study aims to provide insights into Filipino adolescents' realities by exploring the many different ways they view isolation. Seventeen adolescents in quarantine were interviewed, and qualitative analysis revealed a dualist outcome space where isolation is seen in the light of gains and losses. Eight sub-themes describing the three emerging themes are reported. The descriptions reveal understandings that isolation is (1) a restraint, (2) a necessity, and (3) an opportunity that has an impact on the physical, emotional, and social dimensions of adolescents' lives. Implications and recommendations presented may serve as a basis for designing programs and interventions to help adolescents deal with possible negative feelings in isolation and post quarantine.

Notes

Sunday, February 12

Parallel Sessions

All times are in Singapore Standard Time (UTC+8)

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

09:30-11:10 | Opal 101
Sunday Onsite Presentation Session 1
Challenging & Preserving: Culture
Session Chair: Yuki Yokohama

09:30-09:55
67868 | Serious Games and Environmental Learning Among Marginalized Youth
Annisa Hasanah, Kyoto University, Japan
Roger C. Baars, Kyoto University, Japan

Youth from low-income families are often marginalized in formal educational systems in Southeast Asia. In recent years, serious games have shown positive effects on student learning. However, there is a lack of studies focusing on marginalized youth in particular. In this study, we explore youth's motivation and ability to gain new knowledge and skills through the Water Champions game (a tabletop game about water and hygiene practices). The study was conducted in West Java, Indonesia. Based on participant surveys, the study explores participants' engagements, driving factors to participate, and types of knowledge gained. Result show that playing the Water Champions Game had positive effects on environmental learning among marginalized youth. However, we found that levels of knowledge and skills are not highly correlated. Despite their financial limitations, most participants were willing to invest into gaming with knowledge achievement as their main motivation. The social impact of games as tool to foster collaboration and interaction skills was also illustrated. This study argues that serious games could be an effective way to improve learning among marginalized youth.

09:55-10:20
66871 | A Study on Young Chinese Singaporean Identity
Yuki Yokohama, Kanto Gakuin University, Japan

Singapore, a multi-ethnic country, is one of the most economically developed countries in the world, due in large part to its state-led language education policy. This study conducted a fact-finding survey of young Chinese Singaporeans with the aim of determining the impact of language education in Singapore on the younger generation. Semi-structured interviews were conducted with five NUS graduates (one male and four female, average age 25.2 years) in August 2019. The survey included the following: (1) language status, (2) needs of Singaporean society, and (3) personal identity. The survey revealed that the respondents communicate in English, Chinese, and Singapore's own Singlish in their daily lives. They used English in educational activities, Chinese at home, and Singlish more frequently in conversations with friends. This revealed that young Singaporeans are making good use of the multilingual environment to build relationships. In response to the question needs of Singaporean society, most of the respondents indicated understanding and respect for multi-ethnic cultures, languages, and religions, and consideration for minorities. These results suggest that Singapore's youth are Singaporeans with their diverse identities due to the government's ethnic equality policy and bilingual education. In the future, the scope should be broadened to further consider the relationship between the unique culture and language of Singapore's ethnic groups and language education policy.

10:20-10:45
66586 | *UKYO VOICES: An authentic Academia-Government-Citizens Community Engagement Project in Kyoto City, Japan*
Kevin Ramsden, Kyoto University of Foreign Studies, Japan
Aaron Campbell, Kyoto University of Foreign Studies, Japan

The Ukyo Voices project, conducted from April to October, 2021, was an authentic community engagement initiative between Kyoto University of Foreign Studies and the government and people of Ukyo-ku, Kyoto City, to help the ward celebrate its 90th anniversary. In the spirit of being 'good neighbors', students from the university and its associated high school teamed up to interview twelve individual residents and representatives of businesses in the local area, photograph daily life in the ward, and build a bilingual website in an effort to document and understand how the people of Ukyo-ku, across all generations, live, work and play. This was a truly collaborative effort, with local government personnel interacting with students and faculty members at all stages to bring the project to fruition. The student project team consisted of six pairs of interviewers, who conducted two interviews per pair, two website developers, and two photographers. The faculty and administration project team of around seven or eight members were positioned to provide logistical support and advice throughout the process, but tried to allow the students as much autonomy as possible in regard to interactions with interviewees and producing the results of their activities. Overall, this project proved to be an extremely valuable experience for both the students and faculty involved, and we believe can be viewed as an excellent example of an authentic project-based learning model that could be replicated at any time in other locations.

Sunday Onsite Presentation Session 2

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

Session Chair: Miqbil Aiyed K Alanazi

11:25-11:50

65610 | *The Elements of a Conducive Online Distance Learning Environment for Deaf Students*

Jean Mari Atinaja, Eclaro Academy, Philippines
Exequiel Francisco, Miriam College, Philippines

A Conducive Online Distance Learning Environment is suggested to pose a significant element in the education structure of Deaf students during this health emergency. It comprises several components that allows to fulfill its role in giving an environment that enrich the learning of Deaf students. This study aims to identify the elements that promotes learning in an online distance learning environment for deaf students. This pursuit is also anchored in discovering the learning profiles, learning experiences and challenges of Deaf students in the Online Distance Learning Environment. The study took place in a Deaf school which shifted to an Online Distance Learning set-up during the health emergency. Deaf students and their teachers were interviewed. Class observations were conducted to mirror the insights from respondents. Interestingly, the process of selecting significant statements, coming up with data categories and identifying the meaning behind the statements the gathered data of this inquiry raised the "Four Scaffolds of a Conducive Distance Learning Environment". The framework of the study allows educators and other significant education stakeholders to create a Conducive Online Distance Learning Environment suitable for Deaf students, allowing them to consider its potentials and outcomes in the learning of Deaf students. Results of this displayed varied interesting elements shared by the Deaf students and teachers.

11:50-12:15

66380 | *Formulating Indicators of Creativity Among Gifted Learners in the Philippine Context*

Junalene Villano, University of Southeastern Philippines, Philippines

This study aimed to explore indicators that define creativity in the Philippine context. A qualitative textual study was employed which sought the data from varied participants chosen for their ethnic identity, cultural background, type of school, and academic level. The transcribed in-depth interviews were then thoroughly examined through textual analysis. Findings revealed that Filipino creative children (1) process creativity through their cognitive strengths, problem-solving and divergent skills, originality, elaboration, rich imagination and curiosity, (2) are naturally creative, highly motivated, passionate, diligent, hardworking, persistent, perfectionist, friendly, shy, generous, sympathetic, good leaders, respectful, obedient, oversensitive, flexible, resourceful, inventive, risk-takers, open-minded, humble, patient and dedicated to high standards of excellence; (3) create products that are novel, original, purposeful, employ recycling, 4) are influenced by nature, home, school, media, practice and competitions. This study concluded that Filipino creativity is an ability that is natural and God-given, greatly rooted to Filipino family traditions and cultural values. Filipino creative children are highly intellectual who excel in their academic endeavors, socio-civic and art competitions, expressive through their music, art, movement and literary outputs. It is recommended (1) to consider the creativity indicators defined in this study to identify learners' creative potentials and behavior; (2) to consider the students' family, and specific ethnic culture in designing programs/activities for creative development; (3) for families and schools to support the creative children's needs; (4) for future research to explore studies on creativity from other regions; and (5) to consider adopting the creativity indicators in the development of a creativity tool.

12:15-12:40

67851 | *The Development of Communication Skills for Children With Autism Using Robots as a Learning Media*

Jiraporn Chano, Mahasarakham University, Thailand
Chakkrit Saengkaew, Mahasarakham University, Thailand
Jinnawat Talasee, Mahasarakham University, Thailand
MacArthur Lanakila Stant II, Arizona State University, United States

Children with autism, a brain disorder, are characterized by three main developmental delays:a social interaction disorder, interpretation disorder, and repetitive behaviors with limited interest. Children with autism have language and communication disabilities. The objectives of this research are 1) to design and develop a prototype of a robot, 2) to design a robot control program system, and 3) to study the results of the development of communicative skills for children with autism using robots as a learning medium. Research and development will consist of the following 3 phases: Phase 1: Robot prototype, design, and development; Phase 2: Robot control program; Phase 3: Study of the development of communication skills for children with autism. The research target group were 5 boys ranging in age from 4-6 years old who were diagnosed with autism from the Special Education Center, MahaSarakham Province. The results showed the average language behavior scores for developing communicative skills for children with autism using robots as a learning medium were higher than scores before using the robots. The training steps were as follows: step 1 preparation, step 2 image exchange, step 3 expand communication continuity, step 4 image sorting. It was found that all 5 autistic children were ready to practice communication as well as to be able to describe simple needs with continuity in communication. In conclusion, the autistic children were trained to pronounce and match pictures according to the narrative told by robots as a medium for learning which increased the children's interest level and enhance language development.

12:40-13:05

66450 | *An Investigation of Teachers' Attitudes Towards Children with Asperger's Syndrome*

Mogbel Alenizi, Northern Border Universit, Saudi Arabia

The purpose of this research is to measure the teachers' awareness of, and attitudes towards children with Asperger's Syndrome (AS, hereafter). The main intention was to sample primary school teachers; however time constraints dictated that to 30 teachers (male and female), who participated in the study, were postgraduate students and teaching staff. The instrument used in this study was a questionnaire that consisted of 34 items; 15 on attitude and 15 on knowledge. The independent variables were gender, age and experience of teaching children with Special Educational Needs; the dependent variables were knowledge of and attitude towards children with AS. The responses were subjected to a range of tests. which, in the first place, showed there were some problems with the design of the questionnaire, also that responses were not a normal distribution, so chosen tests were non-parametric, mainly Mann-Whitney U test. Very few differences in knowledge or attitude were found among different groups of teachers. No significant differences in either knowledge or attitude were found in age or gender. The one interesting finding was that whilst teachers with experiences of teaching children with Special Educational Needs (SEN, hereafter) had more knowledge, they were no more likely to have positive attitudes than others.

Sunday Onsite Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: In-Ok Kim

09:30-09:55

67346 | *Fostering Social Communication Skills Through Small Talk Practice in Business English Classes*
Tomoko Sugihashi, Showa Women's University, Japan

Small talk is often said to be like a lubricating oil in human relationships. However, Japanese people appear to be influenced by its high-context culture (Hall, 1979) and people often find it hard to decide on good topics to initiate conversation, even in business settings (Murao, 2021). Third-year college students, who enrolled at the onset of the pandemic in 2020 and were exposed to its effects longer than other grades seem to have suffered more from not establishing good friendships or nurturing their communication skills. While face-to-face teaching officially started in 2022, students came in quietly and sat without interacting with their peers in class. To help develop their small talk competency, the presenter prepared a short questionnaire to uncover students' daily social communication such as whether they greet the president of the university and teachers in the same department. Further questions are included such as how successfully they think they can exchange small talk with "new" classmates in Japanese or English, and if they feel some specific speech acts, such as refusing and requesting, are difficult to perform in English. Students are then given time to practice small talk at the beginning of their classes. The growth in their small talk competence is presented together with the questionnaire results. The presenter also discusses pragmatic problems found in the students' English. The incompetency may arise from the differences between the high- and low-contexts as well as from the students' misconception of the English language being very direct.

09:55-10:20

66761 | *Creating Space for Stories: Using Folktales to Encourage Intercultural Awareness in the EFL Reading Classroom*
Sara Borgstrom, Tokyo International University, Japan

For centuries, folktales have been crucial in the passing down of cultural knowledge, from ancient customs and origin stories, to local foods and cautionary tales, so what better tool to apply in a second language classroom setting? Today, folktales can serve as helpful tools for language acquisition in the reading classroom through exposing students to unique vocabulary, repetition, and simple narrative structures. Furthermore, they can also help to introduce language students to diverse cultures, strengthening their intercultural awareness. Through reading and comparing local folktales to those from different parts of the world, students are exposed to both transcultural and culture-specific ideas, which in turn helps them to build stronger connections between one another and bridge gaps in their intercultural communication in our rapidly globalizing world (Lwin & Marlina, 2008). In this practice-based presentation, the presenter will demonstrate a folktale project used in a university reading classroom in Japan, using self-adapted graded readers of folktales from around the world.

10:20-10:45

66342 | *Verbal Expressions of Emotion by EFL Students in an Intercultural Setting*
Roxana Sandu, Toyo University, Japan

A common belief is that people's feelings determine their linguistics choices, communicative behavior and the course of a conversation in social interactions. On the other hand, a lack of emotional involvement can be misleading and especially misunderstood in an intercultural setting where interactants bring with them different sociolinguistic and cultural knowledge. So, what happens when we express our emotions in a foreign language? This presentation will discuss the preliminary results of an ongoing project in the hope to shed some light on the way English language learners verbally communicate their emotions when using English as a lingua franca in an intercultural setting. The study took place at a private university in Tokyo, and the data was collected through focus group discussions; most groups included two Japanese students and two international students. For the focus group discussions, three viral videos were carefully chosen as emotion-eliciting stimuli in order to assess how English language learners use verbal language to express their emotions while and after watching the videos. The results showed that none of the participants chose to verbally express their emotions while watching the videos. However, the group discussions revealed that participants experienced a range of emotions while watching the videos, but they refrained from reactive responses. The implications for intercultural communication will be discussed taking into consideration these preliminary results.

10:45-11:10

68165 | A Continuity Analysis of Reading and Writing in Elementary and Middle School English Textbooks
In-Ok Kim, Chuncheon National University of Education, South Korea

One of the challenges that Korean EFL learners in secondary school face is that they feel the big gap in the difficulty levels between elementary and secondary English, particularly in reading and writing. This brings the need to examine if there is substantial continuity in the English textbooks and how the continuity level can be enhanced to help learners keep up with their learning requirements. Textbooks are the most important English learning materials in Korean school education. Thus, the purpose of the study is to examine the continuity between 6th grade of elementary and 1st grade of middle school English textbooks. For reading, three 6th grade elementary school English textbooks and three 1st grade middle school English textbooks will be analyzed by using Coh-Metrix tool. The categories of Coh-Metrix to be analyzied are the readability, text, lexical and syntactic features, and cohesion. For writing, tasks will be analyzed according to the controlled, guided, and free types. The author will analyze the data in both quantitative and qualitative ways. Descriptive statistics will represent how much continuity exist between the gradel levels quantitatively and the features of reading and writing tasks will reveal continuity levels qualitatively. Based on the findings the author will suggest implications for materials development and English teaching pedagogies.

11:25-13:05 | Opal 102
Sunday Onsite Presentation Session 2
Foreign Languages Education & Applied Linguistics

Session Chair: Takanori Omura

11:25-11:50

67584 | *The Construct of the Arguments and Counterarguments in Chinese ESL Learners' L2 Argumentative Writing*
Zhanwen Song, Universiti Putra Malaysia, Malaysia
Fang Qi, Shenzhen University, China

The decades have witnessed a growing trend towards research on the persuasiveness and rhetorical features of arguments in L2 argumentative writing. It should be noted that the ability to persuade others, which is seen as part of argumentative skills and core of the theory of cognitive process, has been recognized as a key element in an effective argumentative composition, but is also one of the greatest challenges for L2 novice writers. This study is set to investigate the features of the construct of arguments and counterarguments in Chinese ESL learners' argumentative writing. 45 students were selected from an academic English writing course at a university in southeastern China. The study adapted the modified Toulmin model of argumentation structure (Toulmin, 2003) to analyze 67 argumentative compositions written by the participants. With argumentative writing samples collected from two writing tasks, six elements of arguments and counterarguments, namely claim, sub-claim, data, counterargument-claim, counterargument-data, and rebuttal, were identified and analyzed. The results indicated that the majority of the sampled essays contained both arguments and counterarguments, constituting a two-sided complete pattern, whilst the others employed one-sided complete, incomplete, and non-argument patterns. These findings also imply that most of the participants could construct effective reasoning processes to present their stance in their argumentative writing, and the rhetorical organization of arguments and counterarguments might be learnable and teachable in the academic goal-directed writing course. It is suggested that L2 writing courses should employ explicit instruction to raise Chinese learners' rhetorical awareness in argumentative writing.

11:50-12:15

67782 | *Promoting Learner Autonomy Through Extensive Reading*
Asami Nakayama, Gifu University of Medical Science, Japan
Paul Dickinson, Meijo University, Japan

This study focused on 165 Japanese medical university students who engaged in extensive reading (ER) activities outside the classroom for two semesters. It investigated the change in their attitude to reading English through the ER activities. The study aimed to see if by doing ER they could become more autonomous learners. This was because ER was designed as an activity to be done outside the classroom and primarily left to the learners, although the amount of reading was part of the grade in the reading class. First, students' post-course reflective reports were examined quantitively with Co-occurrence Network Analysis (CNA), providing a graphic visualization of potential relationships between entities represented within written material by the KH Coder. Secondly, to see how the keywords extracted by CNA in their reports were presented, the contexts were examined carefully line by line. By doing so, prominent keywords such as 'fun' and 'not good at' related to ER were revealed. The result shows that perception of the activity with emotion could lead to improved motivation for reading English materials and a change in their attitudes to reading in English. In addition, some learners demonstrated increased autonomy when writing about their reading strategies and perceptions of the ER activities. These findings support the claim that ER is an effective way to promote learner autonomy for university students learning English. It is hoped that this study will be useful for educators and researchers interested in ER and learner autonomy.

12:15-12:40

66951 | *Mobile Learning in Language Classroom: Emerging Tools and Teaching Scenarios*
Angeliki Kordoni, Sorbonne University Abu Dhabi, United Arab Emirates

First, the study introduces the theoretical framework of mobile learning in the language classroom, gives a brief overview of the most important research findings of the last decade and identifies trends. Existing literature has shown that mobile learning activities engage students, foster meaningful learning, enhance motivation and bring real world into the classroom. This presentation mainly focuses on an experimental study of m-learning, which has been conducted at Sorbonne University Abu Dhabi since 2020. The project has been developed in an A2/B1-level French language classroom with Arabic-speaking students. Opportunities, perspectives and challenges of mobile learning in the foreign language classroom have been examined in this study. A variety of digital tools and approaches have been employed to offer students a seamless learning experience. A number of activities, such as online chatting and commenting, recording and sharing videos and photos, have been integrated in the language classroom for learning purposes. The implementation of informal learning opportunities in virtual environments has encouraged students' collaboration and interaction with their peers. Despite the positive attitude of students towards m-learning, this study has also revealed some ethical issues and moral dilemmas related to cybersecurity, online privacy, cultural and religious aspects.

12:40-13:05

66373 | *Student Attitudes Towards an eELP and Learner Autonomy*
Takanori Omura, Soka University, Japan

Numerous studies and researchers have focused on how students learn autonomously and gain confidence and motivation towards their own learning. Among them, quite a few studies are related to the field of learner autonomy and the European Language portfolio, both the paper and electronic version (e-portfolio). The purpose of the present study, devised using the CARM Model (Birch et al. 2021), was to investigate the correlation between university students' learner autonomy and their attitude towards the e-portfolio, and whether they demonstrate the positive attitude towards a goal-setting section in the e-portfolio. The study participants were first-year university students who took a general English course at a private university in Tokyo. Regarding the data collection, the present study started collecting data at the beginning of 2021, and finished in the middle of 2022. The online surveys included the Autonomous Learning Scale (Macaskill & Taylor, 2010), measuring independence of learning and study habits, and statements about participants' attitudes towards the e-portfolio. The participants were asked to use the e-portfolio that was shared with the teacher during the experimental year. The survey data was analyzed with SPSS to find the Pearson correlation coefficient. Additionally, the data from semi-structured interviews was analyzed to view the users' attitude towards the e-portfolio, particularly the goal-setting section. The results showed that there was a strongly positive correlation between the level of learner autonomy and student attitudes towards the e-portfolio, and many students demonstrated the positive attitude towards a goal-setting activity.

09:30-11:10 | Opal 103
Sunday Onsite Presentation Session 1
Higher Education

Session Chair: Stephen Abblitt

09:30-09:55
67676 | *Ensuring Credibility in Interpretive Research: The Audit Trail as A Road Map*
Leei Wong, Sheridan Institute of Higher Education, Australia

The credibility of qualitative research as a 'fuzzy' genre (as compared to quantitative studies) has been a topic of discussion. Emphasis on evidence-based research is crucial to mitigate the ambiguity of 'unstable areas', such as emotions and feelings that traditional natural and social sciences struggle to accommodate. Moreover, in interpretive research, complicated rhetoric and variable research reporting modes constitute a challenge for researchers. Although scholars have proposed insights into tackling the rigor in qualitative research, most studies focus mainly on nursing or business; there is little literature on other disciplines. This study provides a roadmap of an audit trail to present a clear, transparent research process of interpretive research by exploring an actual research topic in textbook analysis for education or linguistics studies. The process incorporates Lodico, Spaulding, and Voegtle's (2010) data-collection procedure. It also demonstrates how the qualitative data analysis (QDAS) software NVivo 12 is used to save and classify data and record the researcher's notes. In this way, the researcher demonstrates the transparent process of using an audit trail that enhances the credibility of an interpretive study.

09:55-10:20
66026 | *Perception of Undergraduate Medical and Health Sciences Students Toward Computer-based Test: A Cross-sectional Study*
Nizar Abdul Majeedkutty, Lincoln University College, Malaysia
Choong Jia-en, UTAR, Malaysia

Background: COVID-19 pandemic accelerated the adoption of computer-based tests globally. It posed a challenge in assessing the knowledge and clinical skills of the medical and health sciences students. Understanding the perception of students towards the shift of assessment methods is essential as it influences the effectiveness of the tests. Hence, this study aims to investigate the perception of undergraduate medical and health sciences students towards computer-based tests. Methods: This cross-sectional study recruited 178 students from first-year to final-year medical and health sciences programs using convenience sampling method. An online questionnaire on socio-demographic data, perceived ease of use, perceived usefulness, attitude and barriers on the use of computer-based test was used. Microsoft Excel and SPSS were used to analyze the data. Results: Participants held neutral perception towards computer-based tests. The characteristics of the students who had better perception towards computer-based tests were female, younger, first-year, nursing program and lesser experience in using the tests. There was no significant association between perception and types of course (p = 0.125). The more positive attitude was correlated with higher level of perceived ease of use and perceived usefulness (p < 0.001; p < 0.001). The most common barrier encountered was disruption of internet connection. Conclusion: The overall perception towards computer-based tests among the students was neutral. Neutrality of perceived ease of use, perceived usefulness and attitude were observed. Some measures are required to improve the ease of use, usefulness and attitude towards computer-based tests for effective utilization of the technology.

10:20-10:45
66978 | *StoryWall: A Formative Assessment Model for Co-creating Authentic Learning Experiences and Feedback*
Kevin Liu, The University of New South Wales, Australia

The StoryWall Innovation is a learner-centred pedagogical approach for creating effective, sustainable, and scalable formative assessments that improve student learning. StoryWall replaces summative midterm exams and creates a "safe" space for both academics and students to collaboratively explore authentic issues, research and industry insights related to course learning outcomes. StoryWall has been adopted at the program level for the UNSW Bachelor of Actuarial Studies Programs and 40 Business School courses (over 12,000 student completions) across multiple disciplines with exceptionally positive feedback from academics and students. Over 90% of the students reported that StoryWall supported their learning and improved their learning experiences.

10:45-11:10
67903 | *What Use a Qualifications Framework? The Impact of Qualifications Frameworks on Innovation for Online Learning in Australia and Malaysia*
Stephen Abblitt, Keypath Education, Australia
Mariam Basar, Keypath Education, Malaysia

National qualifications frameworks have grown rapidly since the first generation of frameworks were established in the mid-1990s. They are designed for several purposes and uses, and are located amongst a set of other policy, socio-economic and socio-material contexts, enmeshed in existing ideologies, systems, and practices, which shape what they can and cannot do. But what practical impact, if any, do such frameworks have on the actual student learning experience? Drawing on recent work designing fully online postgraduate programs with several public and private universities across Australia and Malaysia, this comparative study explores the impact of their respective qualifications frameworks on innovation for online learning. The Australian Qualifications Framework (AQF) was introduced in 1995, and a revised second edition adopted in 2013; the Malaysian Qualifications Framework (MQF) was introduced in 2007, implementation began in 2011, and a revised second edition adopted in 2017. These frameworks are useful, and sometimes effective, to establish transparent standards, assure educational quality, and better align higher education to labour market and social needs. But they can also constrain or discourage innovation. The case is especially so for digital and online education, where new delivery models are disrupting the status quo and regulators are challenged to keep pace with best practices and innovations in learning design and teaching delivery. This paper critically reflects on these challenges, exploring how components of these frameworks—such as levels and domains, learning outcomes, student workload requirements, and different regulatory approaches—impact the online learning experience in intended but also unexpected ways.

11:25-13:05 | Opal 103
Sunday Onsite Presentation Session 2
International Education

Session Chair: Janejira Sutanonpaiboon

11:25-11:50
66767 | *Decisions to Study Aboard of Overseas Students During the Outbreak of COVID-19*
Thawarot Thongkham, Chiang Mai University, Thailand
Rossarin Osathanunkul, Chiang Mai University, Thailand

The objective of this study aims to understand which factors can affect to the decisions of overseas students to study at Chiang Mai University during the outbreak of COVID-19 using online questionnaires and in-depth interviews to collect data from overseas students that enrolled during academic year 2017- 2021. The data are analyzed by descriptive and inferential statistics. The results of this study found that the affected level of decision-making in choosing to study at university among overseas students, namely at a medium level to a high level of statistical significance. To compared the factors of marketing mix influencing overseas students' decision to study at university, revealed that students who enroll before and during the outbreak do not rate significance level of marketing mix differently in general. Therefore, Chiang Mai University should focus to more attention on costs that associated with immigration for overseas students, such as COVID-19 testing, state quarantine services, and vaccination procurement as well as monitoring any possible future outbreaks and so on. The university should also develop its own curriculum in order to be diverse, effective, and international. A higher world university ranking for the university might result from collaboration with renowned overseas universities.

11:50-12:15
66136 | *Canadian International Education: A Literature Review*
Xiaobin Li, Brock University, Canada

The purpose of this study, descriptive and exploratory, is to examine current trends and identify possible future directions in international education from a Canadian perspective. Although international education refers to both Canadian students going abroad and international students coming to Canada, far more international students come to Canada than Canadian students go abroad. This study only discusses international students in Canada to make the research more focused. With most international students in higher education, the focus of this study is on international students in higher education, particularly in universities, as more of them are in universities than colleges. A panorama of international students in Canada is helpful for a better understanding of Canadian international education and the necessary tasks for Canadians moving forward. A systematic review of the relevant literature on Canadian international education has been conducted. The data sources are recent publications of Canadian Bureau for International Education, Government of Canada departments, and peer-reviewed Canadian and international academic articles. From 2018/19 to 2019/20 there was a 13.7% increase in Canadian higher education of international students, who paid fees three times more than Canadians students, a trend for the last decade. International students represented 17.1% of total university enrollments. International education generated $21.6 billion annually in Canada and accounted for 170,000 jobs. Canada was the number four destination of international students in the world. Most international students have found their Canadian education experiences positive, but they have also encountered persistent problems that must be dealt with.

12:15-12:40
66463 | *Pre-service Teachers' Perception on Developing Educational Apps for Teaching and Learning*
Andrey Koptelov, Sam Houston State University, United States

Nearly everyone prefers to use their smartphone daily. Why not use a student's interest in smartphones to create applications to service their educational needs and learning enhancement? The approach we are addressing is to provide an opportunity for students at the College of Education to learn basic concepts of developing educational applications for smartphones without advanced knowledge of coding. We believe that teachers can create apps focused on the most challenging course objectives, motivate their students and help them learn in the classroom. On the other hand, students can also create an application with the guidance and support of their teacher that allows the students to study the material through this process instead of constantly using worksheets in class. There is an opinion that the majority of educators lack the time, knowledge, and energy to develop a custom application for their classroom. Taking this into consideration, we decided to investigate the need and effectiveness of preparing pre-service teachers to design and develop educational applications. Our findings helped determine if pre-service teachers would be ready and interested to implement their knowledge in the classroom and involve their students in the process of developing educational applications tailored to the student's needs. We believe that this strategy can spark students' interest and enhance their learning in a more exciting and creative way. We collected a variety of data to understand the pre-service teachers' perceptions on this approach and find their opinion, needs, and interest in developing, and implementing educational applications in the classroom.

12:40-13:05
66742 | *Adding "HyFlex" in a Flipped Bi-synchronous Executive MBA Course: Issues and Findings*
Janejira Sutanonpaiboon, Sonoma State University, United States

The purpose of this research is to explore how Executive MBA (EMBA) students adopt HyFlex education. This study was conducted in two EMBA classes in Spring 2021 and 2022. Participants were EMBA students at a public university in western USA. The research design was for both classes to meet synchronously via Zoom every two weeks, with two hours of asynchronous class time, in a flipped classroom format. The 2022 cohort had a "HyFlex" option to meet in-person, on campus or elsewhere, and join the synchronous class via Zoom. All materials and lecture videos were posted in advance, and the synchronous class time was devoted to group discussions and activities. We support this paper with Theory of Task Technology Fit and suggest that the technology for an online class should emphasize communication support. Descriptive data analysis shows that students spent 4.94 (2021) and 4.60 (2022) hours per week synchronous, 4.06 and 3.30 hours on reading, 3.74 and 3.40 hours on assignments/activities (asynchronous), and 3.06 and 2.40 hours on team meeting (synchronous). Additionally, 41% said the class met expectation while 56% said the class greatly exceeded expectation (2021). Similarly, 38% said class met expectation, 31% said class exceeded expectation, and 23% said class greatly exceeded expectation (2022). In conclusion, EMBA students seem to adapt to hybrid and HyFlex education well, while Canvas and Zoom both provide highly efficient communication support. We suggest that the university continue to offer classes in both formats for EMBA students as options to enhance in-person classes.

09:30-10:45 | Opal 104
Sunday Onsite Presentation Session 1
Professional Training, Development & Concerns in Education
Session Chair: Pearl Subban

09:30-09:55

67615 | *Definitions of a Profession: Special Needs Educator*
Victor Tan, University of Stirling, United Kingdom

Issue 40 of the Teachers Matter Report by OECD conceptualized the teachers' role in a complex 28 domains over four key zones the individual, the classroom, the school and the community. The parallel profession of a Special-needs Educator, though subjected within the same field of education, has not gained equal attention despite the challenges the profession faces in its more complex provisos. The project seeks to determine the professional understanding of a SnE and the varied implied association of professional identity, and their effects at organizational and professional (occupational) levels. The research adopted a qualitative approach using an adapted version of Collie and Mansfield's proposed model (2022) with the infusion of another paradigm of Social Identity Theory. 10 participants were gathered at different levels of professional involvement to conduct interviews that were analysed using Thematic Analysis proposed by Clark, Braun and Hayfield (2015). Presenting themes of (1) Big Environment, (2) Professional Identity, (3) Expectations (Formal Professional roles), (4) Additional Roles (Hidden Professional Roles) and, (5) Burnout were observed from the data. Key finding notes that dissonance within the profession was resultant of the low clarity of professional responsibilities rather than factors identified from earlier studies (heavy workload, emotional burnout, lack of resources etc). 'Ambiguity' was noted to represent the hidden curriculum of the profession rather than any distinct findings. The research notes the maturity of the profession in a developmental context and provides recommendations for different profiles-levels to reflect inwards in bids to protect the profession.

09:55-10:20

66805 | *R.O.A.R. The Next Normal: Developing Malaysian University Students' Resilience, Optimism, Adaptability, and Readiness for (Post-)COVID-19 Future of Work Across Professions*
Huey Fen Cheong, Universiti Malaya, Malaysia
Chorng Yuan Fung, Swinburne University of Technology Sarawak, Malaysia
Agnes Siang Siew Lim, Swinburne University of Technology Sarawak, Malaysia

Malaysia has been heavily affected by COVID-19 in various aspects (see the "COVID-19 in Malaysia" book series: Lim, Kaur, & Cheong, 2022; Louis, Kaur, & Cheong, 2022; Pandian, Kaur, & Cheong, 2022). The COVID-19 transition from pandemic to endemic, also from the New Normal to the Next Normal, witnesses a transition of foci from COVID-19 victims and challenges to COVID-19 survivors and R.O.A.R. (Resilience, Optimism, Adaptability, and Readiness/Recovery). R.O.A.R are essential to be resilient. University educators need to equip students with R.O.A.R. to get them READY for the COVID-19-affected future, especially in finding jobs – future career READINESS. Based on career-related courses at a Malaysian university, this paper will illustrate how career reflective assignments can be (re)constructed to develop R.O.A.R among university students as future jobseekers. The reflections cover five aspects: work values, work conditions, transferrable skills, career planning, and career adapt-abilities. This paper also analyses R.O.A.R within students' career reflections across disciplines, i.e. across industries and professions. It hopes to contribute to the contemporary/(post-)COVID-19 career curricula, teaching, and counselling.

10:20-10:45

67696 | *Exploring Characteristics of Racially Inclusive Educators – How Can We Nurture Their Traits?*
Pearl Subban, Monash University, Australia

Are racially inclusive educators born or made – this discussion continues to occupy the minds of both researchers and teachers even in the contemporary age. Modern studies in education have illuminated a range of racially inclusive educator features, amalgamating both their genetic disposition and their more intentional foci, yielding a stronger position in the classroom. Teacher educators undoubtedly believe in the capacity of all students enrolled in preparatory programs, however, the craft of teaching is as much the work of the heart, as it is of the hand and the heart. The study draws from Dewey's (1938) transformational Head, Heart and Hands Model and Freire's (2007) societal change model, to spotlight characteristics in modern educators which could facilitate authentic racial inclusion. Utilizing a scoping review based on the PRISMA protocols, the study examines more specifically educator attributes under the three aspects of heart (relationships), head (knowledge) and hand (implementation). The time frame for the review will encapsulate the last decade, drawing in empirical studies which include student voices to hone in on effective characteristics of inclusive educators. The study has drawn the attention of teacher educators, in-service teachers and novice educators, with a view to refining the educational landscape to better provide for all learners.

Sunday Onsite Presentation Session 2
Educational Policy, Leadership, Management & Administration

Session Chair: Blenn Nimer

11:25-11:50

66934 | *Guidelines for Improving the Law Relating to the Process of Conducting Professional Ethics in Education in Thailand*
Phattharamanat Sritrakul, Burapha University, Thailand

This study is mixed-method research with an emphasis on qualitative research, documentary research, and comparative study on educational profession laws in Thailand and countries with high academic achievement. Group discussion with experts of the professional ethical law process was used to be synthesized and presented as the recommendations for improvements of the law process. The study aims to 1) study the condition and problems of the process of conducting professional ethics in education, 2) comparatively study the laws related to the ethical process of the educational profession and other professions domestically and internationally, and 3) introduce some recommendations for improving the law on the process of conducting professional ethics in education. The results showed that: 1. the main problem of the application of the law was the centralization of power at Secretariat Office of the Teachers' Council of Thailand. As educational agencies located in educational areas or provinces were not authorized to implement the law, this caused delays in execution, piled the burden and took endless time to manage. 2. the legal study on the ethical process of the educational professions in 10 high-achieving countries was divided into 3 groups as followed: 2.1 countries with main laws but self-operated by local authorities (China, Taiwan, France), 2.2 countries with decentralized local government (USA, Australia, Japan), and 2.3 countries that directly accounted by the Ministry of Education (Singapore). 3. the recommendations were separated into two main points.

11:50-12:15

66982 | *Development, Validation, and Dimensionality of a Multidimensional Teacher Evaluation Tool*
Blenn Nimer, Notre Dame of Kidapawan College, Philippines
Daisy Labadia, Notre Dame of Kidapawan College, Philippines
Klemm Ryan Bernabe, Notre Dame of Kidapawan College, Philippines
Gil Henry Aballe, Notre Dame of Kidapawan College, Philippines

Student learning is a by-product of having qualified, committed, and innovative teachers. The quality of teaching is examined through an evaluation where an individual teacher's performance is compared with an agreed-upon set of standards. This study aimed to develop an evaluation tool that would measure faculty performance using a quantitative approach. A 50-item scale was initially developed focusing on five domains: commitment, mastery, strategy, quality, and management. The scale was submitted to 10 validators who assessed the relevance of each item. The computed Content Validity Index (CVI) was acceptable based on the number of validators. Selected classes from junior and senior high school and college were asked to evaluate their teacher using the said tool, a total of 554 cases. Using Exploratory Factor Analysis (EFA), 46 items were retained. The 46-item scale was administered to another set of selected classes from the three levels, with 385 cases. After performing Principal Component Analysis (PCA), 16 items did not load on any of the five factors. Factor 1 (Ability to Teach) has seven items, Factor 2 (Ability to Create a Dynamic and Safe Learning Space) has five items, Factor 3 (Ability to Inspire Learners) six items, Factor 4 (Ability to Facilitate Learning) seven items, and Factor 5 (Ability to Communicate) five items. All items possessed fair to excellent loadings, and each domain has achieved internal consistency. Overall, the tool has achieved adequate validity and reliability.

12:15-12:40

65531 | *A Measurement Model of Execution Quotient: Scale Development, Dimensionality, and Construct Validation*
Blenn Nimer, Notre Dame of Kidapawan College, Philippines

Higher educational institutions (HEIs) have an immense challenge of training learners for lifelong jobs, instilling a passion for continued learning, and developing their competencies. One competency crucial to an individual's success is the executive function, whose main contribution to everyday life is initiating and doing activities. This study was conducted to develop an instrument that would measure execution quotient using an exploratory sequential mixed-methods design. For the qualitative strand, data were collected from eight industry and academic leaders selected through purposive sampling. From this initial exploration, 170 items were developed and subjected to a content validity test; 140 were retained, comprising the Execution Quotient Scale (EXQS) 1. EXQS1 was administered online, and 420 graduating college students from Mindanao, Philippines, responded. Using Exploratory Factor Analysis (EFA), 97 items were retained, which comprised EXQS2, and were administered to the same respondents; 317 responded. After performing EFA, 19 items did not load on any factor, and five were complex variables.
A first-order Confirmatory Factor Analysis was performed on the extracted four factors of execution quotient. Using maximum likelihood estimation, three hypothesized models were tested but did not pass the goodness-of-fit criteria, even after performing post hoc modifications. In the final model, all observed variables were positive, possessed high loadings, and were statistically significant. Sixty items were retained and loaded onto three factors: self-regulation, goal orientation, and inner life. Overall, EXQS has achieved adequate validity and reliability.

Notes

Monday, February 13

Online Parallel Sessions

All times are in Singapore Standard Time (UTC+8)

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

09:30-11:10 | Room A
Monday Online Presentation Session 1
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Jose Macatangay

09:30-09:55
67818 | *Investigating Pre-service Secondary Mathematics Teachers' Mathematics Proficiency and Critical Citizenship in Social-Issue-Themed Mathematics Online Lessons*
Art Walden Dejoras, Ateneo de Manila University, Philippines
Catherine Vistro-Yu, Ateneo de Manila University, Philippines

In the Philippine, the emergence of COVID-19 pandemic highlighted some conditions that threatened the breakdown of social order or the resistance to measures from authorities and the emergence of open conflict. Reports revealed ineffective management of pandemic, breach of protocols, worsening of violence and impunity, coercive civil measures, consolidation of executive powers and rampant social media-borne misinformation. In the light of these conditions, we question how mathematics could be instrumental in developing students' understanding of the degradation that is happening to the world. Drawing on online ethnographic practitioner research approach, the study employed both quantitative and qualitative data-gathering methods. The present study explored the tension between the need for pre-service mathematics teachers (PSMTs) to be mathematically proficient and the need to develop skills for critical citizenship. Seven categories of critical citizenship were theoretically deduced to take into account PSMTs' communication of critical citizenship. Three lessons covering descriptive statistics, logic and reasoning, and linear functions were developed that addressed the Philippine issues pertaining to human rights violations, leadership & governance, and peace & security. In the quantitative phase, pre-test-and-post-test single-group design was employed to determine PSMTs' level of mathematics proficiency. In the qualitative phase, deductive content analysis was used to determine the prevalence and extent of PSMTs' skills for critical citizenship. Twenty randomly selected PSMTs in a Philippine university attended the lessons and each was structured to include a content review and brief introduction of the issue, group task, whole-class discussion, and individual reflection, that resonate creative problem-solving and dialogic pedagogies.

09:55-10:20
66845 | Using the See-Judge-Act Hermeneutic Cycle to Teach Social Realities in the Selected Plays of Alberto Florentino
Jose Macatangay, De La Salle Lipa, Philippines

The study aims to apply the See-Judge-Act hermeneutic cycle in teaching social issues/realities in Alberto Florentino's one-act plays The World is an Apple and Cadaver. Specifically, it aims to explore the plays' themes on social issues using the literary elements of settings, characters, conflicts, symbols, and dialogs and expound on the plays by answering specific questions based on the See-Judge-Act hermeneutical cycle. Ultimately, the researcher proposed a pedagogical model anchored on the See-Judge-Act hermeneutic cycle to teach social protest literature or other literary texts that depict social realities. The See-Judge-Act created by Cardinal Joseph Cardijn, based on Pope Francis' perspective, is a three-step process that assesses reality (See) by theological reflection (Judge) to change reality (Act). To explore the social issues based on the themes of the plays using the different literary elements, the Formalism Theory was used. To engage the readers of the plays, Reader-response was applied to answer specific questions in the Judge and Act components. The researcher employed descriptive qualitative research using Content Analysis with the sentence as a textual unit of analysis. The study may contribute to insufficient research and teaching resources about the canonical works of Filipino authors. Moreover, it addresses contextualization, which aims to make the lessons in Philippine Literature meaningful, relevant, and culturally sensitive to the learners.

10:20-10:45
67047 | *Challenges and Successes of Flexible Learning Modalities in the English Language Classroom in the New Normal*
Michelle Ranges, University of Baguio, Philippines

Flexible learning is a learning delivery that provides learners with a wide range of options for when, where, and how they learn. This study is limited to flexible learning modalities along the synchronous and asynchronous modes, used alternately in the classroom. A quantitative descriptive approach was employed, and 300 freshmen college students and all 11 English teachers from a university participated in the survey. To substantiate the quantitative results of the study, one on one interviews with ten (10) seasoned educators and 10 student-participants were also undertaken. Based on the findings, teachers used video conferencing, a virtual classroom, interactive chat sessions, and screen sharing during the synchronous class. Meanwhile, communication during asynchronous mode was through social media and email. The extent of the seriousness of the challenges in the synchronous modality was perceived by teachers and learners as moderately serious, while in the asynchronous modality, teachers perceived the challenges as not serious, and learners perceived it as moderately serious. These challenges elaborate on technological difficulties, the cost of using technology, and technology experience. Further, the extent of attainment of the successes along the synchronous and asynchronous modalities was much attained as perceived by both teachers and learners. Successes in the synchronous modality include the effectiveness of the Learning Management System, availability of assessments, and evaluation, supportive learning environment, and effective virtual classroom connectedness while in the asynchronous mode, success elaborates student and teacher social presence, student flexibility and convenience and student learning resources and course contents.

10:45-11:10
67693 | *The Faceless Learners, the Perplexed Instructors, and the Dilemma of Webcams: A Survey of Instructors at Two Bahraini Universities*
Lama Al Mahadin, University of Bahrain, Bahrain
Lilian Hallak, American University of Bahrain, Bahrain

After more than two years of teaching remotely in an emergency mode due to the Covid-19 pandemic (between March 2020 and October 2022), the interaction between university students and instructors in Bahrain has shifted tremendously due to the lack of social, visual, and physical presence associated with the more traditional face-to-face teaching practice. This paper offers therefore a case study of two local universities in Bahrain. Its aim is to explore the new situation of teaching and learning online in order to assess its impact on instructors. The researchers involved have conducted an anonymous online survey among 28 instructors through the use of Microsoft Forms. Both qualitative and quantitative research methods were adopted, the objective being to provide an understanding of the many challenges that instructors have encountered while teaching learners whom they could not see. More specifically, a number of issues have been addressed by the study, among them the following: a) Instructors' views and perspectives on webcam use in the conduct of synchronous virtual classes; b) The lack of the visual presence of learners and its impact on the teaching experience itself and the broader teaching practice; c) An assessment of the hurdles to effective communication within the context of the virtual classroom as already identified by the case study and ways of resolving them; d) The setting of recommendations for future action.

Monday Online Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Minako Inoue

11:25-11:50
67424 | *Teaching English to Learners with Hearing Deficits in Japan*
Mutsumi Iijima, Gunma University, Japan

There is a controversial discussion among previous research on using aural sounds and showing the mouth shapes to deaf or hard-hearing (DDH) learners of English to promote language learning. Some say that teachers should follow the same methodology as is used in class with their hearing peers. They proved that DHH students could monitor the sounds and mimic them even though the sounds were not clear, and acquire the phonological ability, which made English study easier and more successful. Others, however, insist that giving an aural sound to DDH should be avoided because DDH learners have their own learning strategies, and warn a possibility of forcing DDH learners to listen to the sounds may cause adherence of learning languages among DDH learners. In this study, how two DDH university students learn English words was examined. Although we must consider various individual differences, it can be concluded developing phonological awareness may have positive effects on acquiring English words for these two university students.

11:50-12:15
67125 | *Reforming English Curriculum for Students With a Low Level of English Proficiency*
Minako Inoue, Health Science Unviersity, Japan

In Japan, the government has emphasized the importance of English skills and of working on various improvement measures for the English curriculum. Even with such emphasis, Japanese proficiency scores are not showing the desired results. According to Education First (EF), the Swiss international education company, Japan's English proficiency Index ranking has been dropping since they started the survey in 2011 and the most recent results show that Japan ranks 78th among 112 non-English speaking countries. At the tertiary level, the decline in students' English proficiency, especially for universities with low academic standards, has been of great concern. As a result, some universities provide remedial education for under-prepared students. As one such university, the studied university has seen an increased number of students whose placement test marks low. To provide appropriate English instruction, a needs analysis of recent students is urgent. This study examines the results of the placement test, students' vocabulary size, their educational background, and the admission styles of 82 first-year students. The analysis of this study involves numerical and correlation approaches. High correlations are found among students' placement test scores, vocabulary sizes, and admission styles. At the same time, the study concerns students' low level of vocabulary size, which is compared to the standards found by previous studies. The results raise various challenges for adapting to the situation, and finding innovative instructions for students.

12:15-12:40
67824 | *Development and Using Multimedia for Improving English Listening Comprehension Skills for Grade-2 Students*
Vipin Kumar Sheoran, Plearnpattana School, Thailand
Metee Pigultong, Ranjamangala University of Technology Thanyaburi, Thailand

This research unearths the potential of multimedia in teaching English as a secondary language. The research objectives were to 1) develop multimedia for improving English Listening Comprehension, 2) compare the achievement scores of pre-tests and post-tests,
3) study the effectiveness of achievement scores., and 4) study learners' satisfaction after using multimedia. The population consisted of 30 Grade-2 students of Plearnpattana School.
A suitable teaching technique based on the student's level and multimedia and instructional videos were used for students' listening comprehension. The statistics used to analyze and interpret the data included mean ($\bar{X}$), Standard Deviation (S. D), Dependent t-test, and Effectiveness index. The study results highlighted that after using multimedia and instructional videos to improve ELC skills for grade 2 students, 1) the developed multimedia along with instructional videos was very effective, suitable for the Grade-2 students, and validated by the team of experts, the quality mean percentage was at 94.4%. 2) the post-test achievement score was higher than the pre-test at a statistically significant level of .05. 3) The effectiveness index was at .380. 4) The mean proportion of students' satisfaction data indicated that 90% liked English lessons with multimedia at the end of this study.

Monday Online Presentation Session 3

Professional Training, Development & Concerns in Education
Session Chair: Amiel Paulo G. Cardenas

12:55-13:20
66840 | *Preparing Undergraduate Designers Using the Results of a DE&I Survey of the Local Design Industry*
Kristin Lee, American University in Dubai, United Arab Emirates
Malini Karani, Independent Researcher, United Arab Emirates

This paper presents and analyses the hidden biases in the Dubai design industry and proposes a pedagogical framework to assist students in transitioning into the workforce by equipping them with relevant tools to tackle their occurrences and engaging in reflection around their own biases. Diversity of Dubai is heralded everywhere, yet many designers experience bias from clients, colleagues, and employers. The framework of the survey was based on bias studies conducted in the USA by AIA and in the UK by BIID, with questions modified to align with cultural appropriations applicable to the UAE. Understanding that bias exists is the first element which is followed by bias interrupters. 'Bias Interrupters for Architecture' is published by AIA and it discusses various strategies that can help firms' "diversity metrics, foster a culture of belonging, and make progress toward eliminating bias" (AIA). Data is being collected until December, 2022. Findings from the survey and approaches from the bias interrupters report will inform lectures, tasks, discussions and other tools in professional practice class and any other classes which support students' understanding of diversity, equity, and inclusion. Survey findings are expected to confirm that various biases exist. By illuminating both what students may face as professionals and their own hidden biases, they are better able to identify bias and to not engage in similar behaviors. It is important to tackle this issue from various angles simultaneously. Therefore, teaching students the significance of their role in this equation is also an important aspect of everyone's success.

13:20-13:45
67848 | *Qualitative Study on the Problems of Successor Education in General Graduate Schools in Rural Areas of Japan*
Nobuo Murakami, Japan Advanced Institute of Science and Technology, Japan
Rihyei Kang, Hosei University, Japan

The purpose of this paper is to examine the problems of general graduate school education in rural areas of Japan from the aspect of successor training in the family business. In addition to working for their family business or other companies, some successors seek graduate education for succession training. However, some of them have to enter general graduate schools since there are not an adequate number of business schools in Japanese rural areas, which can offer education on business inheritance in a family business, academic degrees, and human connections. To deal with this problem, general graduate schools have begun to put effort into recurrent education for working adults. However, few studies examined curriculum and educational problems/effects of general graduate schools from the point of successor's education. Based on this background, we set a research question, "what are the problems of successor education of general graduate schools in Japanese rural areas?" and conducted a qualitative study for clarifying it. Semi-structured interviews were conducted on four pairs of parent-child (parents were managers of small businesses and children were their successors) and a modified grounded theory approach analysis was conducted on the obtained interview data. The result revealed several problems, including "general graduate schools are not aware of the importance of acquiring tacit knowledge by working for other companies," "general graduate schools are not aware of a perception gap, which exists between parents and children regarding understanding/expectations of general graduate school education."

13:45-14:10
67836 | *Learning From the Ground: How Mathematics Teachers View Collaboration Through the Learning Action Cell (LAC) Program*
Amiel Paulo Cardenas, University of Santo Tomas, Philippines
Angela Fatima Guzon, Ateneo de Manila University, Philippines
Catherine Vistro-Yu, Ateneo de Manila University, Philippines

Teacher professional development is as important as the education of students in schools. The Professional Learning Community (PLC) is one of the effective bottom-up strategies for professional development as it gives teachers opportunities to collaborate and share experiences and expertise, rather than merely receive knowledge from an expert outsider. The Learning Action Cell (LAC) is the Philippines' version of the PLC and it highlights the teachers' best practices and real-life classroom experience as their source of knowledge. This paper presents mathematics teachers' conceptions about the professional development strategy which was introduced concurrently with the K to 12 curriculum last 2016. In the study, 53 secondary school mathematics teachers articulated what they perceived as benefits of the strategy, which include gaining new knowledge, learning about innovations, and developing uniform classroom materials. Mathematics teachers also valued some intangible benefits such as the act of sharing experiences and having others work with them collaboratively on problems. The paper discusses these within the broader concept of teacher collaboration and uses the perspective of dialogic relations to identify a particular challenge for school leaders and teachers. Moreover, several issues regarding enforcement of the new program have emerged, such as the lack of awareness of some teachers about the program and their reluctance to participate in the LAC. This study aimed to unveil the potential of the LAC to improve the professional development landscape of the country as well as identify possible solutions to issues related to implementation that have surfaced.

Monday Online Presentation Session 4

Educational Research, Development & Publishing

Session Chair: Rashmi Tomar

14:25-14:50

65826 | *Ensuring Academic Quality and Student Success in Digital Learning Environments: Everyone has a Role!*
Yaping Gao, Quality Matters, United States
Deb Adair, Quality Matters, United States

One of the most important lessons that institutions all over the world have learned from the disruptive impact of the COVID pandemic is that we need to be more resilient and better prepared for an unpredictable future. As a result, institutions are making big investments in digital transformation in order to offer online/blended/digital learning in different formats to meet the needs of an increasingly diverse student population. However, among the disconnections and silos taking place at institutions are the lack of common understanding of institutional goals and coordinated efforts from all internal stakeholders. As institutions continue to face tightening budget, it becomes increasingly important to examine and realign resources needed to ensure academic quality and help all students succeed. Participates in this session will be engaged to examine and reflect on 1) what digital transformation entails at an academic institution, 2) how to ensure quality in teaching and learning at course, program and institutional level during digital transformation, and 3) how each of us contribute to ensure academic quality and student success regardless the role we play at the institution.

14:50-15:15

66753 | *Application of Project Based Learning Methods in Distance Learning During the Pandemic*
Soeryanto, State University of Surabaya, Indonesia
Rachmad Syarifudin Hidayatullah, State University of Surabaya, Indonesia
Suparji, State University of Surabaya, Indonesia
I Wayan Susila, State University of Surabaya, Indonesia
Bambang Suprianto, State University of Surabaya, Indonesia
I Gusti Putu Asto Buditjahjanto, State University of Surabaya, Indonesia

In online learning, learning facilities greatly affect the learning process. Motivation also affects the achievement of learning objectives. The purpose of this research is to analyze the application of the Project Based Learning model to online learning in the Department of Mechanical Engineering, State University of Surabaya. This research design is a descriptive qualitative research with the selected sample being class 2021A students who are taking courses in measuring instrument knowledge. The application of the Project Based Learning model was able to increase the results of 68.75% of students in online learning of measuring instrument knowledge courses. Motivation has an impact on the effectiveness of online learning and Project Based Learning in terms of student learning outcomes, as many as 25 students feel motivated and in line with that, the learning outcomes of 25 students are also good. While infrastructure affects the effectiveness of online learning and Project Based Learning in terms of student learning outcomes, as many as 2 students are affected by infrastructure on their learning outcomes. If it is a percentage, then 6.25% of students are affected by infrastructure. Besides that, Project Based Learning makes students able to study independently and can reduce sleepiness and boredom.

15:15-15:40

67935 | *English Language and Literature Education as a Tool for Opinion Formation and Influence*
Rashmi Tomar, Trinity College, United Kingdom

In Ayn Rand's classic The Fountainhead, Ellsworth Toohey demonstrates the might of words that can mould popular opinion and shape history. In the process, he lays bare the fragility of the collective mind that waits for a charmer to herd it in the desired direction. The danger inherent in this weakness of the individual is palpable in our world, which seems to be dancing to the tune of media houses and social influencers.
This is where Language and Literature education needs to step in. Language education should empower the learner not just to express their ideas but also to have the skill to present their thoughts convincingly. Literary exposure should provide opportunities not just to admire the writing but also to inspect and analyse the work from their point of view. This strong learner will contribute to creating a resilient world by calling a spade a spade.
In this presentation, I will explore ways in which the classroom can contribute towards instilling confidence in expressing dissentient views. These strong learners will be the changemakers who can think beyond popular opinion. Additionally, they will have the linguistic capability to convince others to act progressively. This empowerment of the learner is quite crucial if we want to save our world from getting fragmented into echo chambers where new ideas are resisted and a few idea generators control the collective mind.

09:30-11:10 | Room B
Monday Online Presentation Session 1
Education & Difference
Session Chair: Hai Nin Yeoh

09:30-09:55
67936 | *Educational Services for Students With Disabilities From Moving-In to Moving-Out of Chiang Mai University*

Songklod Jarunondrakul, Chiang Mai University, Thailand
Ratchaneekorn Thongsookdee, Chiang Mai University, Thailand
Soisuda Vittayakorn, Chiang Mai Unieversity, Thailand
Pikul Leosiripong, Chiang Mai University, Thailand

The research objectives were to examine the state of educational services that Disability Support Services Center at Chiang Mai University (DSSCMU) provided to students with disabilities in compliance with the four strategies of education for individuals with disabilities in higher education under the Office of The Higher Education Commission. There were 59 participants in the study, who consisted of the DSSCMU staff and students with disabilities (SWDs). Research tools included 1) a questionnaire, 2) an interview form, and 3) a focus group form. Analyzed research data was reported using frequencies, percentages, means, standard deviation, and content analysis. The findings on the state of educational services offered to students showed that the DSSCMU was in compliance with all four outlined higher education strategies for individuals with disabilities. With respect to Strategy 1 – Providing Opportunities, the results showed that the SWDs had been recruited into Chiang Mai University by general exams (54.62%) and special projects (45.38%); Strategy 2 – Individual Educational Services, that most services which SWDs received were tutoring services (68.97%); Strategy 3 – Special Education Development, that DSSCMU disseminated knowledge about disabilities by encouraging and providing opportunities for students with or without disabilities to engage in activities together; and Strategy 4 – Employment Reaching-out, that collaborative projects with successful entrepreneurs or individuals helped inspire SWDs to develop themselves in order to meet the needs of the labor market.

09:55-10:20
67717 | *What is Streaming, What Are Its Impacts, and How Are We Ending This Damaging Practice in New Zealand?*

Philip Prendergast, Tokona te Raki - Māori Futures Collective, New Zealand

Streaming students by ability, also known as ability grouping, tracking, banding and setting, is a common educational practice worldwide, including in New Zealand schools. Many decades of research have found this practice to be harmful to most students. In New Zealand, it is particularly damaging for indigenous (Māori) students. The New Zealand Ministry of Education's policy is that schools should not stream but because its schools are highly autonomous, most continue to stream despite this policy. The indigenous peoples of New Zealand comprise 85 tribes represented collectively by the Iwi Leaders Forum. This group lobbied the Ministry of Education to end streaming and together, they invited a tribally owned social innovation company, Tokona te Raki, to lead a collaborative, systems change process. The author, an ex-secondary school teacher and University of Canterbury education adviser, is an employee of this company. Tokona te Raki was already researching streaming with two publications on the issue. Their first action was to bring together all stakeholders including students, key government agencies, universities, and teacher unions. To gather baseline data, the teacher unions surveyed all members to ascertain the extent of streaming and teacher attitudes. A multi-sector team was established to present the case for change and a 7-year roadmap to achieve it. This is due to be published in December 2022 and launched in February by the Associate Minister of Education. As an example of a systems change process, ending streaming in New Zealand will be of interest to international educators.

10:20-10:45
66695 | *Malaysian Students' and Teachers' Voices on Gender Stereotyping in Teaching/Learning Materials*

Hai Nin Yeoh, Universiti Malaya , Malaysia
Huey Fen Cheong, Universiti Malaya, Malaysia

This study analyses students' and teachers' views towards gender stereotyping in teaching/learning materials used in Malaysian ESL (English as a Second Language) classrooms. The World Economic Forum's Global Gender Gap Report (2022) ranks Malaysia at 103rd out of 146 countries, which signifies a dire need to improve gender equality (SDG 5). We hope to give voices to Malaysian students and teachers in terms of agency in pedagogical review and gender advocacy in education. We employed focus group discussions and interviews, where students and teachers reflected on selected reading materials based on an integrated reflective model from Driscoll (2006), Gibbs (1988), and Jasper (2003). Some interesting findings include male students expressing stronger support for gender equality than female students. Their call for the father to fulfil domestic and supportive roles to the mother promises a step closer to gender equality. Nevertheless, they still subscribed to the traditional nuclear family structure, i.e. a father, a mother, and children. Their focus on gender roles (collective identity) and responsibilities, rather than (individual) characteristics of masculinity and femininity may suggest Eastern collectivist and Western individualist differences in perceiving gender (identity) (Cheong, 2021). The teachers admitted lacking gender representation discussions in the teaching/learning materials, although they pointed out cultural differences on gender and single parenthood in their teachings. They called for revised materials that reflect the current scenario of Malaysian men and women. This paper hopes to provide insights into the teaching/learning materials and different cultural understanding of gender, especially in the ASEAN countries like Malaysia.

10:45-11:10
67838 | *Coaching and Mentoring Teachers to Accommodate Students With Learning Disabilities in Elementary Inclusive Classrooms*

Ratchaneekorn Tongsookdee, Chiang Mai University, Thailand
Pikul Leosiripong, Chiang Mai University, Thailand
Veeraya Khamruangrith, Chiang Mai University, Thailand
Soisuda Vittayakorn, Chiang Mai University, Thailand
Nutjira Busadee, Chiang Mai University, Thailand
Sira Somnam, Chiang Mai University, Thailand

Study objectives were to investigate 1) teachers' knowledge of coaching and mentoring methods and selecting appropriate teaching accommodation of both Thai language and mathematics in inclusive classrooms and 2) teachers' performance competence, after receiving training, to select and utilize appropriate accommodations and/or modifications for individualized student's lesson plan. The subjects were 10 Thai language and nine mathematics teachers from six selected schools. The research instruments included 1) a questionnaire 2) two teacher's classroom teaching behavior observation forms, and 3) a focus group. The Data were collected and analyzed using frequency, percentage, and the interpretative analysis. The research findings showed that the knowledge of coaching and mentoring methods and selecting appropriate teaching accommodations of both groups of teachers were rated at moderate level (or 64.82% and 67%), respectively. After they had received learning disabilities intensive training on coaching and mentoring, all participating teachers reported being able to identify different learning characteristics of individual students and employed a variety of appropriate teaching accommodations/modifications, i.e., teaching tools, students' reading materials; assignments; adaptive exercises; and learning activities' kit to meet the needs of students with learning disabilities.

Monday Online Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Jorge Mayordomo

11:25-11:50

66452 | *Picture Perfect:competencies of Educational Leaders From Fifteen Selected Colleges and Universities in the Philippines: Basis for a Proposed Educational Leadership Model*
Jorge Mayordomo, National University - Manila, Philippines

Abstract – This descriptive study uses frequency distribution to rank the data from highest to lowest to determine the level of importance of the competency skills seen on the Leadership Inventory Tool. This Leadership Inventory Tool is a 360-degree assessment tool by Rom Parlakian and Barry Nilbert Seibel. Based on The Practices of Exemplary Leadership Model, the 360-degree assessment illuminates leaders' effectiveness and the level of dedication, engagement, and fulfillment based on its 3 clusters. Data collected from the Leadership Inventory Tool (LIT) were verified through interviews with the selected respondents. It was observed that the competencies with a considerable level of importance are evident in the skills in Having a Great Sense of Urgency and Creating and Leading a Culture of Innovation. Likewise, school leaders shape the culture of their institution to drive innovation. The respondents shared that the culture, values, norms, unconscious messages, and subtle behaviors of school leaders and employees often limit performance. The respondents gave much importance to the competency skill, Meeting the Staff Regularly, for it brings the staff or faculty together. It can remind employees that there is more going on than their issues and deadlines and may see possibilities for mutual support and collaboration. Delegating Tasks becomes the second skill needed in the organization for it saves time for work, develops staff, grooms a successor, and motivates. Celebrating as a Team was emphasized by the respondents for it builds momentum and boosts the morale of the staff. With this, the researcher came up with a proposed diamond leadership model as a result of the study.

11:50-12:15

66242 | *Major Issues Confronted by Rural School Principals in Ontario, Canada*
Minzi Zhang, University of Toronto, Canada

This qualitative study investigates how rural school principals deal with the challenges of rural education. While there is literature regarding what issues exist in rural schools and rural settings (e.g., Smith-Carrier, 2019), little is known about rural school principals' work. Data for this study were collected during individual interviews with three rural school principals in Ontario, Canada. Participants highlighted a number of issues they confronted in their daily work and relevant leadership strategies they used to meet these challenges. The perceptions of participants are mirrored in educational literature. Analysis of the findings highlighted that rural principals faced similar but different challenges to their urban counterparts. In response to the challenges, this study found that participants concentrated on particular aspects of social justice leadership practices. The study also acknowledged that rural school principalship has both privileges and disadvantages. Surface and Theobald (2012) wrote, "Leading a rural school is not quite like leading an urban school, which is not at all like leading a suburban school" (p.145). Yet rural school principalship has received little attention in educational policy and literature. To support rural principals' work, people must understand the context-specific meanings and the multiple realities associated with rural school principalship.

12:55-14:10 | Room B
Monday Online Presentation Session 3
International Education

Session Chair: Jagdeep Kaur

12:55-13:20

67937 | *How the Community Participative Courses Are Carried Out – From an Interdisciplinary Perspective*
Ting-Yu(Anne) Chen, Nanhua University, Taiwan

Ministry of Education in Taiwan launched a five-year Higher Education Sprout Project (HESP) from 2018. By walking out of the ivory tower and into the local community, universities are encouraged to get teachers and students involved with the community affairs and local development. The USR (University Social Responsibility) Project under HESP stressed that universities become the think tank for local people, especially those in rural, remote, declining areas. To clarify the predicament local people are facing and try to seek the best solutions, universities are expected to build partnership with the local industry and affairs.
Under the Project on Issue-Oriented Approach to Narrative Competence Development across Disciplines(IOANCD) sponsored by the Ministry of Education in Taiwan, three college teachers co-teach a course named "Eco-Tourism and Community Narratives", one from the Department of Tourism Management, one the Department of (Chinese)Literature, and the other from the Department of Communication. The course aims to provide the students the development and the key concepts and the regime of eco-tourism worldwide. To promote eco-tourism in the rural area, the students were encouraged to walk into the community to talk to/interview local people to collect good stories, legends, and anecdotes. Local people and scenery were filmed and touching stories were sent out via a variety of media, such as YouTube, FB fan pages, websites, and the news exposure in the traditional media. Students were also trained to give a guided tour to the tourists. This study discusses how the community-based courses are implemented interdisciplinarily.

13:20-13:45

66738 | *Trend of Industrial Work Experience Researches in Vocational Education Journals Across Indonesia: From Research Design to Data Analysis*
Ade Irfansyah, Universitas Negeri Surabaya, Indonesia
Suparji Suparji, Universitas Negeri Surabaya, Indonesia
Bambang Suprianto, Universitas Negeri Surabaya, Indonesia
I.G.P. Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia

Through product innovation or real-world difficulties, industrial work experiences increase industrial and academic knowledge while balancing the time and costs needed to develop and test such solutions. Students in vocational schools do not fully understand the work culture in the industrial world such as work climate, productivity, service, efficiency, and the application of the latest technology, so it is necessary to cultivate a mindset since being in the world of education. The purpose of this study is to analyze and review several publications that have been published in educational journals about work experience, culture, and the latest technology around the world between 2018 and 2022. This study uses the content analysis method, intending to determine the position of the research among previous studies (research gap). And this will certainly help in outlining the novelty and state of the art from the research will conduct. Preliminary research shows an increase in the number of publications devoted to industrial work experiences during the previous five years. The majority of the research used in those papers was quantitative. Additionally, the most targeted group and the subject was consistently college students. The desired study results are an overview of the type of research, research subject, data collection instrument, and data analysis methods. Some suggestions have been made for future studies that will put a strong emphasis to increase student preparation for the workforce, teaching manufacturing activities with a guard system are less successful. Increasing the variety of research types and picking more exact data

13:45-14:10

67828 | *Subject Site Usability to Student Well-Being and Burnout – Understanding the Sequential Pathway*
Jagdeep Kaur Sabharwal, James Cook University, Singapore
Shailey Chawla, James Cook University, Singapore
Adrian Norman, James Cook University, Australia
Emmeline Mei Yi See, James Cook University, Singapore
Rui Min Lim, James Cook University, Singapore

A considerable amount of research has been conducted to learn about various factors contributing to student well-being and burnout, but there have been few studies that considered both individual and external factors together in understanding these in the context of online and blended learning. A sequential mediation model is used to understand the relationship between usability of e-learning sites with burnout and wellbeing through self-control (SC), conscientiousness (C), and self-efficacy (SE) across learning modes- online and blended , among a sample of university students (N = 142). The participants completed an online survey hosted on Qualtrics and completed Conscientious subscales of the Big Five Inventory, Brief Self-Control Scale (B-SCS), General Self-Efficacy Scale (GSE), E-Learning Usability Scale for Higher Education (ELUSH), Satisfaction with life scale (SWLS) and Oldenburg Burnout Inventory (OLBI-student version), which provides scores on two scales, "exhaustion" and "disengagement". Results show that conscientiousness and self-efficacy mediated the relationship between usability of e-learning sites and exhaustion subscale of OLBI and well-being. However, the pathway from usability to disengagement was not significant. No significant differences were observed for burnout and well-being across different learning modes. The study highlights the importance of usability of subject sites in increasing learner well-being and preventing burnout and has implications for the learning and teaching processes in schools and institutions.

Monday Online Presentation Session 4

Nurturing Creativity & Innovation

Session Chair: Rachel Ann Santos

14:25-14:50

66733 | *Replacing Video Cameras with Mobile Phones using the Multi-Phone Live Streaming (MultPLS) Method*
Alhadi Bujang, Universiti Malaysia Sarawak, Malaysia
Nurul Izzah Nasir, Universiti Malaysia Sarawak, Malaysia
Mohammad Khairuddin Ahmad, Universiti Malaysia Sarawak, Malaysia
Siti Hajar Abu Bakar, Universiti Malaysia Sarawak, Malaysia
Mohamad Hishamuddin Wang, Universiti Malaysia Sarawak, Malaysia
Ernisa Marzuki, Universiti Malaysia Sarawak, Malaysia

Livestreaming has become the new normal for universities. It is common nowadays for academic events such as webinars and conferences to be streamed live to a global audience. A conventional livestreaming session typically utilises multicamera production (MCP) to achieve varied and dynamic video angles. This kind of footage is crucial for the audience to fully appreciate the event; however, it requires video production cameras, which presents constraints due to the cameras' lack of flexibility, high costs, and necessary usage training.
Our study aims to overcome these challenges by 1) emulating the MCP livestream quality using a simple, flexible, and sustainable approach; and 2) optimising the use of existing equipment to minimise financial needs.
We devised the Multi-Phone Live Streaming (MultPLS) method, an innovation that uses mobile phones in place of video production cameras, with its own plug-and-play Wi-Fi access point to produce an isolated network for the mobile phones. MultPLS was repeatedly tested and evaluated in various academic events over the period of 21 months.
We discovered that MultPLS held advantages over the conventional method. In terms of footage quality, MultPLS is equal to or better than MCP. MultPLS is more flexible when it comes to physical and location movements. It is also more economical to use. Finally, this method can be utilised for livestreams from any locations with internet connection, thus cancelling the need for outdoor broadcasting vehicles.
We are therefore confident that MultPLS possesses great potential for applications in the academic domain and beyond.

14:50-15:15

67938 | *Rethinking Technology Literacy for Effective Technology Integration of Secondary Teachers*
Rachel Ann Santos, Asian Institute of Management, Philippines

Technology integration is a popular topic in educational research that provides varying views in classroom implementation. More and more countries execute laws on educational reform to adapt to the progressive technological advances that require new sets of literacies from both teachers and learners. The main challenge for teachers in a developing country is not all share a common understanding of what technology integration is. Technology literacy plays a vital role in defining what makes technology integration in teaching and learning successful. This study investigated the perceptions of secondary teachers on technology integration and the implications of their perceptions with their technology literacy. We surveyed two sets of samples of secondary teachers from a private school in Manila (P=157), with 27 respondents for the qualitative questionnaire and 120 respondents for the quantitative instrument that we developed. The instrument was based on a conceptual framework incorporating: A Framework for Understanding and Assessing Technology Literacy, and Technological Pedagogy Content Knowledge: A Framework for Teacher Knowledge. A one-way ANOVA with post hoc Tukey HSD test was used to understand the correlation between technology literacy levels. Results propounded that there was a dissonance between how the secondary teachers perceive technology integration and how they perceive their technology literacy. These findings indicated a technology literacy gap that needed to be addressed to make technology integration effective.

15:15-15:40

67834 | *Creative Mindsets and Transfer of Learning: Does Motivation to Transfer Learning Matter?*
Ai Noi Lee, Nanyang Technological University, Singapore
Vanessa Cai, Nanyang Technological University, Singapore
Leonard Ong, Nanyang Technological University, Singapore
Youyan Nie, Nanyang Technological University, Singapore

In today's rapid-changing business environments, workers will need to enhance their capacity to learn, adapt and innovate to sustain a competitive advantage. It is thus important that workers can effectively transfer their new learning from a training environment to the workplace to enhance their work effectiveness and organizations' productivity. However, studies have reported that the expected transfer of learning may not always take place after workers have attended training. On the other hand, creative mindsets research has reported that having a creative growth mindset is linked to adaptive behaviours. How would creative mindsets (growth/fixed) affect workers' motivation to transfer learning and subsequent transfer of learning? The present study examined the mediating role of motivation to transfer learning (autonomous versus controlled) in the relationship between creative mindsets and transfer of learning. This study recruited 375 adult learners who attended training courses in Singapore. Informed consent, demographic information and self-reported responses on creative mindsets, motivation to transfer learning and transfer of learning were collected via an online questionnaire. Results from path analysis revealed that autonomous motivation was a stronger predictor over controlled motivation on transfer of learning. Interestingly, creative growth mindset predicted both autonomous and controlled motivation but creative fixed mindset only predicted controlled motivation. Autonomous motivation mediated the relationship between creative growth mindset and transfer of learning while controlled motivation mediated the relationships between creative growth and fixed mindsets and transfer of learning. This study has implications for promoting workers' transfer of learning in the context of continuing education and training.

Notes

Virtual
Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

SEACE2023 Virtual Poster Presentations

Cyberspace, Technology

66756 | *Performance Assessment for Measure Technopreneurship Intention Among Fashion Students*

Imami Arum Tri Rahayu, Universitas Negeri Surabaya, Indonesia
Ekohariadi Ekohariadi, Universitas Negeri Surabaya, Indonesia
Ratna Suhartini, Universitas Negeri Surabaya, Indonesia
Bambang Suprianto, Universitas Negeri Surabaya, Indonesia
I Gusti Putu Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia
Biyan Yesi Wilujeng, Universitas Negeri Surabaya, Indonesia

Technology-based entrepreneurship intention the blend of persons with mixed assets and skills in engineering and management/ marketing who create high potential. Technopreneurship indicators are: 1) Business Plan, 2) Marketing, and 3) Product innovation. This study aims to determine the level of technopreneurship intention in vocational students in the fashion skills program. The research instrument developed was in the form of a performance assessment. Performance assessment is an assessment with a variety of tasks and situations in which test takers are asked to demonstrate understanding and apply in-depth knowledge and skills in a variety of contexts. Performance assessment to measure students' technopreneurship intention consists of: 1) making a business canvas including: company logo, key partners, key activities, value proportions, customer relationships, channels, customer segments, cost structure, and revenue sources, 2) making prototype designs including : prototype design, production design i, production design ii and 3) making marketing plans, including: product descriptions, prices, promotions, and marketing places. This research uses an experimental research type with a quantitative approach. The research subjects were students of class XI at SMK Negeri 3 Kediri as many as 30 students. The instrument used in this study was a performance assessment sheet, namely an observation sheet for student activity processes and a product assessment sheet equipped with a rubric. The final result that is expected from this research is the answer to the research question so that the research objective can be achieved, which is to know the level of technopreneurship intention in vocational students.

Design, Implementation & Assessment of Innovative Technologies in Education

66755 | *A Study on Students' Attitudes Towards Text Crowding on Multilingual Educational Slides*

Laksmira Kusumo Adhani, Kyushu University, Japan
Gerard B. Remijn, Kyushu University, Japan

The need for multilingual educational materials in higher education is growing rapidly. It is still largely unclear, however, whether students consider extra textual information, i.e., the same information in two or more languages, as an increase in cognitive load or not. Recent research on multilingual subtitles in videos has shown that viewers tend to allocate their visual attention towards subtitles in their native (L1) language, while L2 subtitles did not add any cognitive load. Interestingly, compared with having no subtitles, multilingual subtitles were even considered beneficial for content comprehension. So far, however, it is still unknown whether these findings also relate to multilingual educational slides. In the present research, we therefore used rating scales to investigate students' attitudes towards this issue, particularly focusing on text crowding. We asked 25 Japanese and 25 Indonesian students to provide their opinions about unilingual, bilingual, and trilingual educational slides, with the same content provided in Japanese, Bahasa Indonesia, and English, in which the amount of content and the lay-out was systematically varied. The main findings showed that students were significantly more distracted by the information on multilingual slides as compared to that on unilingual slides. However, when the lay-out of the slides was such that the languages were visually grouped in separate sections, no such trend occurred. The same results were obtained for both student groups, clearly implying that educators can use multilingual slides provided they visually group information separately for each language.

SEACE2023 Pre-Recorded Virtual Presentations

Assessment Theories & Methodologies

67897 | *A Survey of Japanese Learners of English With Diverse Proficiencies: What Makes Summary Assessment Difficult?*

Makiko Kato, Tohoku University, Japan

This study is a part of the four-year-granted project to develop an analytic rubric for EFL learners' summary writing. The study aims to identify items that raters find difficult to score using the rubric mentioned below. It also examines the reasons for this difficulty, based on interviews with raters using open- and close-ended questionnaires. Seven trained raters evaluated 36 English summaries written by Japanese university students using an analytic rubric, which comprises the following items: (1) Integration (INT), which includes two phases: (a) whether the statements in the summary are written logically, and (b) whether the statements have a global interpretation; (2) Language use (LU), which includes appropriate grammar and vocabulary, and the use of sophisticated syntactic structures; and (3) Source use (SU), which includes: (a) whether the summary is written in the writer's own words, and (b) whether the information in the summary is included correctly. Results showed that the raters did not find it difficult to score LU, but did find it difficult for INT and SU. The reasons for the results were as follows: First, raters were required to repeatedly review the rubric, the source text, and written summaries while evaluating summaries. Second, the evaluation items included elements from two phases. Additionally, the scores given by the raters for INT and SU seemed subjective, especially since there was some difficulty in judging the percentage of plagiarism.

SEACE2023 Pre-Recorded Virtual Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

66397 | *Developing a National Identity in Kindergarteners of Different Ethnic Backgrounds: Values and Practices of Parents in Hong Kong*
Jessie Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong

Nation-building is important in national politics, but establishing a national identity can be challenging. It has long been perceived as an alarming issue that Hong Kong people's sense of Chinese national identity is waning. The Hong Kong Special Administrative Region (HKSAR) government has vowed to reform education "from the bottom" to cultivate an understanding of Chinese national identity at an early age. Additionally, the HKSAR Government is encouraging non-Chinese-speaking (NCS) families to send their children to kindergartens that use Chinese as the medium of instruction. In this study, which is part of a larger project funded by the Hong Kong Research Grants Council (UGC/FDS16/H17/21), we examined how Hong Kong parents responded to the growing demand of the authority in terms of developing the national identity in kindergarteners of different ethnic backgrounds. It involved in-depth interviews with 40 parents from eight purposively selected kindergartens. Four of them had a significant number of NCS students. As for the remaining four, they predominantly catered to local ethnic Chinese students. Our findings showed that, although most parents agreed that young children needed to develop a sense of identity and understand their heritage and culture, they feared that cultivating it too early might lead to identity confusion. Meanwhile, NCS parents, regardless of their types of kindergartens, believed it was essential for their children to learn about the Chinese culture, values, and language. Implications for home-school operations and educational policies are discussed.

66880 | *Language Learning as an Investment in Home Settings to Reproduce the Heritage Habitat for Immigrant Children*
Long Li, Manukau Institute of Technology, New Zealand

During my Master's studies I had the privileges as an insider researcher that many immigrant Chinese families presented me adequate information on their home education focusing on raising bilingual children in New Zealand context. One of the participants has created a home environment for her children that is extremely intense in Chinese features. In this presentation, I will use Norton's model of identity and investment in language education to interpret the impressive effort that the participant invested into the home education. Norton's theory of investment in language education, inspired by Pierre Bourdieu's concepts of habitat and capital, relates language learning to collective identity and power imbalance. The intention of the participant's in striving to maintain a Chinese language environment in home settings reflects the investment in language learning as a cultural tool for reproducing the heritage habitat to achieve the collective identity within the family domain. The data was first collected through the participants' presenting ample photography documents that support her intention of facilitating children's Chinese learning. Then two semi-structured interviews were conducted when the participant explained the reasons of choosing these materials for the family life. Then the participant was encouraged to reflect on the purposes of creating a Chinese environment for the children. This research shows how Chinese immigrant families purposefully provide cultural materials for their children to support their heritage language development, and also how they use the process of investing in language education as a means of constructing collective identity in home settings.

Curriculum Design & Development

65863 | *Cross-national Comparison of Mathematical Literacy on Functional Units in Taiwan, Finland, Germany and the United States*
Tseng Zi-Lin, National Chiayi University, Taiwan
Der-Ching Yang, National Chiayi University, Taiwan

This study applied content analysis method to explore the differences in mathematical literacy question types, knowledge attributes, answer types and content characteristics of the function units of middle school mathematics textbooks in Taiwan N version, Finnish Laskutaito, German L version and U.S.A. CMP. Results showed that the mathematical literacy question types of the four countries' mathematics textbooks highly emphasized on non-mathematical literacy questions. The German L version has the highest proportion, and Taiwan N version has the lowest proportion in the mathematical literacy questions. In terms of knowledge attributes, the Taiwan N version and the Finnish Laskutaito focused on procedural knowledge, while the German L version and the U.S.A. CMP highlighted on connection. In terms of the answer types, the textbooks of the four countries mainly focused on close-ended questions, while the Taiwan N version has the lowest and the German L version has the highest proportion on open-ended questions. In terms of the content characteristics, each country has their own characteristics. For example, the German L version and the U.S.A. CMP put more emphasis on daily life situations. Discussion and implications will be discussed.

66765 | *Integration of Contents of Local Wisdom in Curriculum for Cosmetology Vocational Schools: An Analysis*
Octaverina Pritasari, Universitas Negeri Surabaya, Indonesia

This study aims to analyze the curriculum in beauty vocational schools in Ponorogo Regency-East Java based on the values of local wisdom. This school's curriculum is based on the character and resources that exist in the area, both natural and human resources. This type of research is descriptive qualitative with data collection techniques through observation, interviews, and FGD (Forum Group Discussion). The results of the FGD with district staff and local schools produced data that the local area had become one of the crowded areas because of its proximity to the border between Central and East Java and the folding natural resources. Therefore, many locals work as farmers and some are employees. All these data are materials for developing the curriculum of the vocational school of beauty management in the School. The results of this study explained that the curriculum development of vocational schools in Ponorogo Regency-East Java is based on the values of local wisdom, which include the cultivation of natural resources and the empowerment of human resources. The recommendation for further research is the development of vocational schools for curriculum management based on local wisdom in other schools.

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

67544 | *The Identity of People With Disabilities: Advancing Through a Study on Self-Determination and Self-Knowledge*

Jeanette Landin, Landmark College, United States
Moisés Mañas-Olmo, University of Malaga, Spain
Blas Blas González-Alba, University of Malaga, Spain

The concept of identity has been a research topic for hundreds of years. Researchers have considered the influences of culture, physical development, and interpersonal relationships to describe how a person's identity, or self-concept, develops. Another aspect of a person's self-concept involves physical, mental, or learning disabilities. A study was conducted in southeastern Spain in 2021 to investigate the self-perception of identity among people ages 13-25 who self-identified as having a disability. The results of this study revealed a correlation between the study participants' identity as a person with a disability and their self-perception of belonging within their community. The perceived level of belonging within a community varied with the participant's age. Self-knowledge and self-determination were influencing factors that improved among older participants.

67604 | *Culturally Responsive Professional Development: Cultivating Early Childhood Teachers' Multicultural Teaching Competence*

Pui King Barbara Ho, Education University of Hong Kong, Hong Kong
Shiang-Yi Lin, The Education University of Hong Kong, Hong Kong
Sing Pui To-Chan, The Education University of Hong Kong, Hong Kong
Chun Bun Lam, The Education University of Hong Kong, Hong Kong
Kevin Kien Hoa Chung, The Education University of Hong Kong, Hong Kong

This paper presents a study examining the effectiveness of a Hong Kong based teacher professional development program conducted in 2018-2019. The 60-hour program empowers early childhood teachers to embrace culturally responsive classroom teaching. Its objective is to develop teachers' multicultural competence and increase their capacity in planning curricula and designing learning and teaching activities for non-Chinese speaking ethnic minority children. The study adopts a between-group comparison to measure the multicultural teaching competence of teachers who have attended the program and those who have not. Pre-test and post-test are used to assess changes in teachers' multicultural teaching competence. The tripartite model of multicultural teaching competence suggested by Leung and Hue (2020) is adopted to evaluate early childhood teachers after they complete the program. Results show that teachers who have attended the program significantly improved multicultural teaching competence in all dimensions (i.e., skills, knowledge, and relationships). The findings suggest that teachers' skills and knowledge in implementing culturally responsive teaching in kindergartens and promoting cultural harmony in classrooms are strengthened after taking the program. It enables teachers better to address non-Chinese speaking ethnic minority children's learning needs and engage them with culturally responsive pedagogies. The study contributes to early childhood teacher professional development by analyzing teachers' multicultural teaching competence.

66664 | *Teachers' Sentiments, Attitudes, and Concerns About Inclusive Practice in Higher Education*

Hoi Nga Ng, Caritas Institute of Higher Education, Hong Kong
Kam Weng Boey, Caritas Institute of Higher Education, Hong Kong
Chi Wai Kwan, The University of Hong Kong, Hong Kong

The policy of inclusive education (IE) regulates schools to provide educational opportunity to all students (regardless of learning disabilities) to study in the mainstream regular schools. However, there has been no consistent findings regarding the outcome of IE. Among the various factors associated with the efficacy of IE, teachers' perception of IE was identified to play an important role. This study examined teachers' perception of IE and adopted the revised scale on Sentiments, Attitudes, and Concerns about Inclusive Education (SACIE-R) as the measuring instrument. A questionnaire that included items on socio-demographic characteristics, self-evaluation regarding inclusive practice, and SACIE-R was put online in an institution of higher education in Hong Kong. Teachers were invited to participate anonymously and voluntarily. A total of 107 teachers (age mean = 49.9 years, SD = 11.3, 49.5% were males) responded. The data showed that teachers, particularly those with religious affiliation and longer teaching experience, felt comfortable interacting with students with disabilities. However, there were rooms for promotion of positive attitudes and reducing concerns about IE. Consistent with Western studies, teachers' self evaluations on confidence, knowledge, experience, and adequacy of training in IE were rather poor. Poor self-evaluation implicated lower levels of self-efficacy which was detrimental to the management of IE. Furthermore, unsatisfactory self-evaluation was associated with negative perception of IE, which also constitute a barrier to effective implementation of IE. In-service trainings were suggested to promote teachers' self-evaluation and perception of IE. Implications of the findings for effective management of IE were discussed.

66663 | *Academic Motivation and Academic Self-concept of Students with Special Education Needs in Higher Education*

Hoi Nga Ng, Caritas Institute of Higher Education, Hong Kong
Kam Weng Boey, Caritas Institute of Higher Education, Hong Kong
Chi Wai Kwan, The University of Hong Kong, Hong Kong

Previous studies suggested that students with special educational needs (SEN) in the primary and secondary schools were fragile in self-efficacy and low in academic motivation. Nonetheless, more and more students with SEN completed secondary education and pursue their study at the tertiary level. Past research suggested that students with SEN spent additional efforts in coping with the academic stress in higher education and their self-concepts were adversely affected. This study examined the academic motivation and academic self-concept of students with SEN in higher education. A total 91 students with SEN and 458 students without SEN participated in this study. Among students with SEN, 27.5% of them were classified as Type I disabilities (Physical and sensory impairments), 53.8% as Type II disabilities (learning difficulties and developmental disabilities), and 18.7% as Type III disabilities (mental and emotional problems). Inconsistent with findings on students in primary and secondary schools, students with SEN in higher education were found to be high in both intrinsic and extrinsic academic motivation, and low in amotivation. Compared with their peers without SEN, students with SEN were higher in intrinsic academic motivation (p < .05) though their academic self-concept was lower (p < .01). Students with Type I disabilities were lowest in amotivation and highest in academic self-concept among students with SEN. The findings indicated that type of disability should be considered when comparing academic motivation and academic self-concept between students with and without SEN. Implications of the findings for support services and suggestions for future studies were discussed.

SEACE2023 Pre-Recorded Virtual Presentations

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

65271 | *Resilience in Crisis: Transformation of Higher Education in Post-Coup Myanmar*
Mary Wong, Azusa Pacific University, United States
David Kareng, Azusa Pacific University, Myanmar

Education in Myanmar has suffered from decades of neglect from its military-backed government, resulting in an outdated, highly centralized system that relies on rote-learning to teach a nationalistic curriculum, which does not include the rich ethnic, linguistic, and cultural diversity of its people (Metro 2021; Wong 2022). From 2011-2021 it appeared that the grip of the military was easing with new political leadership and proposed education reforms. However, educational reforms came to halt on February 1, 2021 when the military junta overthrew the lawfully elected National League of Democracy (NLD) government. Within one year, the military killed over 1,500 civilians and imprisoned over 12,000 (AAPP, 2022). By June of 2021, it was estimated that 90% of college instructors had left their positions to join the Civil Disobedience Movement (CDM), many going into hiding or exile. A shadow government, the National Unity Government (NUG) formed, and a parallel education system emerged, which set out to develop a new curriculum which was critical, inclusive, and free of military control. In the spring of 2022, we interviewed 14 activists, NUG members, CDM teachers, and educators in exile or in liberated areas who were engaging in this unprecedented educational re-imagining. Findings include: 1.) New inter-ethnic and inter-generational alliances to remake education; 2.) Innovative curriculum that includes the languages, cultures, and histories of the people of Myanmar; 3.) Alternative means of delivering and expanding education, such as community-based schooling, virtual free higher education, and ethnic-based education, in spite of extreme challenges and opposition.

66754 | *The Influence of Communication Skills on the Work Readiness of Vocational School Students in Building Engineering Expertise*
Wahyu Dwi Mulyono, Universitas Negeri Surabaya, Indonesia
Suparji Suparji, Universitas Negeri Surabaya, Indonesia
Arie Wardhono, Universitas Negeri Surabaya, Indonesia
Bambang Suprianto, Universitas Negeri Surabaya, Indonesia
I Gusti Putu Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia

Vocational high schools (SMK) have a goal to produce graduates who are ready to work. The problem that occurs is the high level of open unemployment (TPT) for vocational school graduates in Indonesia, especially in the city of Surabaya. An important aspect of producing graduates who can compete and succeed in work in the world of work is job readiness. SMK graduates are declared to have high work readiness if they already have the skills needed by the world of work. One of the skills that must be possessed is communication skills. The aims of this research are as follows. (1) To analyze the communication skills possessed by SMK students; (2) To analyze the effect of communication skills on the job readiness of SMK students. This is correlational research. The population of this research is all students of SMK in the field of Building Engineering in the city of Surabaya. The sampling technique used is purposive sampling, which is taken as a sample of class XII students of SMK Negeri 2 Surabaya, SMK Negeri 3 Surabaya, SMK Negeri 5 Surabaya and SMK Negeri 7 Surabaya. Data collection techniques using questionnaires and data analysis using linear regression. The expected results of this study are as follows. (1) The communication skills that students have from the highest to the lowest consist of oral communication skills, written communication skills, listening skills, and visual communication skills; (2) Communication skills have a positive influence on the job readiness of SMK students.

Educational Policy, Leadership, Management & Administration

66757 | *The Effect of Spatial Intelligence and Learning Management on the Learning Outcomes of Mechanical Engineering Students in the Mechanical Drawing*
Ali Hasbi Ramadani, Universitas Negeri Surabaya, Indonesia
Munoto, Universitas Negeri Surabaya, Indonesia
Lilik Anifah, Universitas Negeri Surabaya, Indonesia
Bambang Suprianto, Universitas Negeri Surabaya, Indonesia
I Gusti Putu Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia
Heru Arizal, Universitas Negeri Surabaya, Indonesia

The 21st century is an era of the industrial revolution 4.0 where it no longer requires workers who are only skilled at operating machines (machine operators), more than that, they are required to better understand AI (Artificial Intelligence) which already includes the latest machines that are supported by skills. design, The achievement of student design competence from the learning process must be supported by innate intelligence and good learning implementation. This innate intelligence is related to spatial intelligence while the implementation of learning must be supported by good learning management. So it is necessary to do research related to the factors that can support the design learning outcomes of students. This study aims to analyze the effect of spatial intelligence and learning management on the learning outcomes of students majoring in mechanical engineering who program a machine drawing course, which consists of 2 independent variables (Spatial Intelligence and Learning Management), and 1 dependent variable (Learning Outcomes). This study involved 30 students who programmed a machine drawing course for the 2022 school year. Data analysis used multiple linear regression using the ADANCO application. The expected result of this research is that there is a positive and significant influence between spatial intelligence and learning management on student learning outcomes who program machine drawing courses either partially or simultaneously.

67578 | *Comparative Policy Design Analysis: An Integrated Approach for Unpacking the Education Policies of Finland, Singapore, and Australia*
Phuntsho Wangdi, Chiang Mai University, Thailand
Piyapong Boossabong, University of Chiang Mai, Thailand

In complementary to framing comparative policy analysis by policy cycle and policy sub-systems approaches, this article aims to articulate the policy design perspectives to comparative policy studies. We argue that the comparison of policy causations, policy instruments, policy interventions, and evaluation strategies across countries from different comparative angles helps us to redefine the commonalities and differences that go beyond linear and multi-layered perspectives. By using the cases of the education policies of Finland, Singapore, and Australia, this article illustrates that different designs started from different conceptualisations of causations concerning the perceptions of education problems and appropriate solutions. This entry point stimulates each country to design policy goals, instruments, interventions, and evaluations. Finland has developed an equity-based education policy, while Singapore's education is merit-based, emphasising competition and ranking systems. Australia has embarked upon an education policy to suit the neo-liberal conditions of the market economy. These divergences from the implication of the comparative policy design analysis framework can contribute to a better understanding of the policy domain by moving from ideation to action and learning within and across countries.

Educational Research, Development & Publishing
66758 | *Student Satisfaction With the Internship Experience in the Graphic Design Industry*
Nova Kristiana, University States of Surabaya, Indonesia
Eko Hariadi, States University of Surabaya, Indonesia
Moh Cholik, States University of Surabaya, Indonesia
Bambang Suprianto, States University of Surabaya, Indonesia
I Gusti Putu Asto Buditjahjanto, States University of Surabaya, Indonesia

The Merdeka Belajar Kampus Merdeka (MBKM) curriculum provides opportunities for students to study off-campus for 2 semesters. One of them is the internship program. The Ministry of Education and Culture facilitates this internship program through an independent campus. In addition to certified internships, program studi also provides a regular internship program. The internship program weighs 20 credits which are converted into 8 courses. The internship program was attended by students of the Class of 2019. In this case, the institution needs to prepare maximum management to implement industrial design internships for students. This study uses a quantitative descriptive method that aims to analyze the extent of student satisfaction with the internship program in the Graphic Design Industry. The respondents in this study were students of the Graphic Design and Visual Communication Design study program who programmed internship courses of 106 students. The level of student satisfaction with the internship program is very high, which is 87.7%. Students feel they're getting what the internship is all about. The experience gained as well as the increase in soft skills and hard skills to improve their competence which is used as a benchmark for student readiness to work.

Foreign Languages Education & Applied Linguistics
66348 | *From Self-regulated Learning to Computer-Delivered Integrated Speaking Testing: Does Monitoring Always Monitor?*
Weiwei Zhang, Quzhou University, China
Chunmei Yan, Quzhou University, China

Despite the salience of monitoring in self-regulated learning (SRL) and L2 speech production in non-testing conditions, little is known if the metacognitive construct functions in testing contexts and whether it affects learner performance. Given the reciprocal and paramount effects that have been extensively recognised between learning and testing, namely, the fundamental goal of language learning in any forms including SRL for many learners is to pass a certain test for either an academic purpose or for a vocational objective, and the increasing backwash effects of testing on language learning, a research effort in monitoring working in speaking tests, in particular computer-delivered integrated speaking tests, a testing format that has been advocated as an internal part of L2 classroom instruction due to its authenticity and its representativeness of future direction of L2 testing, is warranted. This study, therefore, serves as such an effort by investigating the use of monitoring by 95 Chinese English as foreign language (EFL) learners on a self-reported questionnaire after they performed three computer-delivered integrated speaking test tasks. Descriptive analysis followed by HLM testing reveals that monitoring was used in a high-frequency manner, but it exerted no substantial effects on learner performance. Primarily, the results are expected to provide pedagogical implications for SRL: While fostering self-regulating learners especially self-monitored L2 speakers, it is necessary for L2 teachers to purposefully reduplicate testing conditions in their classroom instructions for help the self-regulating learners be equally self-regulating test-takers assisted by monitoring to pass the tests. Moreover, the results are hoped to offer some insights into L2 testing through the perspective of self-monitoring, one proposed component of strategic competence, a construct that has been extensively acknowledged to reflect the essence of L2 testing.

66470 | *Animated Songs in English to Develop Effective Listening Skills Among Adult ESL / EFL Learners*
Manas Moulic, West Bengal State University, India
Somak Mondal, West Bengal State University, India

Listening as a language skill is often neglected on the ground that we could hear everything. But Listening is not simply hearing, it is an active process of receiving aural as well as visual stimuli attentively through ears and eyes, followed by comprehension and retention of the message or intention of the speaker and finally accomplishing the process with an appropriate response. To develop listening, we need proper and graded training and motivation to listen and learn the skill. Development of listening skills results in increasing acquisition of target language, but it becomes truly difficult to motivate adult learners and develop in them effective listening skills, as most of undergraduate or post-graduate learners in India are from vernacular medium of education and often learn English as Foreign Language. However, our recent study with both animated and non-animated songs in English with sixty-two participants across nine Colleges and one University in West Bengal, India, proved that animated songs in English are more effective in developing active listening skills among advanced learners who hardly had any prior training on listening at their primary and higher-secondary level of education. In this paper we have made a detailed discussion on the importance of listening skills and have shown how animated songs in English may be an effective teaching material to motivate and develop listening skills among advanced ESL and EFL learner in general.

SEACE2023 Pre-Recorded Virtual Presentations

66746 | *Picture Book Categorization Charts: Introducing South East Asian Themes to Young Learners*
Miori Shimada, Anaheim University, United States
Sarah Mason, Takushoku University, Japan

Picture books are an important part of early language education, they can be used to teach children about countries and cultures as well as for language learning. This presentation reports on the use of picture books with Asian themes and locations in Japanese young learner (YL) classrooms. Although the Japanese government provides guidelines indicating objectives to deepen YL understandings of languages and cultures through foreign language study, many YLs have not been exposed to the cultures in neighboring countries in Asia. The selected stories not only include universal themes such as friendship, love, and self-awareness, but also the lifestyles of children in Asian countries. In this presentation a group of Asian themed picture books will be analyzed and investigated concerning themes and useful vocabulary. This will be done using picture book categorization charts developed by the lead presenter. These picture books feature in a course designed for the preparation of elementary school English language teachers in Japan and based on CLIL (Content and Language Integrated Instruction) approach. CLIL has recently been actively incorporated into young learners' English education. According to Richards and Rodgers (2014), CLIL fosters the development of language and culture, students' cognitive processes, classroom interaction, student autonomy and skill development. Audience members will benefit from further discussions of the innovative adaptation of picture books for CLIL focused courses in YL classrooms. The presentation concludes by proposing how to further extend this project through the involvement of university students as well as locally based educators.

67442 | *Examination of Peace Values in Japanese EFL Textbooks for Peace Education: From the Perspectives of the Language of Peace Approach and Systemic Functional Linguistics*
Koji Osawa, Kyoto University of Advanced Science, Japan

This presentation introduces a study that examined peace values inherent in Japanese EFL textbooks for lower secondary schools (LSS), aiming at incorporating peace education into English education. Peace education is educational practice that provides learners with skills in understanding the causes of violence, and finding alternative solutions to it, to promote peace. It should be incorporated into L2 education since language education emphasizes the interaction between peoples and cultures, which is suitable for learners to understand and appreciate peace values. Additionally, Japanese English education demands teachers to teach English connecting with peace values to promote world peace. The material analyzed was a series of three graded English textbooks for Japanese LSSs, designed by a private publisher in accord with the guideline of English educational policy in Japan, and currently takes up the largest share among all government-approved textbooks for LSSs. The analytical frameworks employed were twofold. The language of peace approach (Oxford, 2017) provides the categorization of peace values into six dimensions (e.g., inner peace, intergroup peace), and systemic functional linguistics (Halliday, 1994) enables us to clarify how such values are represented and evaluated. The analysis revealed multiple peace dimensions existed, and each value represented particular ideological meanings with attitudinal wordings (e.g., non-violent protest, poor Indian, in the story of Gandhi). The findings could help L2 teachers and learners understand what peace values are included and how they are evaluated in their language textbooks, which could develop learners' skills in working towards peaceful world as well as their language skills.

67582 | *A Comparative Analysis of the Self-Perceived and Actual Grammatical Competence in English of Filipino Grade 12 Students in Metro Manila*
Maria Rhodora Salazar, Enderun Colleges, Philippines

This study is an offshoot of the paper I am presenting in the 13th ELF Conference in Taiwan on November 19, 2022. Using the framework derived from Canale & Swain's Communicative Competence, Bachman & Palmer's Model of Communicative Competence, and Martin's Circles within a Circle Model, the research follows a quantitative approach to compare Metro Manila students' self-perceived and actual grammatical competence in English according to sex, income class, type of school attended, foreign travel experience, movie preference, and use of English at home. A total of 185 Grade 12 students were subjected to a survey questionnaire to find out their self-reported levels of grammatical competence in English. Then, the same respondents were asked to answer the Test of English for International Communication (TOEIC) to assess their actual grammatical competence in English. Results revealed that the respondents see themselves as having better English skills than they actually possess, suggesting that confidence in one's ability in using a language is a positive element in building communication skills. It is hoped that the findings of this study provide the impetus towards further development of English grammatical competence in the Philippines which has been waning in recent years. This study concludes with specific recommendations for educators and policymakers to improve teaching-learning effectiveness for students in basic education.

67694 | *Learners' Perceptions of Difficulties in Orally Producing English Sentences*
Harumi Kashiwagi, Kobe University, Japan
Min Kang, Kobe University, Japan
Kazuhiro Ohtsuki, Kobe University, Japan

Many English learners in Japan find themselves struggling to speak English because they have few opportunities to use English in a truly immersive setting. To address this challenge, we have developed a prototype system for English-speaking practices. Our research suggests that Japanese students seem to feel difficulty when orally using words and phrases fluently, even if they know them through their linguistic knowledge. We need to clarify how difficult students deem the oral production of the respective words and sentences to identify the specific language items that pose challenges. This study examines learners' perceptions of the difficulty of orally producing English sentences fluently. We administered pre- and post-practice questionnaires on the subjective difficulty levels of 60 English sentences to 71 Japanese university students. The results indicate that the average scores of 43 sentences were significantly lower, 14 sentences showed no significant differences, and the average scores of the remaining three sentences had slightly increased. The results of the questionnaires suggest that students need oral experience in using inanimate subject sentences, causative verbs, phrasal verbs, and relative pronouns. Although further investigations are needed, it can be expected that learners' subjective perception of difficulty both in the pre- and post-practice questionnaires indicates which language items are orally easy to handle and which are not. Furthermore, by focusing on specific grammar and construction, and controlling for the length of target sentences, we hope to examine the role of the subjective evaluation of learners' difficulties in producing spoken English.

67837 | *Role of Study Abroad in the Path to Teaching English in English Among Japanese Teachers*
Mitsuyo Toya, University of The Ryukyus, Japan

Even with the newly issued and implemented Course of Study by the Japanese Ministry of Sports, Education, and Science and Technology (MEXT), the use of English in English classrooms at junior high and high school levels is far from 100 percent. The current project investigated the professional development of English teachers at public schools in Okinawa, Japan, using the Trajectory Equifinality Approach (TEA, Valsiner & Sato, 2006) based on individual interviews. In this presentation, the TEA charts of two junior high school and six high school teachers are compared focusing on the impacts of their study abroad experiences in achieving the Teaching English in English (TEE) stage (i.e., equifinality point). The results revealed that the nature of their overseas experience led to differences in the acquisition of practical means to pursue TEE. More specifically, majors other than TESL enhanced the participating teachers' English command significantly. Still, they did not provide practical ideas for conducting TEE, while studying TESL worked as the psychological base for not giving up TEE even when the students' proficiency levels were not high enough to understand the teachers' English use. TEE is considered essential in developing students' proficiency in class and teachers' study abroad experience is often believed to be desirable. However, the effect of such experience needs to be carefully examined in the course of professional development.

Higher Education
66780 | *Improved Adjunct Compensation Leveraging The Continuous Improvement Cycle*
Bryan Aylward, University of Arizona Global Campus, United States
Cassie Hurst, University of Arizona Global Campus, United States
James Moreno, University of Arizona Global Campus, United States

This session will share the continuous improvement process leveraged by the University of Arizona Global Campus's Academic Operations department to carry out faculty focused system and process initiatives. The focus will be specifically on the design, development, and implementation of a new adjunct faculty compensation model the university launched in October of 2021, and the continuous improvement process leveraged to evaluate and collect feedback from faculty and staff which helped make informed decisions on planned improvements to the model for the next fiscal year. The presentation will conclude with a full breakdown of the phased approach for implementation and an outline of the next steps we are taking to implement the feedback collected. Included will be a review of current data reporting structures being created to better support the evaluation of the changes being made as we continue through the continuous improvement process again.

66940 | *Factors Preventing Hiring of Highly Educated Female New Graduates in Japanese Corporations*
Mamiko Takeuchi, Aichigakuin University, Japan

The main purpose of this study is to find the attributes of corporations that prevent hiring of highly educated female new graduates, who hold bachelor's or master's degrees. Our results show that the percentages of new graduates who majored in the field of humanities and of female employees positively correlate with the percentage of female new graduates, suggesting that corporations with many female employees also have a high percentage of hiring female graduates. Furthermore, the percentage of female managers and the presence of labor unions also tend to be positively significant on hiring percentage of female new graduates. However, we identified the two important factors as a hindrance to hiring new female graduates in Japanese corporations: (1) the tenure years of female employees and (2) the percentage of employees working overseas. Although the promotion of female employees is on the rise in Japan, these findings indicate that the positions of female employees are still limited within gender-specific jobs or positions that do not require a business trip or relocation. A closer focus on these issues should be warranted in future studies.

67714 | *Significant Effectiveness of Transformative Teaching and Learning for Five (5) Years in UNIMAS, Malaysia: A Meta-Analysis Study*
Nor Mazlina Ghazali, Universiti Malaysia Sarawak, Malaysia
Dayang Azra Awang Mat, Universiti Malaysia Sarawak, Malaysia
Kartini Abd Ghani, Universiti Malaysia Sarawak, Malaysia
Agatha Lamentan Muda, Unviersiti Malaysia Sarawak, Malaysia
Irman Japar, Universiti Malaysia Sarawak, Malaysia

This paper presents the significant effectiveness of Transformative Teaching and Learning for five (5) Years in University Malaysia Sarawak (UNIMAS), Malaysia. This is a metanalysis study which involved data from five (5) years in training conducted by Centre for Applied Learning and Multimedia (CALM), and other faculties/centres in UNIMAS. List of Transformative Teaching and Learning trainings in UNIMAS are consisted of Creative Teaching tools and Technique, Cognitive Engagement During Online Remote Learning, and others. The targeted participants are academicians especially working at UNIMAS. In year 2018, number of trainings by all faculties and centres is 81, 2019 is 114, 2020 is 126, 2021 is 173 and 2022 is 201. Overall mean score of the effectiveness of trainings is 3.39 (2018), 3.30 (2019), 3.50 (2020), 3.56 (2021) and 3.72 (2022). From the results, show that the highest score of mean is in the year of 2022. In addition, the highest mean score of effectiveness in training for each faculties/centres is in 2022 with 3.86. Data of training effectiveness are collected from five (5) years show that the increasing commitment from CALM and other faculties/centres in conducting trainings for improvement in term of knowledge and competency among academicians and they are also actively committed to attend the trainings. As the conclusion, the pattern from the effectiveness of trainings is increased from year to year.

SEACE2023 Pre-Recorded Virtual Presentations

Language Development & Literacy

66741 | *Multimodal Communication in the Literacy Classroom*
Jill Tussey, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

Literacy can be defined in a multitude of academic and non-academic ways. However, for the purposes of this presentation, it will be characterized as multimodal communication. With this in mind, the connection between literacy and popular culture becomes intrinsic and can be seen through both the education and entertainment industries. Educational or academic literacy offers carefully planned opportunities to develop communication skills through multiple levels of cognitive processes. Non-academic literacy provides opportunities to develop communication skills through culturally and linguistically relevant interactions. While both types of literacy overlap, intentionally marrying them in an academic setting offers a gateway to engagement through popular culture mentors. Additionally, this gateway supports diverse populations by embracing multimodal home-based literacies. Through the exploration of fandoms and social media as mentor texts, this presentation will offer concrete examples of how to leverage popular culture for persuasive writing skill development. The elements of persuasive writing that will be highlighted are hook, thesis, example, analysis, concession, refutation, and call to action.

Learning Experiences, Student Learning & Learner Diversity

66723 | *Developing Conceptual Understanding of Subject-Verb Agreement in Primary One Students Through Assessment-guided Differentiated Instruction*
Rachel Lee, Fuhua Primary School, Singapore
Zhou Yu, Fuhua Primary School, Singapore

Subject-Verb Agreement (SVA) is an important component of grammatical processing. Students in Primary One (aged seven) level of Singapore schools are taught SVA involving simple nouns and verbs at the sentence level. Teachers observed that students often associated plural nouns with singular verbs and vice versa due to the 's' inflection form most plural nouns share with singular verbs. To enhance 25 students' conceptual understanding of SVA and its application at the sentence level, Differentiated Instruction (DI) through process was implemented in one lesson. This presentation focuses on the planning and enactment of the differentiated lesson, which was guided by the principle of Assessment for Learning (AfL). Pre-intervention test scores were collected before the commencement of the intervention to sort students into three groups. During the intervention, each group was assigned to three learning stations, in which they were given differentiated materials based on their learning readiness as shown in the pre-intervention test scores. To further cater to their learning interest, the students were subject to different modes of learning experiences when they rotated between the stations. At Station One, students accessed videos independently to review SVA; at Station Two, students worked with peers on a board game; at Station Three, students were given worksheets tiered according to the complexity of questions for stretching their understanding of how SVA works. To further assist students to complete the worksheets in the 'less ready' groups, teachers provided more explicit guidance. Comparison between the pre- and post-intervention test scores showed a significant improvement.

66899 | *Augmented Reality and Metaverse in Aesthetic Education Discourse in Indonesia for Future*
Joni Agung Sudarmanto, Universitas Negeri Malang, Indonesia
Adzrool Idzwan Bin Ismail, Universiti Utara Malaysia, Malaysia

This study aims to conduct a systematic literature review on the concept of Augmented Reality (AR), which adds virtual objects into the real world and is the starting point for the metaverse concept of aesthetic education in Indonesia. This content analysis study systematically analyzes how AR impacts aesthetic education and how the metaverse concept has discoursed in education in the future. The search was conducted on Springer Link, Science Directs, Taylor Francis, JSTOR, and Google Scholar databases, with the keywords augmented reality, aesthetics education, arts education, and metaverse and their combinations. Based on the inclusion criteria established, 50 articles were collected to be analyzed. The study results show that human needs increasingly vary according to the level of achievement of their culture, including in the post-pandemic phenomenon that makes all entities in the phase of resilience the footing of a new era. The collaboration between art and technology has become significant in the dynamics of culture, especially in the design of digital and virtual-based products, including in the field of aesthetic education. In this regard, AR has become an exciting discussion, along with the concept of a parallel world in art education called metaverse, which can support students' understanding beyond just reading texts. While Low literacy levels have become a problem in Indonesia, the trend of technological and information advancement is so fast. The discourse on the application of AR and metaverse education in Indonesia can be an effort to increase the intellectual power of students in Indonesia.

67419 | *University Students' Motivations and Attitudes Towards Online Learning in the Post-pandemic Era: A Comparative Study*
Xingxing Xie, Boston College, United States
Lingying Che, Tsinghua University, China

With the growth of emerging technologies and the recession of the pandemic, online learning remains a crucial tool for assisting students in their academic pursuits. Despite that studies have shown that learners' motivation and attitudes are key elements influencing student performance, especially in online learning scenarios, little is known about students' current motivations and attitudes concerning learning online in the post-pandemic era. Therefore, the current study has twofold objectives. The overarching purpose of this study is to examine students' current attitudes and motivations towards online learning in the United States and China. The sub-objective is to compare the similarities and differences between their motivations and attitudes. A mixed-method study was employed to investigate 165 Chinese and American university students from diverse institutions. Data were collected from an online survey and a semi-structured interview. Quantitative findings indicated that motivations from both United States and China students were at average levels. Nonetheless, Chinese students' motivation was higher than American students regarding social engagement, intrinsic motivation, and extrinsic motivation. Qualitative results showed that American students' attitudes toward online learning were more unfavorable than Chinese learners, that there could be many technical issues throughout the learning process, and that the learning environment might make them uncomfortable. Implications based on these findings for instructors in the current online teaching were suggested and discussed as follows.

67886 | *Webinar Integration Within the Flipped Classroom Instructional Strategies From Learners' Perspectives*
Yufan Zhang, University Putra Malaysia, Malaysia
Nurul Nadwa Binti Zulkifli, University Putra Malaysia, Malaysia

Online videoconferencing has become very popular after the pandemic ravaged the globe. It's exciting to imagine webinars in flipped classes. Webinars contain speeches from experts on many topics. Weekly webinars will be held with a different theme set before the beginning of the semester, encouraging students to share and discuss their experiences with teachers of different majors from faculty. This article recorded a webinar for graduate students in an educational technology subject. Through interviews with participants and classroom observation, the process of course organization and the experience of learners in this case are analyzed. In webinar classes that take the flipped classroom approach, qualitative research methodologies are used to analyse the learner experience and the process of implementing the curriculum. The webinar displays emerging technologies. Before each class, different tasks are assigned to each group. The course model is a blend of flipped classrooms and webinars. It not only encourages several kinds of participation in the course but also promotes a deeper understanding of the course content. The teacher performs a supportive role throughout the entirety of the course and provides a webinar platform for students, a moderator position, a roundtable session, and a poster type of assignment feedback. Participation before and after class exemplifies the implementation of flipped classrooms in higher education best practices.

66712 | *A Conceptual Framework to Elicit Student Engagement via Development of Extended Reality (XR) Applications Using Project-based Experiential Learning*
Khadija Hamidani, Multimedia University, Malaysia
Tse Kian Neo, Multimedia University, Malaysia
Vimala Perumal, Multimedia University, Malaysia

Student Engagement is recognized as a covariate of learner outcomes within both online and face to face learning environments. Withal, due to extensive implementation of passive teaching approaches, there is finite guidance about utilization of proactive student-centered teaching strategies to ameliorate engagement among learners like employing Project Based Experiential Learning (PBEL). This paper describes ongoing research to improve multifaceted Student Engagement (Cognitive, Behavior & Emotional Engagement) of learners enrolled in Creative Multimedia Bachelor's degree course, working on their final year projects to develop Extended Reality (XR) applications. To explore how project based experiential learning strategy can be used effectively to engage learners and acknowledging the immanent role emerging XR technologies can play in higher education with a potential to engage learners, this conceptual paper provides a framework for eliciting student engagement via PBEL including XR Technology as an influential factor. As a contribution to teaching practices the framework illustrates student focused approach of experiential learning via project-based learning which can be effectively integrated as a pedagogy in higher education classrooms to increase student engagement, empower learners with 21st Century Skill Set and influence both short and long term academic and social outcomes.

Mind, Brain & Psychology
66424 | *Grit and Hope as Sequential Mediators in the Association Between Mindfulness and Flourishing*
Kelly Ka Lai Lam, University of Macau, Macau

Flourishing was defined as living within an optimal range for positive psychological and social functioning (Fredrickson & Losada, 2005). Recently, it is believed that fostering flourishing can effectively prevent mental disorders. Empirical studies have also confirmed that individual mindfulness is related to flourishing. However, the internal mechanism of this link is relatively underexplored. This pilot study examined the association between mindfulness and flourishing using a serial mediation model that tested grit and hope as hypothesized mediators. A Chinese university student sample (N = 163, 68.1% female, Mean age = 20.52) responded to an online survey package containing Chinese validated scales measuring mindfulness, grit, hope, flourishing, and demographic items. Hayes' (2013) SPSS macro PROCESS (Model 6) with 5,000 bias-corrected bootstraps with 95% confidence intervals was used to confirm the serial mediating effect. After controlling for demographic covariates, the results revealed that: (a) mindfulness, grit, hope, and flourishing were significantly and positively associated with each other; (b) grit and hope mediated the mindfulness-flourishing link in a sequential fashion; and (c) the indirect effect of serial manner (β = .12) was significantly greater than the indirect effect through grit (β = .06), and hope (β = -.02). The current findings may provide some guidance for the intervention to promote flourishing among Chinese university students. In order to maximize the effect of mindfulness on promoting flourishing, researchers and educators can integrate grit- and hope-related teaching plans into mindfulness intervention and further test this model with longitudinal designs.

Nurturing Creativity & Innovation: New, Innovative & Radical Education
67395 | *Development and Evaluation of Frankards: A Manipulative for Teaching Probability*
Frankie Fran, Ateneo de Manila University & Romblon State University, Philippines
Catherine Vistro-Yu, Ateneo de Manila University, Philippines

This study focused on developing and evaluating an instructional material based on the needs of mathematics teachers and on the least mastered learning competencies in Grade 10 Mathematics. Baseline data gathered revealed that teachers faced difficulties in contextualizing and discussing the concepts of statistics and probability. They specifically cited the lack of instructional materials for the learning competencies under this content area. This served as the basis for the development of Frankards, a manipulative designed to aid in teaching the concepts of probability. This study utilized a development research method and adopted the ADDIE Model in creating the manipulative. Subsequently, Frankards was evaluated by teachers and instructional material developers using the standardized Evaluation Rating Sheet for Manipulatives prescribed by the Philippines' Department of Education. Frankards passed all the criteria set for the three areas of evaluation, namely: Contents (Factor A), Other Findings (Factor B), and Additional Requirement for Manipulative (Factor C). Revisions related to the visual aspects of the manipulative were suggested. The evaluators have recommended that the developed manipulative be submitted for copyright. It was further suggested that the effectiveness of the manipulative be subjected to an experimental study. It was also proposed that a teacher training on its use be conducted to further validate its benefits to both teachers and learners.

Teaching Experiences, Pedagogy, Practice & Praxis

56340 | *Digital Applications as a Tool for Learning Foreign Languages in Challenging Life Circumstances*
Natavan Mammadova, MGIMO University, Russia
Anastasiya Pogrebnaya, MGIMO University, Russia

Our research is aimed at identifying the advantages of learning foreign languages by means of interactive applications such as the Instagram, the Telegram, the Whatsapp and etc. In this article we distinguish the groups of people who are still excluded from regular and traditional forms of studying languages and as a result they are trying hard to find alternative ways of keeping up with the progressive society. Apart from the technical benefits of the applications, we focus on the psychological aspects of this topic. The research concerns people with special needs, social anxiety disorder, victims of war and political conflicts, who have been deprived of access to education, teenagers who are experiencing bullying from peers at school and senior citizens, having missed this opportunity earlier in life. Moreover, the main strengths of the current applications - spatial intelligence, visualization, inclusiveness, self-sustainment, simplicity and the element of permanent presence in the learning process, the motivation of the learners, the linguistic means used for encouraging individuals to be more active and keen while learning foreign languages, - permit all the categories of people mentioned above to obtain knowledge in any life circumstances. Finally, we point out the problems of time-management and time refocusing in the learning process. Despite the fact that there are many obvious advantages of contemporary digital applications, we identify the obstacles, which can influence the quality of the learning process. Particularly, we highlight the problem of assessment and monitoring of the material and impugn the professionalism of the supervisors.

65694 | *Effects of Reflection-Oriented Inquiry Instruction on Grade 9 Students' Understanding on the Nature of Science*
Asnaifa Pangandaman, Institute of Science Education, Mindanao State University, Marawi City, Philippines
Bartolome Cagas, Mindanao State University-Marawi, Philippines

This study aimed to investigate the effects of Reflection – Oriented Inquiry Instructional Approach (ROIIA) on Grade 9 students' understanding on the nature of science. The study employed quasi – experimental design. The participants of the study involved two intact sections of Grade 9 junior high school students of Balindong National High School of school year 2017 – 2018. One adopted instrument – Students' Understanding on Science and Scientific Inquiry Questionnaire (SUSSI - Q) was used. The findings of the study revealed that the control group of students demonstrated transitionary and informed levels and none in the naive with more than half of the students demonstrated informed level while all the students in the experimental group demonstrated informed level in the two NOS aspects. Another is that, there is a significant difference between the control and experimental group at 0.05 level of significance in favor of the experimental group in the two NOS aspects. Apparently, on the average, the Reflection – Oriented Inquiry Instructional Approach (ROIIA) was found to be beneficial in promoting experimental group of students' NOS understanding.

66023 | *Giang Hoanga Contextual Teaching and Learning Approach in Understanding the Life and Works of Dr Jose Rizal: An Advocate of Internationalization*
Vilma Deponio, University of Baguio, Philippines

Republic Act 1425, mandates all Philippine schools to offer the course on Rizal's life and works. The study aimed to determine the impact of learning activities and REACT strategies in understanding the life and works of Rizal. The importance of the study is to stir a profound appreciation of the life and works of the country's national hero that can be used for lifelong learning. A qualitative survey and a survey questionnaire were used as data collection methods. There were eighty-eight (88) respondents who answered the impact of the learning activities through a simple random sampling and one hundred thirteen (113) respondents answered the open-ended questions through purposive sampling. The means of the study indicated that the strategies used in the different activities conducted in the class had shown a major impact on the students. Results also indicated the most common themes of extending a helping hand, rays of hope, character building, the role of a model, care for others, fear of God, knowing yourself, love of parents, additional knowledge, presence, inquisitiveness, critical thinking, expression of ideas, self-expression, happiness, appreciation of others, self-confidence, self-discovery, appreciation by understanding and cognition. The learning activities served as a springboard for students to be more responsive, cooperative, critical, creative, and interactive in-class discussions. Moreover, the student's engagement in the different topics through the REACT strategies was the directive path for the students to appreciate and recognize the importance of studying the life and works of Rizal. Thus, this study reflects sustainable development goal 4.

66728 | *Physical 3D Model Teaching and Learning Kits for CMOS Integrated Circuits Physical Implementation Lesson*
Tee Hui Teo, Singapore University of Technology & Design (SUTD), Singapore
Xiaoyu Lin, Singapore University of Technology & Design (SUTD), Singapore

There is a popular call for CMOS (complementary metal oxide semiconductor) ICs (integrated circuits) design courses recently due to the global competition in IC chips. In PCB (printed circuit board) design, the layout, the circuits, interconnect routing etc. can be clearly visualized. However, this is not the case for ICs chips design, where all the circuits and interconnect are highly integrated down to the micro-meter or nano-meter ranges. The physical design cannot be visualized at all. This poses a very high challenging task in coaching the students in the ICs physical implementation. In this work, action research was carried out by introducing a physical 3D model of CMOS ICs as part of the ICs design lesson. Feedback was collected after the first lesson and improve the physical 3D model to better meet the expectation. A quick survey found that 100% of students prefer to have 3D model of CMOS layout to better understand the design. It is also interesting to find that nearly 75% prefer physical 3D model, and the rest found virtual 3D model could help as well. A cyber-physical model could be explored to meet all expectation, in the future work.

SEACE2023 Pre-Recorded Virtual Presentations

66740 | *Common Pronunciation Mistakes in English for Students From South-east Asia Influenced by Their First Foreign Language*
Victoria Potemkina, St.Petersburg State Pedagogical University, Russia

The opportunity to study English language in the country of its origin is a privilege not available to everyone. Thus many students choose to learn English in a non-native environment alongside another foreign language. This article is a part of a big research dedicated to the process of adaptation of the students from the countries of South-East Asia to a new educational environment and different cultures. The article represents the preliminary results of the study on major difficulties in mastering the pronunciation of English sounds due to the process of interference from mother's tongue and the first foreign language , in our case – Russian. By conducting our research for more than 3 years and being able to interview 356 students from the South-Eastern countries, we have come to several conclusions, which are represented in our article. According to our observation we would like to suggest some practical advice that can help overcoming interference in teaching English as a second language.

67060 | *L1 Use in the L2 Classroom: A University Instructor's Perceptions of His Language Choices*
Miki Harwood, Dokkyo University, Japan

First language (L1) use in English as a foreign language (EFL) classrooms has been studied for several decades. Scholars have studied classroom L1 use from different perspectives, for example, the functions of teachers' L1 use (Sert, 2005; Forman, 2012; 2016) and its pedagogical effects (Lee & Macaro, 2013; Lee & Levine, 2020). Although English-only policies have been questioned in many countries, in Japan the Ministry of Education recommends that English should be taught through English. As Hawkins (2015) notes, this has led to a belief in Japan that L1 use should be minimized or avoided in EFL classrooms. Although research regarding the quantity and functions of classroom L1 use has gained more attention, there are few studies that have investigated teachers' perspectives on their own L1 use (e.g., Polio & Duff, 1994; Hobbs et al., 2009). This presentation reports findings from a qualitative study which explores how and why a university instructor used students' L1 in his classroom. The presentation focuses on one participant, an English-speaking EFL instructor in a Japanese university. Data from semi-structured interviews, stimulated recall interviews, and classroom observations are analyzed using a phenomenological approach. The presenter reports on how the instructor used the students' L1 and his understanding of his own language choice and use. The findings show that the instructor's L1 use is often for sociopragmatic purposes, and that it is multifaced and dynamic as he responds to the communication needs of his students while managing his classes.

67319 | *A Comparative Analysis of Flexible Learning and Performance in Computer Programming Course*
Reginamary Matthews, University of Nottingham Malaysia, Malaysia

Learning computer programming entails conceptual and imperative knowledge. Learning difficulties often arise when novice learners apply conceptual knowledge to practice to gain imperative skills. In the post-pandemic era, learners at all levels suffered as learning overturned from fully online to hybrid learning. Lecture recording, live classes, online game-based tools, social and digital media, and collaborative and communications apps are current technologies to support learners. Flexible learning provides learners the choice; of where, when, and how the learning will take place, and time is no longer a constraint. The four primary components of flexible learning comprise technology, pedagogy, implementation, and institution (Collis & Moonen, 2002). Technology merely used without considering the pedagogical aspects is a common pitfall in teaching and learning (Yong et al., 2022).

This study investigated the impact on learners' computer programming performance in flexible learning modes compared to blended learning settings. The study samples are four hundred and twenty-five novice programming learners enrolled in Python programming courses in the academic year 2019/2020 (Blended Learning), 2020/2021(Online), and 2021/2022 (Hybrid Learning). The sample learners' performance score data was collected from assignments and the final exam. The result of this study shows that multiple flexible learning modes significantly impact learners' conceptual knowledge attainment and the ability to develop programming writing skills. This study provides insights into implementing flexible learning environments in higher learning institutions and paves the way for further research as the current technologies thrive on supporting flexible learning.

67763 | *Surviving Calculus During Remote Learning: Affordances and Constraints of a Fully Modular Calculus Class*
Lea Marissa Domingo, Cavite State University, Philippines

The absence of in-person classes due to COVID-19 compelled the teacher-researcher to implement a fully modular instruction (MI) calculus class. This action research determined the experiences and performance of students in the MI. Self-learning modules (SLM) on differential calculus were developed and the students' views and experiences on the use of the SLMs and their calculus performance were evaluated. Survey questionnaires, reflective journals, and focus group discussion were used for the qualitative part while pretest and posttest scores were used to assess calculus performance using a two-tailed paired t-test at $α=0.05$. Descriptive and thematic analyses revealed that students viewed modules as printed materials which cover everything and MI as entailing self-study. MI provided accessibility and flexibility and allowed learners to: experience independent learning, have better understanding of their own learning, appreciate calculus better, and be inspired to do their best. However, they encountered challenges in reading and had difficulty understanding some lessons, thus, the need for group studies was evident. Moreover, the participants' calculus performance increased significantly ($p<0.05,d=0.64$). The fully modular calculus class provided positive learning experiences and allowed opportunities for self-regulated learning and collaboration yet gave challenges in reading literacy. Modular instruction appears to be a viable mode for calculus agency during remote learning.

67597 | *Design and Evaluation of an Online Workplace Promotion Decision Analysis Training Game With Provided Simulation Context*
Chih-Chung Chien, National Taiwan University of Science and Technology, Taiwan
Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Appropriate appraisal methods and promotion conditions are one of the most important issues that companies must face in their sustainable development. The promotion decision team also faces the problem of different audit experiences and decision making. This study designed a high realistic remote educational game to simulate the promotion of a company manager as the theme of the game, and the learning activity is for learners to take on the role of a promotion decision team and complete the task of recommending candidates for promotion in the case company. Gather Town is used to design the simulation company scenario, and learners can use Google Form to explore and interact with the scenario, including interviewing colleagues from various departments to understand the information of each candidate, allowing learners to explore the simulation company scenario and finally do consensus analysis and discussion on decision making. The learners in this preliminary study were six adults in Taiwan, and the study was conducted to measure learning flow, anxiety, and motivation. According to the results, the learners' mean was significantly higher than the median 3 of the five-point Likert scale in all nine dimensions of flow. The mean on the two dimensions of clear goals and concentration was higher than 4.50, the mean for overall motivation was higher than 4.00 and the mean for overall anxiety was lower than 2.00. The preliminary results show that: the mechanism does not generate anxiety and enhances learners' flow, have a high concentration, and maintain high motivation to learn.

67675 | *Design an Online Escape Game on Gather Town to Foster Electrical Troubleshooting Skills*
Chou-Pai Yeoh, National Taiwan University of Science and Technology, Taiwan
Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Online learning has become increasingly important and widespread in the post-epidemic era. However, in the absence of adequate interaction, learners may lose motivation, attention, and experience anxiety, thus reducing learning efficiency. Game-based learning can improve student motivation and attention, and the integration of real-world scenarios and tasks into games is believed to promote learner engagement and induce learning transfer. Meanwhile, past research has revealed that integrating cognitive scaffolding into games can help learners engage in problem-solving skills. This study presented a game-based learning approach that utilizes simulation and cognitive scaffolding as design to enhance learners' physics knowledge and troubleshooting skills through an online educational escape game named "Electrician". The game is themed on an electrician maintaining a building's circuit system, and it includes a realistic setting created on Gather Town as well as a Google Form integrated to offer NPC interaction and cognitive scaffolding. In this study, flow and anxiety were measured in six persons who were publicly recruited as participants. The descriptive statistics showed that learners scored above 3(the median of Likert scale) on each of the nine sub-dimensions of flow, with the mean scores for concentration, time distortion and loss of self-consciousness being higher than 4.00. The anxiety score of 3.15 was close to the median of 3.00, indicating that learners had moderate anxiety while playing. The preliminary findings indicate that the mechanism is beneficial in enhancing learners' flow, high concentration levels, and moderate anxiety in learning, making it a valuable reference for distant education in STEM.

67910 | *A Study on the Development of AI Chatbot Program for Social-Emotional Learning of Elementary School Students*
Seung Gyeong Jang, Chung-Ang University, South Korea
Lan Jin, Hanyang University, South Korea
Haeri Kim, Chung-Ang University, South Korea
Hae-Deok Song, Chung-Ang University, South Korea

Elementary school is a period in which children acquire social skills as their lives change from family-centered to peer-centered. While ethical stories appearing in school textbooks have some moral dilemma requirements, they do not reflect balanced moral issues. This study developed an AI chatbot according to the moral development theory of Kohlberg (1984) to check the morality level of elementary school students, and to compare the quality of AI chatbot program to the written learning materials.
The AI chatbot program was built using Google's Dialogflow and was developed after pilot test of 4 elementary students. The subjects were elementary school 5th and 6th graders (10-11 years) who had no experience in learning activities using AI chatbot. As a result of the pilot test, the subjective questions to check whether students conducted video learning was difficult, so it was revised to multiple choice questions. This study is currently conducting an investigation into the experimental and control groups (each 30 students from 2 classes). The final results will be released at the conference.

67919 | *Study on Usefulness of Programming Learning with Intelligent Hint*
Chih-Kai Chang, National University of Tainan, Taiwan
Yu Ting Tsai, National University of Tainan, Taiwan
Cheng Zhi Lin, National University of Tainan, Taiwan

With the advancement of information technology, programming education has been considered important gradually. However, with the increase of programming course hours required in Curriculum Guidelines of 12-Year Basic Education, the speed of teacher training is unable to meet the demand obviously. Currently, visual programming language is widely applied in teaching programming in Taiwan in hope of helping students focus on semantic training to enhance the effectiveness of their computational thinking, whereas, there are still many difficulties in the learning process due to the lack of teachers. As a result, this research explores the usefulness of using intelligent hints to assist students in programming, anticipating the provision of different assist methods for programming teaching to enhance learners' problem-solving ability and learning outcome. The subjects are novice programmers in the first year of college. There are two types of questions in the test. The data-driven hint generation technology is used to generate two hints as learning scaffolding, which are "Randomizing Line Numbers of the Solution" and "Multiple Choice Cloze Test"; in turn, they help to avoid hint abuse. After the experiment, students are asked to fill out the perceived usefulness questionnaire. Lastly, this research compares the effects of the two hints according to the data collected from the questionnaire. It is indicated that fill-in-the-blank questions are more helpful for programming exercises, while retaining the space for students to think independently.

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The Asian Conference on Aging & Gerontology

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The Asian Conference on Cultural Studies
The Asian Conference on Asian Studies

May 26–29, 2023
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The Paris Conference on Education
The Paris Conference on Arts & Humanities

London, 2023

July 13–17, 2023
The European Conference on Education
The European Conference on Language Learning
The European Conference on Arts & Humanities
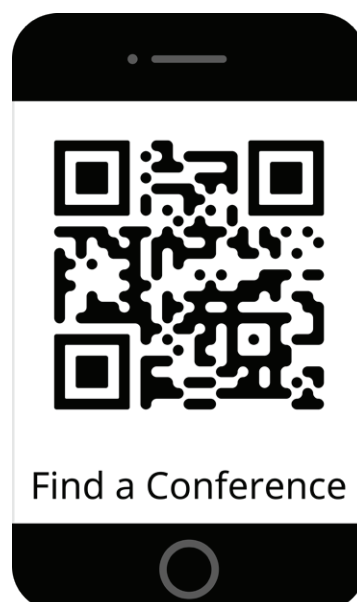The European Conference on Aging & Gerontology

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