

SEAACE

The 4th Southeast Asian Conference on Education

February 15-19, 2024 | Chiang Mai, Thailand, & Online

PROGRAMME & ABSTRACT BOOK

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

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Letter of Welcome



Welcome to Chiang Mai, and welcome to Thailand!

I am very excited to welcome you to The 4th Southeast Asian Conference on Education (SEACE2024), held for the first time in Thailand, in association with Chiang Mai University.

After three years in Singapore at Singapore Management University (SMU), in 2020, 2021, and 2023, we are thrilled to be taking this great event to a different country in the region, where we will be able to glean new perspectives as we look at key issues affecting education through the comparative and contrastive lens of Thailand.

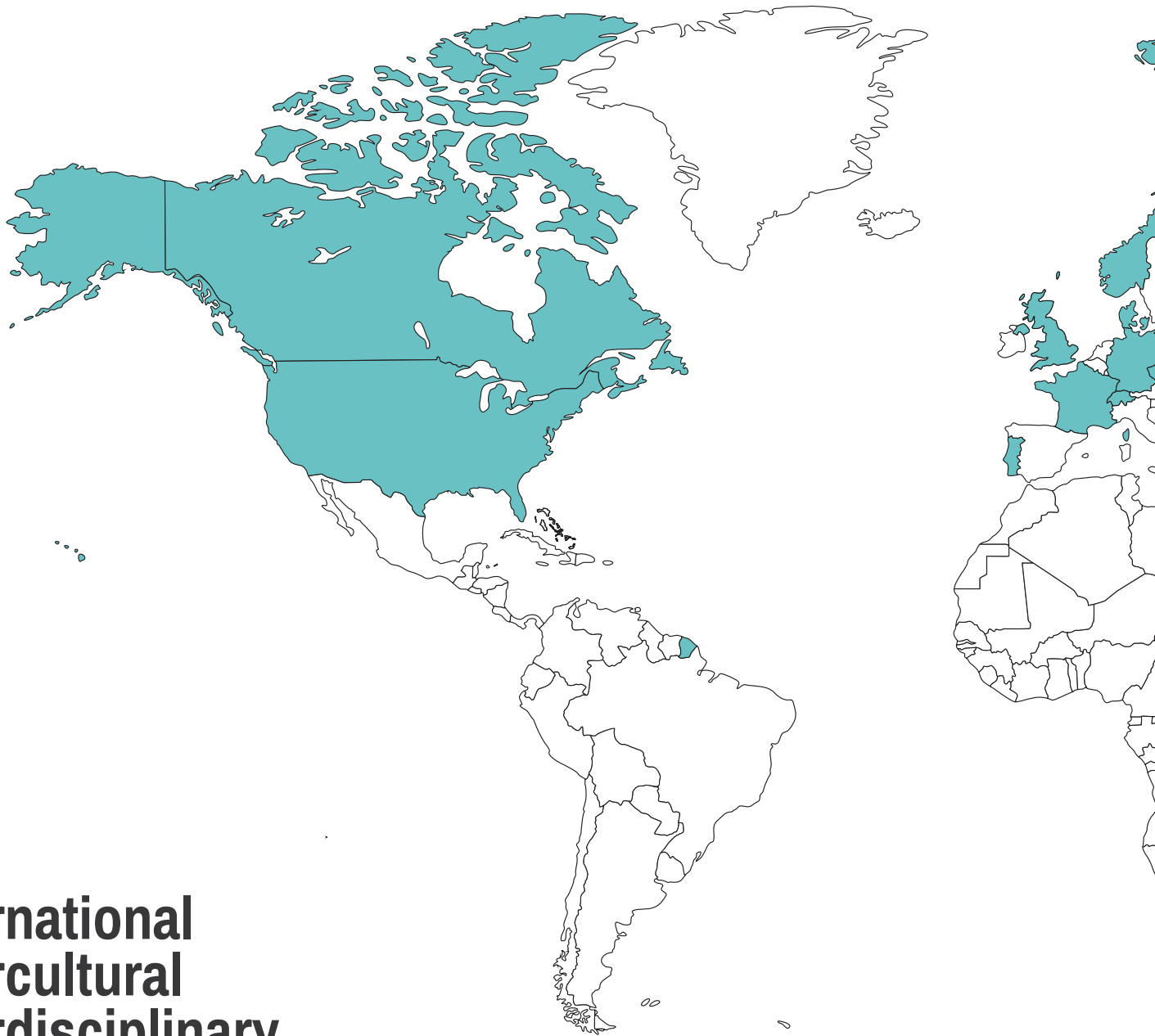
I would like to thank the Global Programme Committee and Conference Programme Committee for their work in putting together this great programme for this event, as well as the keynote and plenary speakers. On the opening day, we are pleased to feature contexts and perspectives from Thailand, and also two panels organised in association with IAFOR partners, the University of Hawai'i at Mānoa, and the Asian Political and International Studies Association (APISA).

The parallel and online programme is similarly very rich and diverse, and the event has attracted a total participation of over 200 delegates from 38 different countries. As one of IAFOR's smaller conferences, SEACE2024 will offer us the chance to really get to know each other over our time together, and I encourage your active participation throughout.

Warmest regards,

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

Inspiring Global Collaborations

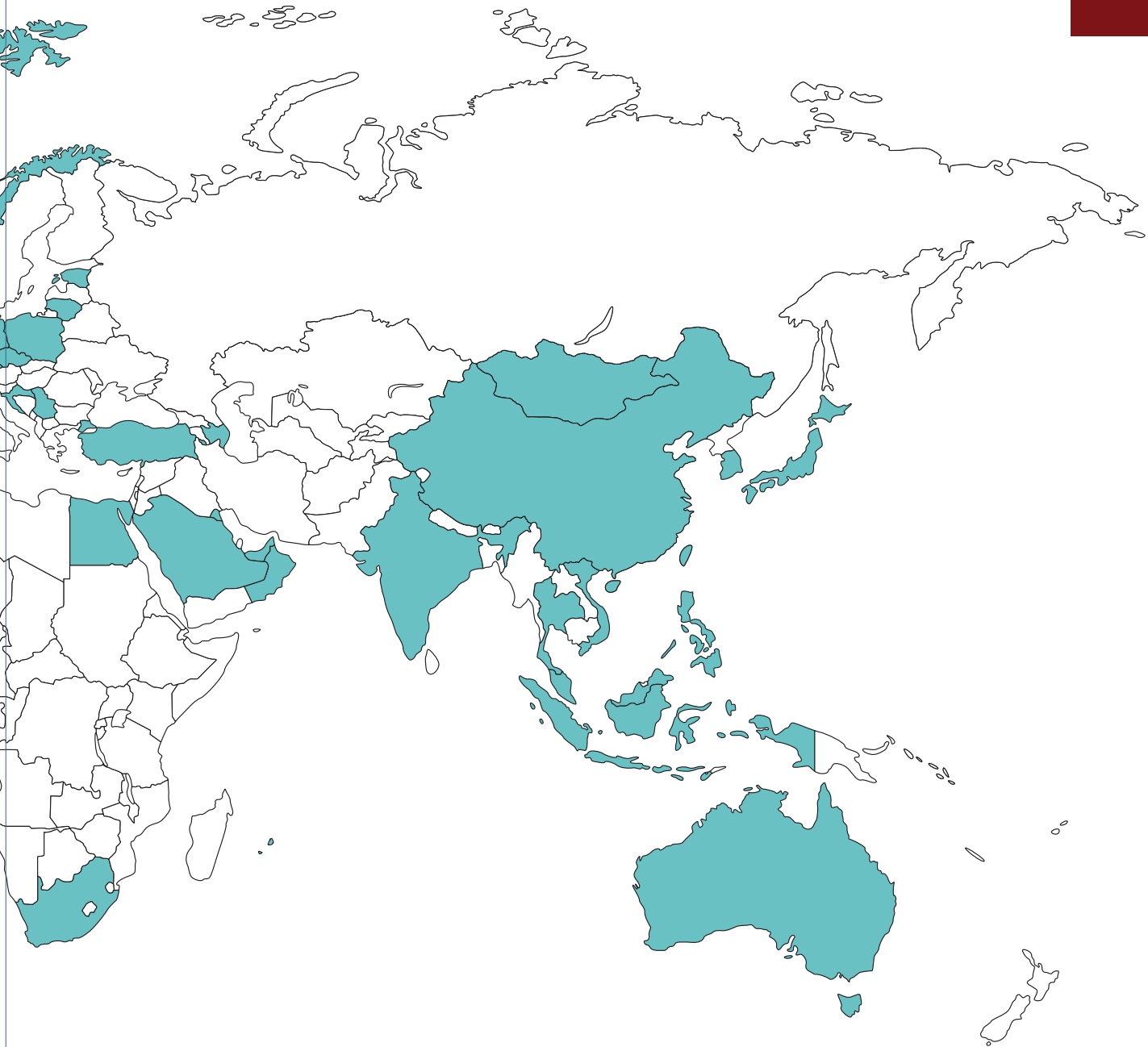


**international
intercultural
interdisciplinary**

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

SEACE2024 has attracted 200+ delegates from 38+ countries

Japan	39	Taiwan	6	Kuwait
Philippines	30	Singapore	5	Lithuania
United States	19	United Arab Emirates	5	Macau
Thailand	17	Vietnam	5	Norway
Indonesia	13	India	4	Oman
South Korea	11	Croatia	3	Poland
South Africa	7	Saudi Arabia	3	Portugal
China	6	Canada	2	United Kingdom
Hong Kong	6	Egypt	2	Australia



2	Azerbaijan	1	Switzerland	1
2	Czech Republic	1	Turkey	1
2	Denmark	1		
2	Estonia	1	Total Attendees:	217
2	France	1	Total Onsite Presenters:	166
2	Malaysia	1	Total Online Presenters:	51
2	Mauritius	1	Total Countries:	38
2	Mongolia	1		
1	Serbia	1		



Think Big.

IAFOR London Conference Series

July 11 - July 15, 2024 | London, United Kingdom

The 12th European Conference on Education

The 12th European Conference on Language Learning

The 12th European Conference on Arts & Humanities

The 4th European Conference on Aging & Gerontology

Call for Papers Now Open

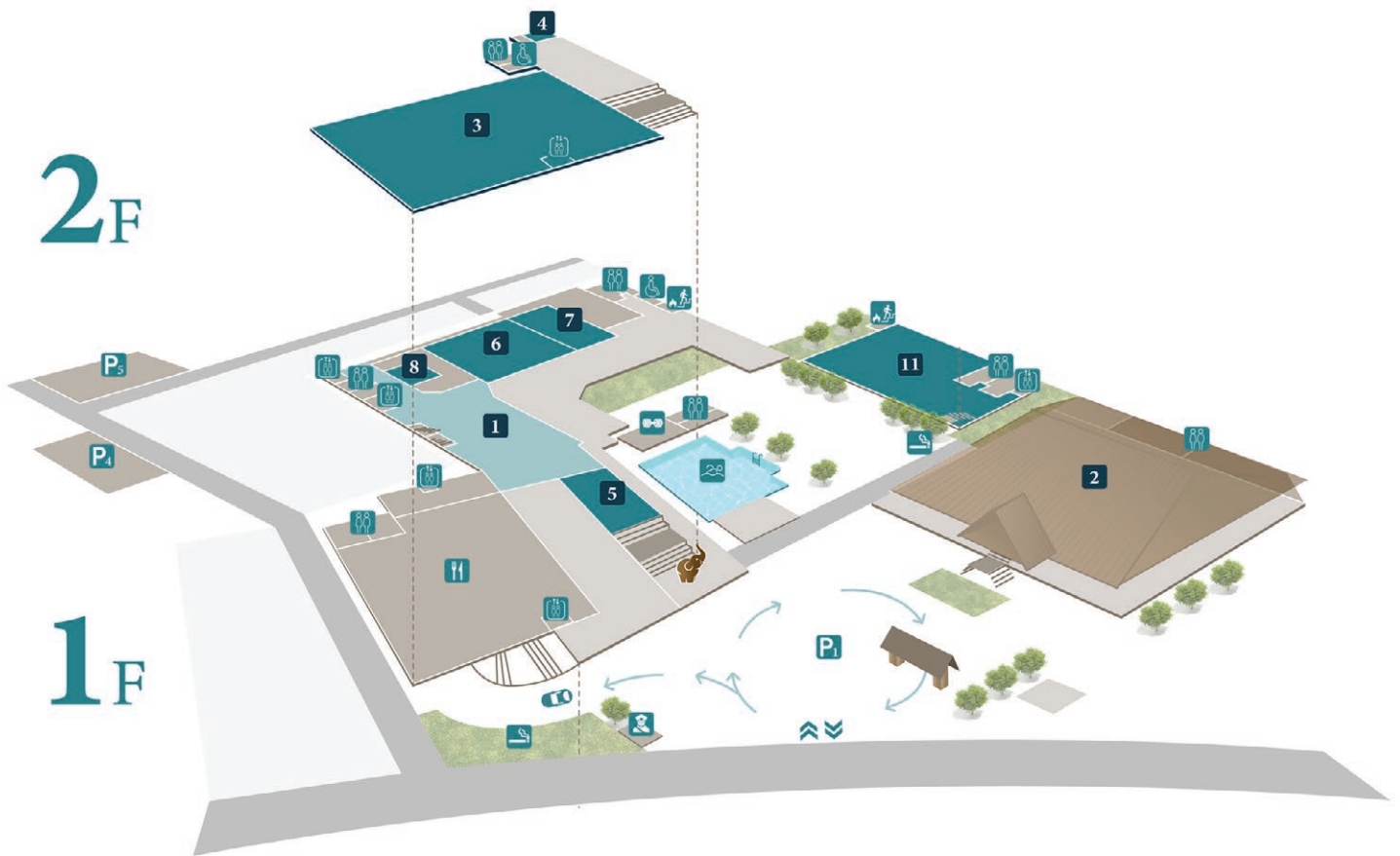
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Conference Venue: Thursday, February 15 to Monday, February 19 Khum Phucome Hotel & Convention Hall

Address: 14/23 Cholprathan Road, Chang Phuak, Muang, Chiang Mai



 พื้นที่สูบบุหรี่
Smoking Area

 ห้องอาหารไบเตย
Baiteoy Restaurant

 ห้องน้ำ
Restroom

 สระว่ายน้ำน้ำ
Swimming Pool

 ห้องออกกำลังกาย
Fitness

 ลิฟท์
Elevator

 รปภ.
Security Station

 บันไดหนีไฟ
Fire exit stairs

1 Lobby

2 เรือนคุ้มภูคำ
Khum Phucome
Convention Hall

3 ห้องสวรรค์โลก
Sawankalok Ballroom

4 ห้องทุ่งเสลี่ยม
Thung Saliam

5 ห้องคีรีมาศ
Kirimas

6 ห้องศรีสัชชาลัย
Sri Sachanalai

7 ห้องศรีนคร
Sri Nakorn

The Eiffel Tower is illuminated with warm yellow lights against a deep blue twilight sky. The tower's intricate lattice structure is clearly visible, and the top is crowned with a cross. The background shows a darkening sky with some light clouds and the silhouettes of Parisian buildings at the bottom.

Ooh-La-La!

IAFOR Paris Conference Series

June 13-17, 2024 | Paris, France

The 3rd Paris Conference on Education

The 3rd Paris Conference on Arts & Humanities

Call for Papers Now Open

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February 15 | All times are Indochina Time (UTC+7) Thursday at a Glance

08:30-14:00 Pre-Conference Cultural Event
Thai Cooking Class | Grandma's Home Cooking School

This is an optional ticketed event.

Thai cuisine, renowned globally for its diversity of flavours and aromatic components, is a testament to Thailand's rich cultural heritage. Known for its harmonious blend of the five fundamental tastes – sweet, spicy, sour, bitter, and salty – each Thai dish is a culinary masterpiece. The fame of Thai cooking lies in its use of fresh ingredients, herbs, and spices, making each dish a vibrant and healthy choice. This culinary art is celebrated and shared at Grandma's Home Cooking School, offering a genuine taste of Thailand's renowned food culture. Participants will have the chance to learn about and sample dishes that have captivated food enthusiasts around the world.

18:00-20:00 Welcome Reception & Check-in | Khum Phucome Hotel (1F Poolside)

This is a free event open to all registered delegates.

The Welcome Reception is the perfect opportunity for conference delegates to get a head start on the conference and make valuable connections with other attendees.



February 16 | All times are Indochina Time (UTC+7) Friday at a Glance

Conference Venue: Khum Phucome Hotel, Chiang Mai

- 09:00-09:55 Conference Check-in & Coffee | Sawankalok Hall (2F)
- 09:55-10:00 Welcome Announcements | Sawankalok Hall (2F)
- 10:00-10:35 Welcome Address & Recognition of IAFOR Scholarship Winners**
Joseph Haldane, The International Academic Forum (IAFOR), Japan
- 10:35-11:20 Keynote Presentation | Sawankalok Hall (2F)**
Invisible Threats in Education: Addressing Hidden School Violence
Adisorn Juntrasook, Thammasat University, Thailand
- 11:25-12:35 Featured Panel Presentation | Sawankalok Hall (2F)**
Peace Education and Governance Capacity-Building
Brendan M. Howe, Ewha Womans University, South Korea
Aurel Croissant, Ewha Womans University, South Korea
Hannah Jun, Ewha Womans University, South Korea
Hyukmin Kang, Ewha Womans University, South Korea
- 12:35-12:50 Conference Photograph | Sawankalok Staircase (2F)
- 12:50-14:20 Lunch Break (lunch provided) | Bai Teoy Restaurant & Outside Area (1F)
- 14:20-15:30 Featured Panel Presentation | Sawankalok Hall (2F)**
Change for Resiliency: One Department's Strategies for Implementing Culturally Relevant Education with a Focus on Asia and the Pacific
Chih-Pu Dai, University of Hawai'i at Mānoa, United States
Ariana Eichelberger, University of Hawai'i at Mānoa, United States
Daniel Hoffman, University of Hawai'i at Mānoa, United States
Shamila Janakiraman, University of Hawai'i at Mānoa, United States
Peter Leong, University of Hawai'i at Mānoa, United States
Michael Menchaca, University of Hawai'i at Mānoa, United States



February 16 | All times are Indochina Time (UTC+7) Friday at a Glance

Conference Venue: Khum Phucome Hotel, Chiang Mai

15:30-15:45 Coffee Break

15:45-16:55 **Featured Panel Presentation | Sawankalok Hall (2F)**

Seamless Education in Thailand

Nongyao Nawarat, Chiang Mai University, Thailand

Anuchat Pongsomlee, Thammasat University, Thailand

Sittichai Wichaidit, Thammasat University, Thailand

Sahawarat Polahan, Thammasat University, Thailand

17:00-18:00 **Conference Poster Session**

19:00-21:00 **Conference Dinner | B Samcook Home 16**

This is an optional ticketed event



February 17 | All times are Indochina Time (UTC+7) **Saturday at a Glance**

Conference Venue: Khum Phucome Hotel, Chiang Mai

09:00-09:30 Check-in & Coffee | Lobby (1F)

09:30-11:10 **Onsite Parallel Session 1**

Room: Kirimas (1F) | Inclusivity & Practices in Education

Room: Sri Nakorn (1F) | Foreign Languages Education & Curriculum Design

Room: Sri Sachanalai (1F) | Online & Blended Classroom Management

Room: Thung Saliam (2F) | Culture & Politics in Education

11:10-11:25 **Coffee Break**

11:25-12:40 **Onsite Parallel Session 2**

Room: Kirimas (1F) | Mind, Brain & Psychology

Room: Sri Nakorn (1F) | Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Room: Sri Sachanalai (1F) | Professional Training, Development & Concerns in Education

Room: Thung Saliam (2F) | Challenging & Preserving: Culture, Inter/Multiculturalism & Language

12:40-13:40 **Lunch Break (lunch provided) | Bai Teoy Restaurant & Outside Area (1F)**

Conference Venue: Khum Phucome Hotel, Chiang Mai



February 17 | All times are Indochina Time (UTC+7) Saturday at a Glance

13:40-15:20 Onsite Parallel Session 3

Room: Kirimmas (1F) | Mind, Brain & Psychology

Room: Sri Nakorn (1F) | Educational Policy, Leadership, Management & Administration

Room: Sri Sachanalai (1F) | Innovation & Technology

Room: Thung Saliam (2F) | Counselling, Guidance & Skill Development in Education

15:20-15:35 Coffee Break

15:35-17:15 Onsite Parallel Session 4

Room: Kirimmas (1F) | Inclusivity & Sustainability in Higher Education

Room: Sri Nakorn (1F) | Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Room: Sri Sachanalai (1F) | International Education

Room: Thung Saliam (2F) | Innovation & Technology



February 18 | All times are Indochina Time (UTC+7) Sunday at a Glance

Conference Venue: Khum Phucome Hotel, Chiang Mai

09:00-09:30 Check-in & Coffee | Lobby (1F)

09:30-11:10 Onsite Parallel Session 1

Room: Kirimmas (1F) | Research & Curriculum Design in Higher Education

Room: Sri Nakorn (1F) | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Sri Sachanalai (1F) | Education in International Governance & Peacebuilding

Room: Thung Saliam (2F) | Gender Issues in Education

11:10-11:25 Coffee Break

11:25-13:05 Onsite Parallel Session 2

Room: Kirimmas (1F) | Higher Education

Room: Sri Nakorn (1F) | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Sri Sachanalai (1F) | Educational Policy, Leadership, Management & Administration

Room: Thung Saliam (2F) | Foreign Languages Education

13:05-14:05 Lunch Break (lunch provided) | Bai Teoy Restaurant & Outside Area (1F)

14:05-15:20 Onsite Parallel Session 3

Room: Kirimmas (1F) | Higher Education

Room: Sri Nakorn (1F) | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Sri Sachanalai (1F) | Learning Experiences, Student Learning & Learner Diversity

Room: Thung Saliam (2F) | Implementation & Assessment of Innovative Technologies in Education

15:20-15:30 Closing Session | Sri Sachanalai (1F)



February 19 | All times are Indochina Time (UTC+7) Monday at a Glance

Conference Venue: Online via Zoom

09:00-09:10 Message from IAFOR

09:10-10:50 Online Parallel Session 1

Room A (Live Stream) | Learning Experiences, Curriculum Design & Educational Policy
Room B (Live Stream) | Teaching Experiences, Pedagogy, Practice & Praxis

10:50-11:00 Break

11:00-12:15 Online Parallel Session 2

Room A (Live Stream) | Teaching Experiences & Assessment
Room B (Live Stream) | Professional Training, Development & Concerns in Education

12:15-12:25 Break

12:25-14:05 Online Parallel Session 3

Room A (Live Stream) | Innovative Technologies & Learning Experiences
Room B (Live Stream) | Social Inclusivity & Education

14:05-14:15 Message from IAFOR



General Information

Check-in & Information Desk

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

- Thursday, February 15 | 18:00-20:00 – Khum Phucome Hotel (1F Poolside)
- Friday, February 16 | 09:00-17:30 – Khum Phucome Hotel (2F Sawankalok Hall)
- Saturday, February 17 | 09:00-16:30 – Khum Phucome Hotel (1F Lobby)
- Sunday, February 18 | 09:00-15:00 – Khum Phucome Hotel (1F Lobby)
- Monday, February 19 | No in-person check-in

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

Name Badges

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

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.





General Information

Refreshment Breaks

A buffet lunch will be available in the Bai Teoy Restaurant (1F) on Friday, Saturday, and Sunday. Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks.

Welcome Reception

There is a welcome reception following the cultural event on **Thursday, February 15** from 18:00-20:00. The welcome reception will take place in the Pool Area, where delegates can enjoy stimulating conversation while enjoying a variety of food and beverages.

Connecting to WiFi

There is a free Wi-Fi internet connection at the conference venue. You can connect to the conference venue's wifi immediately: a password will not be necessary. 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 – iafor.org/about/privacy-policy

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Monday, March 18, 2024**, through the online system. The proceedings will be published on **Monday, April 29, 2024**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Wednesday, February 28, 2024**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All keynote presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Wednesday, March 20, 2024**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

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



iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies (Scopus indexed)
IAFOR Journal of Education (Scopus indexed)
IAFOR Journal of Literature & Librarianship (Scopus indexed)
IAFOR Journal of Psychology & the Behavioral Sciences

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

Yokoso!

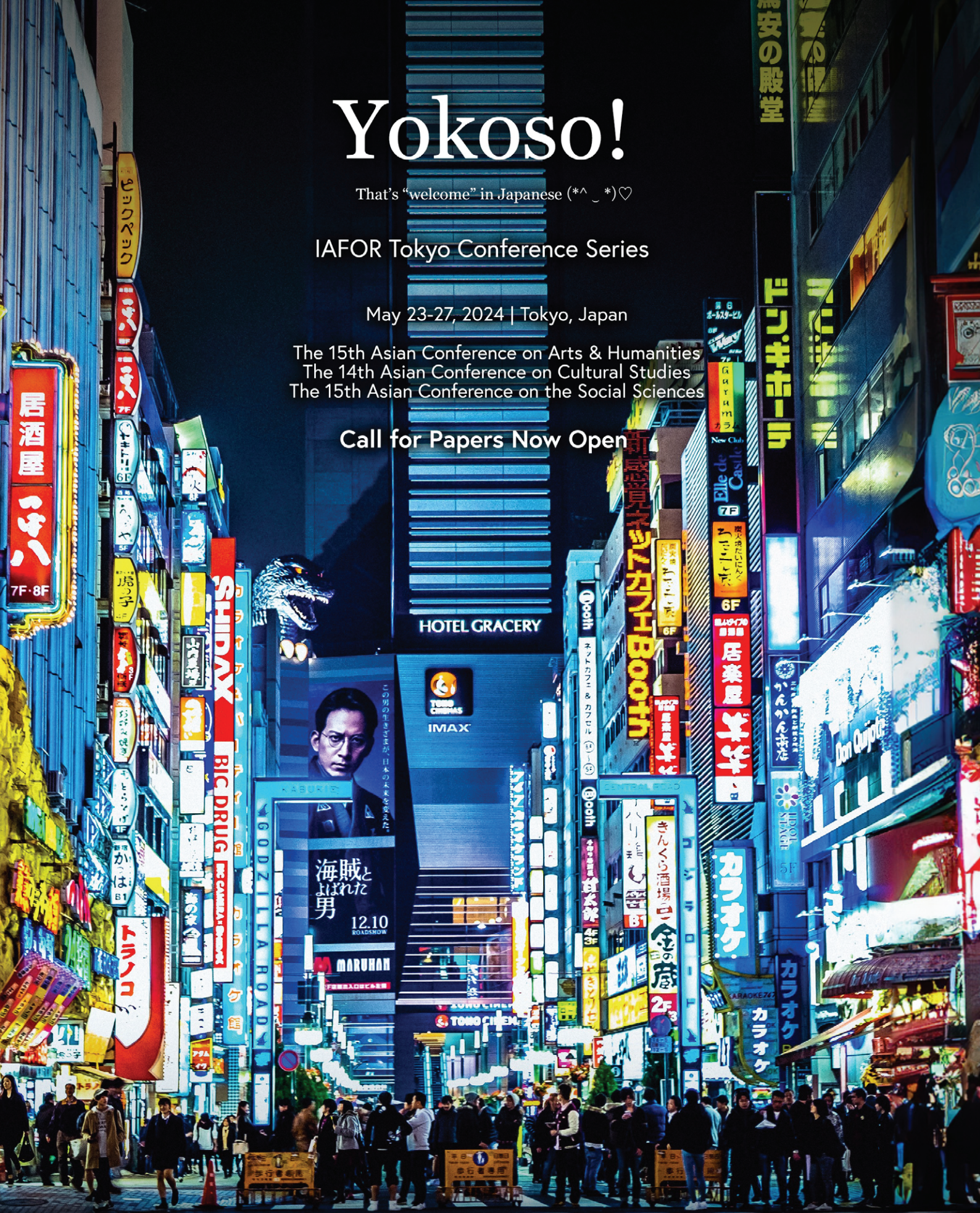
That's "welcome" in Japanese (*^_^*)♡

IAFOR Tokyo Conference Series

May 23-27, 2024 | Tokyo, Japan

The 15th Asian Conference on Arts & Humanities
The 14th Asian Conference on Cultural Studies
The 15th Asian Conference on the Social Sciences

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Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Academic Grant & Scholarship Recipients

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

Meera Gungea (Virtual Presentation)

75935 | *Well-Being of the Students – What Matters?*

Ms Meera Gungea is pursuing her PhD in the field of social work at the Open University of Mauritius, Mauritius.

Meera Gungea (Virtual Presentation)

75758 | *Drama in the Kitchen: ESL and EFL Students' Spoken Interaction in Turkey*

Ms Josephine Ohiemi is a PhD Researcher at Eastern Mediterranean University, Cyprus.

Shahid Karim (Oral Presentation)

77949 | *Early Childhood Education in Cambodia: Preschool Teachers' Beliefs, Curriculum Priorities, and Professional Development Needs*

Mr Shahid Karim is a PhD candidate at the Education University of Hong Kong, Hong Kong.

Van Bui Thi Thanh (Virtual Presentation)

77843 | *Enhancing Employability of Vietnamese Students: A Study of Collaborative Programs Between Universities and Industries*

Ms Bui Thi Thanh Van is currently a PhD student and Research Assistant at Ritsumeikan Asia Pacific University, Japan.

Emmerson Yang (Virtual Presentation)

73719 | *Cross-Cultural Transition Experiences of Southeast Asian Third Culture Kids*

Mr Emmerson Yang is a Social Sciences Professor currently completing his dissertation for the degree of Doctor of Philosophy in Southeast Asian Studies at Centro Escolar University, Philippines.



Keynote & Featured Presentations

All times are Indochina Time (UTC+7)

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

Where tradition and innovation inspire

IAFOR Kyoto Conference Series

October 16 - October 19, 2024 | Kyoto, Japan

The 15th Asian Conference on Media, Communication & Film (MediAsia2024)

The 5th Kyoto Conference on Arts, Media & Culture (KAMC2024)

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Keynote Presentation: Adisorn Juntrasook

Invisible Threats in Education: Addressing Hidden School Violence

Friday, February 16, 2024 | 10:35-11:20 | Sawankalok Hall & Online

School violence, a persistent global challenge, is especially critical in Southeast Asian contexts where it often manifests in forms that go unnoticed or unaddressed. This presentation explores the multifaceted nature of this issue, highlighting the blind spots in our understanding and response to school violence. Beyond overt physical aggression, subtler yet equally destructive forms persist: mental violence, including bullying and psychological abuse; sexual violence, often shrouded in silence; and cultural and structural violence, deeply embedded in the fabric of educational institutions. Additionally, symbolic violence, expressed through language and imagery, perpetuates harm in these environments.

These forms of violence, frequently overlooked due to their less visible nature, lead to a culture of silence and acceptance. The presentation explores the reasons behind the persistence of such violence, including social norms, inadequate policy frameworks, and a lack of awareness among educators and students.

A critical component of the discussion is the role of bystanders. Empowering bystanders in Southeast Asian schools to recognize and safely intervene in situations of hidden violence is crucial. By transforming bystanders into active upstanders, we can create a more supportive and vigilant school environment. The presentation advocates for comprehensive educational reforms and awareness programs, aiming to disrupt the cycle of violence and foster a safer, more inclusive educational landscape.

Adisorn Juntrasook



Adisorn Juntrasook, PhD, currently serves as the Dean of the Faculty of Learning Sciences and Education at Thammasat University, where he is dedicated to fostering innovative learning, social justice, and inclusivity. In his prior role as Vice President for Student Affairs at the same university, he played a key role in implementing policies to protect students' rights and actively promoted social justice in education.

As a researcher, Juntrasook's work encompasses a wide range of fields, including transformative learning, inclusive education, leadership in higher education, and LGBTQI rights and well-being. His research is characterised by a commitment to challenging the conventional beliefs that often shape educational systems and policies. Through his work, he strives to raise awareness and catalyse transformative change towards more inclusive practices, thus creating a more just and equitable learning environment.

One of his ongoing initiatives involves a project focused on bystander involvement in preventing school violence and creating safer educational spaces. This project, along with his publications, underscores Juntrasook's commitment to bridging theoretical knowledge with practical implementation, advancing education, and advocating for social change within Thai society.

**Featured Panel Presentation: Brendan M. Howe, Aurel Croissant,
Hannah Jun, Hyukmin Kang**

Peace Education and Governance Capacity-Building

Friday, February 16, 2024 | 11:25-12:35 | Sawankalok Hall (2F) & Online

This is an IAFOR Partner Panel, organised in association with The Asian Political and International Studies Association (APISA).

Education is a normative human right, but it also serves a practical function of improving domestic and international governance performance. Those who govern have an obligation to provide conditions of peace and security, to reconcile conflicts of interest, and to generate collective good. The presentations in this panel reflect upon the myriad ways in which supporting education and capacity-building training programs can not only bring benefit to the recipients, but also to the wider communities to which they belong. These include building resilience through empowering civil society, promoting democratic governance through civic education, building peace within and between societies, using education and training as tools of development, the public diplomacy role of educational scholarships, and the internationalisation of learning environments.



Brendan M. Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie

Universität Berlin, De La Salle University, the University of Sydney, Korea National Defence University, Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), *Democratic Governance in East Asia* (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).



Aurel Croissant

Dr Aurel Croissant is Professor of Political Science at Heidelberg University, Germany, and Visiting Professor with the GSIS Frontier 10-10 project at Ewha Womans University, South Korea. His research interests include civil-military relations, democratisation, authoritarianism, and comparative Asian politics. He is Editor-in-Chief of the journal *Democratization* and serves on the Academic Advisory Boards of the German Institute for Global Affairs, the Stiftung Wissenschaft und Politik, the Bertelsmann Transformation Index, and the Sustainable Governance Indicators. He held Fellowships with the Korea Foundation, the National Endowment for Democracy,

the East West Center (Honolulu), the Taiwan Foundation for Democracy, and the Australian National University, among others. His recent publications include *Routes to Reform: Civil-Military Relations and Democracy in the Third Wave* (Oxford University Press, 2023), *Comparative Politics of Southeast Asia* (2nd edition, Springer), *Stateness and Democracy in East Asia* (Cambridge University Press, 2020; edited with O. Hellmann), and *Civil-Military Relations in Southeast Asia* (Cambridge University Press, 2018). He also serves as co-editor of the *Research Handbook Autocratization* (Routledge, 2024) and the *Research Handbook on Civil-Military Relations* (Edward Elgar, 2024). His new manuscript, *Dictator's Endgames*, is currently under contract with Oxford University Press.



Hannah Jun

Hannah Jun specialises in sustainability and ESG (environmental, social, governance) issues, with a focus on sustainability education, sustainability reporting and ESG investing. She received her MA and PhD at Ewha Womans University and her BA from the University of Michigan, Ann Arbor. She has previously taught at Hankuk University of Foreign Studies, Hanyang University, and Sogang University, and worked as an equity research analyst covering the semiconductor/IT industries at Lehman Brothers and Nomura Securities. Highlighted research includes *Growth, emissions, and climate finance nexus for sustainable development: Revisiting the environmental Kuznets curve* (Sustainable Development, 2023), *One in the same? Unpacking corporate social responsibility (CSR) and ESG in South Korea* (Korea Observer, 2023), *Teaching sustainability: Complexity and compromises* (Journal of Applied Research in Higher Education, 2020), *An exploration of student learning for sustainability through the WikiRate student engagement project* (The International Journal of Management Education, 2019).



Hyukmin Kang

Dr Hyukmin Kang is a Postdoctoral Research Fellow at Ewha Womans University, South Korea. He completed his PhD at the National Centre for Peace and Conflict Studies, University of Otago, New Zealand. His research focuses on the nexus of transitional justice and peacebuilding in the Korean Peninsula and in broader East Asia. His articles appear in *Peacebuilding*, *Peace Review*, *Peace and Conflict*, and the *Journal of Korean Religions*.

Featured Panel Presentation: Chih-Pu Dai, Ariana Eichelberger, Daniel Hoffman, Shamila Janakiraman, Peter Leong, Michael Menchaca

Change for Resiliency: One Department's Strategies for Implementing Culturally Relevant Education with a Focus on Asia and the Pacific

Friday, February 16, 2024 | 14:20-15:30 | Sawankalok Hall (2F) & Online

This is an IAFOR Partner Panel, organised in association with The University of Hawai'i at Mānoa.

The Department of Learning Design and Technology at the University of Hawai'i at Mānoa (LTEC) realises programs need to evolve and grow to help students meet the challenges of a rapidly changing world. Consistently addressing systemic change for over five decades, LTEC engages in a collaborative, iterative process for program redesign. This process is complex and requires trust, buy-in, collaboration, and empowerment of all stakeholders.

LTEC is a uniquely positioned department within one of the Asia-Pacific region's premier research-focused universities. For over 50 years, the LTEC department has continually adapted its programs to serve the needs of a multicultural student population with a growing international student body, particularly from Asia and the Pacific. LTEC's curricular focus is on the theory and practice of technology integration to enhance teaching and learning. Because the field is ever-evolving, so too are its programs and practices. Examples of recent endeavours include the development of culturally relevant computer science education, scaffolding technology-mediated delivery systems, and providing training and expertise to remote regions experiencing expanded access to technology and connectivity.

In this panel, the LTEC department will provide specific strategies on how institutions might consider culturally-relevant approaches to teaching and understanding contemporary technologies and their influences. The panel will consider factors particularly relevant in Southeast Asia including the global economy, a competitive market, changing technology, complex learning systems, and, most significantly, harnessing regional strengths to incorporate local identity.

The LTEC departmental process incorporates design thinking techniques to foster empathy and strengthen community among the department faculty as well as its students, alumni, and other stakeholders. The process has advanced the department's success in strengthening working relationships, iterating and evolving programs, and building a greater network throughout the state of Hawai'i and Pacific region.

This panel discussion will provide a forum to open an authentic dialogue with individuals and organisations who wish to employ collaborative strategies for improved decision-making and community building, and who may also be grappling with such issues as computer science education, artificial intelligence, complex delivery systems, and other challenges facing Southeast Asia.



Chih-Pu Dai

Dr Chih-Pu Dai is an Assistant Professor in the Department of Learning Design and Technology at the University of Hawai'i at Mānoa. His research interests include Artificial Intelligence (AI) in Education, Extended Reality, Game-Based Learning and Simulation-Based Learning. Specifically, he designs and studies immersive and experience-oriented advanced learning technologies to enhance teaching and learning in science, technology, engineering, and mathematics (STEM) fields for diverse K-12 and adult learners. He aims to support and enhance learning with design features and solutions, as well as with the applications of AI and

machine learning techniques in advanced learning technologies. As such, in a research project, he examines the effects of learning support for preservice teachers when they practise teaching in virtual reality with AI-powered virtual student agents. Dr Dai uses quantitative, qualitative, mixed-methods, and AI and machine learning approaches to address research questions. His work has been published in academic journals such as *Computers & Education*, *Educational Technology Research & Development*, *British Journal of Educational Technology*, *Computers & Education: Artificial Intelligence*, and *International Journal of Artificial Intelligence in Education*. In addition, he speaks at conferences of International Society of the Learning Sciences, American Educational Research Associations, and Association for Educational Communications and Technology.



Ariana Eichelberger

Ariana Eichelberger is a Specialist and Instructional Designer in the College of Education at University of Hawai'i at Mānoa. Ari manages the Instructional Support Group of the College and coordinates the College's faculty professional development program. As a faculty member of the Department of Learning Design and Technology, Ari teaches graduate and undergraduate courses in instructional design and technology integration. She is also an instructional designer with the College's Technology and Distance Programs.



Daniel Hoffman

Daniel L. Hoffman is an Assistant Professor of Learning Design and Technology at the University of Hawai'i at Mānoa. Dan earned his Doctorate in Instructional Technology and Media from Teachers College, Columbia University. His research focuses on the design of interactive experiences and their impact on learning and engagement. This interdisciplinary work is situated at the intersection of cognitive science, computer science, and learning science. He is a graduate of the New York City Teaching Fellows program and has designed and evaluated educational software for Intel and the Games for Learning Institute.



Shamila Janakiraman

Shamila Janakiraman is an Assistant Professor in Learning Design & Technology (LTEC) at the University of Hawai'i at Mānoa. She teaches graduate level courses in LTEC and her research interests are in emerging technologies, attitude change instruction, online teaching and learning, and competency-based education. Shamila is keen on exploring the use of emerging technologies such as augmented reality, virtual reality, game-based learning in facilitating attitude change regarding the learning of different subjects, and attitudinal and behavioural learning regarding environmental sustainability and other socio-scientific topics.



Peter Leong

Dr Peter Leong is a Professor with the Department of Learning Design & Technology at University of Hawai'i-Mānoa. He is currently serving as the Interim Director for the Technology & Distance Program at the College of Education. Dr. Leong has extensive experience in the development and delivery of online courses and distance education. He was honoured as one of Hawai'i's 2007 top high-technology leaders and was recognised with the University of Hawai'i Board of Regents' Medal for Teaching Excellence award in 2012. He was the President of the Pan-Pacific Distance Learning Association and the President of the International Division of the

Association for Educational Communications and Technology, as well as an executive board member of the International Council on Educational Media. Dr Leong was previously a co-principal investigator on the RadGrad National Science Foundation (NSF) grant to evaluate new approaches to improving engagement, diversity, and retention in undergraduate computer science. He is currently a co-principal investigator on the Advancing Culturally-Relevant Computing NSF grant.



Michael Menchaca

Michael Menchaca is Chair of the Department of Learning Design and Technology at the University of Hawai'i at Manoa. He specialises in distance education, and has designed, implemented, and coordinated online and hybrid programs for over 20 years. He served as editor for the *IAFOR Journal of Education: Technologies and Education Special Edition*. He was an IT specialist for many years in the public and private sector. He currently teaches and conducts research in the areas of online learning, technology integration, and social justice with technology.



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Featured Panel Presentation: Nongyao Nawarat, Anuchat Pongsomlee, Sittichai Wichaidit, Sahawarat Polahan

Seamless Education in Thailand

Friday, February 16, 2024 | 15:45-16:55 | Sawankalok Hall (2F) & Online

The education continuum in Thailand is currently marred by challenges brought forth by its intricate education system, cultural and social diversity, and globalisation. Confronting these challenges and transforming education into an uninterrupted learning experience, what is known as "Seamless Education", is imperative to promoting Thailand's educational landscape as a learning paradigm and a future where transitions within Thai education are imperceptible and learning experiences are interwoven without interruption. This panel titled "Seamless Education in Thailand" will discuss a four-pronged strategic blueprint designed to ensure fluidity and robustness within the educational system: (a) formulating a strategic plan that harnesses the power of science, research, and innovation; (b) designing an operational mechanism for the implementation of this plan; (c) formulating an engagement strategy to foster collaboration among education stakeholders; and (d) drafting a communication plan to share progress and insights. By focusing on these pillars, the panel aims to address current obstacles obstructing the path to making education in Thailand a continuous journey of growth, including the diverse needs of each learner and the rapidly changing global landscape. The ultimate objective is to transform Thai education into an ecosystem that is not only responsive but also regenerative, equipping learners with the necessary skills to thrive and adapt in an interconnected world.



Nongyao Nawarat

Dr Nongyao Nawarat, currently retired, formerly served as the Director of the Centre for Multiculturalism and Education Policy within the Faculty of Education at Chiang Mai University. She pioneered multicultural education in the faculty, establishing courses at both the undergraduate and graduate levels. Her research primarily focused on the advocacy efforts of migrant community-based organisations for the educational rights of migrant and stateless children, as well as Thailand's policy on these issues. A staunch advocate for gender equality, Dr Nawarat contributed to Thailand's National Commission on Gender Equality Law. She holds a masters degree in Women's Studies from the University of York, United Kingdom, and a doctoral degree from the University of Leeds, where she examined the resilience of rural women during and after the 1997 Asian Financial Crisis.

Studies from the University of York, United Kingdom, and a doctoral degree from the University of Leeds, where she examined the resilience of rural women during and after the 1997 Asian Financial Crisis.



Anuchat Pungsomle

Dr Pungsomlee graduated with a degree in economics from Thammasat University, Thailand, and obtained a PhD in Human Ecology from The Australian National University. Since 1992, he has been teaching within the Faculty of Environment and Resource Studies and the Contemplative Education Center at Mahidol University, Thailand. He is currently an Associate Professor and former Dean of the newly established Faculty of Learning Sciences and Education at Thammasat University. He is also actively conducting a research and movement project titled "Leadership for the Future", aimed at fostering collective leadership through various learning platforms

and communication channels to drive change.



Sittichai Wichaidit

Dr Sittichai Wichaidit is an Associate Professor at the Faculty of Learning Sciences and Education at Thammasat University, Thailand. His primary focus is on creating meaningful learning experiences in science education through various approaches, including STEM, game-based learning, authentic learning, and inquiry-based learning. He is also engaged in a project aimed at enhancing student learning quality by promoting co-agency among teachers, administrators, parents, and the community. His research is civically-minded, seen especially in his current collaboration effort alongside teachers across the country on the

"Thai Teacher Agency" project, which seeks to empower teachers and enable them to become agents of change within the Thai education system.



Sahawarat Polahan

Dr Sahawarat Polahan currently serves as the Associate Dean and as an Assistant Professor within the Faculty of Learning Sciences and Education at Thammasat University, Thailand. Born in Bangkok, he holds a bachelor's degree in economics from Chulalongkorn University, and furthered his education with Master of Science and Master of Arts degrees from the University of Bristol and the University of Warwick, respectively. Dr Polahan possesses a rich background in economics, including years of service at the Bank of Thailand. He subsequently pursued doctoral studies and earned a PhD from the University of Auckland. Dr

Polahan has since embarked on an academic career, with his current research focusing on future skills and student agency.

안녕하세요 Annyeonghaseyo

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Poster Presentations

**17:00-18:00 | Sawankalok Hall (2F)
Friday Poster Session**

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

17:00-18:00 | Sawankalok Hall (2F)

Friday Poster Session

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

77313 | *Design and Evaluation of an Educational Board Game for Learning ESG Sustainability Challenges*

Pei-Chun Chung, National Taiwan University of Science and Technology, Taiwan

Hau-An Yu, National Taiwan University of Science and Technology, Taiwan

Hung-Yu Chan, National Taiwan University of Science and Technology, Taiwan

Chih-Chen Kuo, National Taiwan University of Science and Technology, Taiwan

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

Towards the Paris Agreement underlines the need for net-zero carbon emissions by 2050, it has become more and more important for companies to transform and create an ESG sustainable development ecosystem. Moreover, there is a growing emphasis on educating and training employees in the concept of ESG. Through industry-academia collaboration with an international technology company in Taiwan, our research team designed an educational board game. The learning goal is for learners to discuss and propose an action to solve the sustainability challenges for companies. Players can make final decisions through peer discussion which makes deeper understanding of ESG concepts and the ESG meanings of these companies' projects. The preliminary study was conducted with 24 Taiwanese office workers aged 20+ to 50 years old. The results showed that the participants had significant improvement in their understanding of ESG, and the mean scores of flow, game elements, and game acceptance were all significantly higher than the median of the scale (i.e., 3), while the learners' activity anxiety was significantly lower than 3, which indicated that the learners had low levels of anxiety. The preliminary findings show that the game mechanism designed in this study is easy to operate and may not make learners feel anxiety and increases the flow of the learners. Through the feedback from open-ended questions in this study, players who experienced ESG challenges with different people found it interesting and had a better understanding of the ESG concepts and companies' projects.

Educational Policy, Leadership, Management & Administration

76148 | *A Situated Language Policy Planning Framework: Adopting a Comparative Case Study Approach*

Robert Higgins, Kwansai Gakuin, Japan

The factors that have contributed to English education acting as a primary driver for internationalisation in higher education in Japan reveal a complexity of issues that permeates across the societal, higher education sector, and institutional (campus/classroom) spectrum of Japan. In this study, this context was analysed from a comparative case study perspective. This relates to the ways in which the different sets of data were compared from vertical and horizontal perspectives. The horizontal focus was on the social practices of policy planning actors, such as teachers and students, contextualised in relation to the vertical policy planning activities of higher education institutions and governments. These practices and structures were analysed through a transversal lens related to the global and historical factors that influence language education policy planning initiatives. One particular strength of a comparative case study (hereafter CCC) is related to the flexible structure of this kind of approach. Historically, case study research would focus on the narrow-bounded parameters of a particular research phenomenon. Further, studies are often characterised as case studies that bare little relation to its traditional conceptions and offer limited rigour in research approaches. In contrast, CCC approaches cultural and contextual complexities from a fluid and multidimensional perspective. In the presentation, this CCC methodology will be explained and evaluated as a flexible framework to support complex educational policy planning research. Overall, this innovative heuristic supports studies that connect local and global situated language policy planning initiatives.

Educational Research, Development & Publishing

77945 | *Interprofessional Collaboration to Support Caregiving in the Community: Positive Psychology's Strengths Karuta*

Practice Intervention for Character Strengths

Emiko Yamamoto, Aichi Medical University, Japan

Kaori Hatanaka, Baika Women's University, Japan

Satoshi Shimai, Kansai University of Welfare Sciences, Japan

Tomoko Tanaka, Okayama University, Japan

Positive psychology focuses on individual strengths and their impact on well-being. Utilizing one's strengths in work leads to meaningfulness and well-being. This study aimed to assess the effectiveness of "Strengths Karuta Work," a traditional Japanese playing card-based intervention in interprofessional collaboration among professionals supporting community care. Forty-three interprofessional caregivers participated in the "Strengths Karuta Work" program, and questionnaires were administered pre- and post-training, and one month later. Pre-training assessments included the Character Strengths Test 24 (CST24), Subjective Happiness Scale (SHS), ME-Work (Module 1: the four aspects that support meaning in work), strengths recognition and utilization, and interprofessional collaboration behavior. Post-training and one-month follow-up evaluations covered strengths recognition and utilization, interprofessional collaboration behavior, and SHS. Participants' strengths and SHS showed weak to moderate significant correlations with attributes such as courage, enthusiasm, kindness, intimacy, leadership, and hope. There was a significant moderate correlation between SHS and ME-Work Consistency. The ME-Work subfactors had the following effects: coherence-enthusiasm and honesty; significance-diligence, self-control, and honesty; purpose-honesty; and belonging-gratitude. The Karuta Work intervention increased strengths recognition compared to pre-training; however, no significant differences were found in SHS and interprofessional collaboration. Subjective well-being was linked to consistency in work, with strengths like enthusiasm and honesty influencing it. This study demonstrated the effectiveness of the Strengths Karuta Work in enhancing individuals' recognition of their strengths and their relationship to subjective well-being. To encourage the utilization of strengths, it is necessary to specialize in the strengths identified in this study and provide specific examples.

17:00-18:00 | Sawankalok Hall (2F)

Friday Poster Session

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

77831 | *Effects of Involvement Load on Japanese EFL Learners' Lexical Network Changes: Focusing on the Level of Evaluation*

Noriko Aotani, Tokai Gakuen University, Japan

Shin'ya Takahashi, Tokai Gakuen University, Japan

This study investigates the effects of task-induced involvement load in an extensive reading on a change of the lexical relationship that EFL learners perceive. We pick up fifteen words from the reading material, a short article about Yoga, and investigate how learners' perceived relationship among these words change during the task. Data is collected from 60 Japanese EFL learners who are divided into three groups. The first group read the article and answer multiple-choice questions. The second group do the same task as the first with referring to a co-occurrence network diagram of words, which is generated by KH Coder. The diagram has five blank word-nodes which have to be filled by a participant with proper words from shown answer-list. The third group do the same task as the second but the filling-in task without answer-list. In the experiment, all participants answer the degree of lexical relationship between target words. This test is administered three times, a week before, immediately after, and four weeks after the task. The results are to be analyzed and visualized by Gephi, a data-visualization platform, to show how participants' lexical network changes. We hypothesize that the task with higher degree of involvement load will bring about more significant change of learner's lexical network; that is, the third group will show greater change than other groups. 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.

Implementation & Assessment of Innovative Technologies in Education

76923 | *An Alternate Reality Educational Game Integrating Virtual Reality and Storyline for Learning the History and Culture of a Local City*

Chih-Chung Chien, National Taiwan University of Science and Technology, Taiwan

Pei-Ching Ngu, National Taiwan University of Science and Technology, Taiwan

Chih-Chen Kuo, National Taiwan University of Science and Technology, Taiwan

Hau-An Yu, National Taiwan University of Science and Technology, Taiwan

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

This study aims to design an alternative reality educational game to promote learners' understanding of the cultural and historical knowledge of a small town in Taiwan, Puzi. In this game, the learner has to take an old man who has returned home from a distant land to search for the places he remembers in this town seventy years ago, and collect clues of historical knowledge in each place to accomplish the task of the old man's search for his young girlfriend. The game uses Google Form for storytelling and allows learners to control the story by selecting different options. The game applied GPS technology, and learners need to physically walk to specific locations in the town in order to use their cell phones to solve the puzzles presented in VR. These puzzles are related to the historical and cultural knowledge of the town. Players can deepen their understanding of the cultural sites through observation in the actual site, peer discussion, and online research. The preliminary study was conducted with 23 participants from Taiwan. A single-group posttest design was used. The results of the study showed that the participants' mean scores for flow, game elements, and game acceptance were significantly higher than the median of the scale (i.e., 3). Preliminary findings showed that the mechanism designed in this study was easy to operate and could enhance the flow of the learners, and the learners indicated that it was helpful for them to recognize the history and culture of the local town.

77939 | *Perception of ChatGPT Usage in Completing Homework Assignments from the Perspectives of Students and Professors*

Irena Miljkovic Krecar, VERN' University, Croatia

Maja Kolega, VERN' University, Croatia

Lana Jurcec, University of Zagreb, Croatia

In the context of education, the issues of integrating artificial intelligence (AI) into teaching and maintaining academic integrity in students' use of AI are particularly relevant. This paper empirically examines cognitions, emotions, and behaviors related to the use of ChatGPT in homework assignments from both student and professor perspectives, employing a combined quantitative and qualitative research approach. An anonymous questionnaire was administered to a sample of Croatian students to investigate their attitudes, past experiences, and intentions regarding future ChatGPT use. Additionally, a focus group and testing sessions were conducted with faculty professors from VERN' University to assess their cognitions, attitudes, self-assessed competences, and actual competence in distinguishing authorship between papers written by students and those generated by AI. The combined results offer valuable insights into the necessary changes required in the student evaluation system to safeguard academic integrity.

17:00-18:00 | Sawankalok Hall (2F)

Friday Poster Session

Innovation & Technology

77230 | *Integrating Technology-supported Multi-representational Scaffolding into Board Game for Learning Muscular System Physiology*

Chia-Hui Huang, 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

In the teaching of muscular system of physiology, it is difficult for students to memorize a large amount of knowledge such as muscle names and movements generated by muscle contraction from the traditional classroom lecture, which in turn affects the motivation and learning outcome. A board game integrating technology-supported multi-representational scaffolding was designed to promote learning motivation and achievement by the board game mechanism and scanning the game cards to provide muscular 3D animation and videos. Participants were 20 nursing students from northern Taiwan. The study was conducted to investigate the learning achievements and assessment of the game through pre-test and post-test, learning motivation, flow, game acceptance, and scaffolding usefulness questionnaire. The results showed that there was a significant improvement in the academic performance of the learners after the board game learning activity, which means that it helped the learners to construct relevant academic knowledge. In addition, the high motivation, flow and game acceptability ratings indicate helped to enhance the learners' motivation and enjoy the activities of the game. Moreover, the multi-representational scaffolding in the board game was beneficial to learners, understood the abstract concepts of the muscular system better, and reduced the confusion during the game. The data proved that the use of integrated technology-assisted learning and multi-representational scaffolding board games in the curriculum of muscular system could help learners construct three-dimensional concepts of muscles, understand complex theoretical knowledge, and discuss to solve the problems in the game, which can significantly enhance the learning achievement of the learners.

77495 | *Design and Evaluation of a Contextualized Mobile Educational Game for Learning Emergency Medical Care*

Pei-Ching Ngu, National Taiwan University of Science and Technology, Taiwan

Chih-Chung Chien, National Taiwan University of Science and Technology, Taiwan

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

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

The emergency medical service is a complex and variable situation and the decision-making ability of the medical staff is challenged. Compared with traditional education, the contextual simulation of mobile learning can improve the learners' problem-solving ability. In this study, LINE@ and Google Form digital platforms were combined to design a digital contextualized mobile education game to develop emergency care skills, with the learning objective of correctly performing the emergency care procedures for patients who have fainted. Learners are required to role-play as emergency medical technicians, performing the correct emergency procedures in complex situations, and calling out for NPC expert advice to assist the learner's decision-making at the right time. Participants were 11 nursing staff from Taiwan. Based on single-sample Wilcoxon Signed-Rank analyses, learners' scores on the flow, usefulness, ease of use, and game elements were significantly higher than the median of the 5-point scale (i.e., 3), and the mean score for activity anxiety was 2.30, which was lower than the median (i.e., 3) of the scale. The results of this study showed that the game design mechanism was easy to operate, which could effectively enhance the learners' flow and engagement, and did not cause too much anxiety about the activity. Through qualitative opinion analysis, learners indicated that the simulation situation was very realistic, just like the usual work experience of caring patients. In addition, the call out has a reminder function, which can help learners to think and make the correct decision in emergency medical care.

77547 | *Design of a Complex Problem-Solving Ability Training Game with Simulation Spaces and Realistic Plots*

Chih-Chung Chien, National Taiwan University of Science and Technology, Taiwan

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

Pei-Ching Ngu, National Taiwan University of Science and Technology, Taiwan

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

The most important thing in complex problem-solving is to recognize the characteristics of the crux of the problem, which is a very important "ability" in the workplace. This study uses Gather Town to design a simulation company environment. The first learning objective of this game is that suddenly an important client is coming to visit, and in the absence of a redundant meeting room, the general manager assigns the "Professional Secretary" to coordinate with several key figures (NPCs) and propose the best solution to solve this complex problem. Good communication skills are our second learning objective. This game uses Google Forms to provide players with dialogues and interactions with the NPCs in the Gather Town simulation space, and different communication discourse content choices will generate different information and plot development. The participants of this preliminary study were 12 adults over 20 years of age in Taiwan. The results of the study showed that the participants' mean scores for flow, game elements, and game feedback were significantly higher than the median of the five-point Likert scale (i.e., 3), and their activity anxiety scores were lower than 3. In addition, the qualitative opinion feedback collected also showed that the learners also reported that the game was "very realistic, as if we were really discussing and negotiating with them". Therefore, the results of this study suggest that the digital situation simulation mechanism designed in this study has the potential to develop decision-making thinking and communication skills for complex problem-solving.

17:00-18:00 | Sawankalok Hall (2F)

Friday Poster Session

Learning Experiences, Student Learning & Learner Diversity

77956 | *Assessing Student Learning with Anatomical Focus in Oral and Nasal Suction Videos*

Kaori Hatanaka, Baika Women's University, Japan

Yoichi Yamano, Ritsumeikan University, Japan

Kaori Yasuda, Baika Women's University, Japan

Emiko Yamamoto, Aichi Medical University, Japan

Understanding suctioning techniques and the cannula structure can be challenging. This study aimed to improve students' understanding through instructional videos on nasal and oral anatomy, evaluating the impact on recognizing anatomical importance, motivation to learn, and medical safety awareness. The study involved 105 nursing college students who were divided into two groups: (1) an experimental group of 38 participants who watched a video with an anatomical perspective and (2) a control group of 46 participants who watched a general video. Both groups completed a self-administered questionnaire before and after viewing the video. The questionnaire included the "Nursing Student Risk Sensitivity Scale" (6 factors and 25 items), and suction-related items (2 factors and 14 items). A two-factor analysis of variance was conducted, using "type of video (between participants)" and "before/after viewing (time: within participants)" as independent variables and the score of each factor as the dependent variable. No interaction effects were observed for any of the eight factors. However, we found a significant main effect of time on all eight factors ($F(1,82)=8.60\sim 81.94, P<.05$). In the experimental group, free descriptions revealed comments such as "I learned the length of the catheter to be inserted for nasal suction," etc. Over time, the videos' effects became apparent. Though quantitative analysis did not confirm a direct learning impact, qualitative feedback from the experimental group highlights the educational value of anatomical perspective videos. Future research should improve video content and assessment methods to underscore their significance.

Saturday, February 17

Parallel Sessions

All times are Indochina Time (UTC+7)

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

09:30-11:10 | Kirimmas (1F)

Saturday Onsite Parallel Session 1

Inclusivity & Practices in Education

Session Chair: Hassan Tairab

09:30-09:55

76534 | *Optimizing Early Childhood Adversity: The Impact of Play-Based Learning and Counselor Competence in Indonesia*

Eka Riyana Dewi, Universitas Negeri Malang, Indonesia

Sa'dun Akbar, Universitas Negeri Malang, Indonesia

Im Hambali, Universitas Negeri Malang, Indonesia

Arbin Janu Setiyowati, Universitas Negeri Malang, Indonesia

Nila Zaimatus Septiana, Universitas Negeri Malang, Indonesia

Dwi Sri Rahayu, Universitas Negeri Malang, Indonesia

Early childhood adversity in Indonesia is an intriguing topic for research. Based on initial interviews with teachers and school counselors for early childhood education, it was discovered that many children had decreased adversity ability, as evidenced by their lack of confidence and their fear of trying again after failing while playing. Due to the continued presence of monotonous learning methods and a limited capacity among counselors in recognizing children's emotional states. Efforts by educators to enhance children's capacity to cope with adversity have yielded limited success. This study aims to investigate how early childhood adversity in Indonesia is impacted by play-based learning strategy and school counselor competencies. Case studies are used in this qualitative research, teachers and school counselors are interviewed and observed in order to collect data. The findings indicate a significant reduction in early childhood adversity, attributed to the implementation of play-based learning strategy and the competence of school counselors. Children who participated in play-based learning exhibited notable improvements in their ability to navigate challenges in their daily lives and adapt to changing circumstances. Furthermore, the essential role of school counselors proficient in providing social and emotional support to children becomes evident in aiding the enhancement of their adversity coping abilities. The findings have significant implications for early childhood education in Indonesia. Improving play-based learning, enhancing counselor qualifications, and clarifying their roles in the classroom can better prepare children to face life's challenges through a collaborative effort among educators, counselors, and parents.

09:55-10:20

74013 | *Parenting to Institutionalized Children with Special Needs: Caregivers' Stress and Coping Strategies*

Lhynettskie Villanueva, De La Salle University, Philippines

Thelma Mingoa, De La Salle University, Philippines

Children rely on their caregivers for emotional support and intellectual stimulation. Because of the usual large group sizes in institutional and residential care, children in orphanages receive less attention and less stimulation from a consistent and sensitive caregiver. There are many factors that affect the quality of care the child receives, and one of it is the stress the caregivers experience. Thus, this exploratory case study explored the contributing factors that add to caregivers' stress and their management in handling it. 30 initial respondents composed of caregivers of institutionalized children with special needs—aged 8 or below—agreed to be included in the study. By answering the job stress inventory and brief cope, results suggest that institution caregivers are experiencing high stress with common contributing factors are work overload and value conflict. While self-distraction is the commonly used coping strategy and least stressed use is social support and expression of feeling. 5 of those who scored highest and 5 who scored with lowest stress were interviewed to look for common themes that contribute or lessen their stress. Using the qualitative analysis, results show that caregivers experiencing lower levels of stress have effective coping strategy than their highly stressed colleagues. This study concluded with implications and recommendations for government, institutions, caregivers, communities to better understand how managing stress and having effective coping management is important in improving the quality of care institutional children with special need receives.

10:20-10:45

77940 | *Pedagogical Practices in Teaching Institution-reared Children with Disabilities in the Philippines*

Ellisiah Jocson, National Teachers College, Philippines

Children with disabilities (CWD), depending on the need and the circumstance, may be placed in different living conditions outside of the typical family set-up. For instance, the Philippine government mandates that child-caring agencies (CCAs) and institutions to take care of orphaned, abandoned, and neglected individuals. This involves the need to ensure that the children under their care are receiving and enjoying the same rights as typically developing children, including, education. To do so, they have adopted the use and employ of educational programs both within the institution, and outside of it. This study sought to determine the pedagogical practices used by these institutions, in light with inclusion and inclusive education principles that are in-trend today. Using qualitative method, the participants of the study were 6 teaching and non-teaching personnel from a public and private child-caring institutions in Metro Manila. Interviews, observations, and document analysis were used to gather the data, which were transcribed and analyzed thematically. The results show the stark differences between the competencies taught in regular schools and the targeted competencies within the institutions. Heavy focus were observed on teaching and training basic life skills and independent living. Furthermore, the practices also reflected the tendency to aim for social acceptance, indicating how the nature of pedagogy within these institutions are far from the aims of inclusion and inclusive education.

10:45-11:10

77822 | *Analysis of Cycle 2 Science Textbooks for Representation of Elements Contributing to Quality Science Textbooks as Learning Resources*

Hassan Tairab, United Arab Emirates University, United Arab Emirates

Sohani Prova, United Arab Emirates University, United Arab Emirates

Science textbooks play a vital role as educational resources for both students and teachers. They serve as a cornerstone of learning in science education. However, there has been a lack of comprehensive research to evaluate the appropriateness of the science textbooks prescribed by the UAE Ministry of Education. Furthermore, on a global scale, most research studies have had a limited focus, often concentrating on specific aspects of textbook content, rather than offering a more holistic perspective on textbook analysis. As a result, this study aims to assess the representation of elements contributing to the suitability of cycle 2 (grades 5 to 8) science textbooks as learning resources. We employed a quantitative descriptive content analysis design to evaluate the quality of these textbooks using a specifically developed Science Textbook Evaluation Framework (STEF). The findings indicate that these textbooks differ in their representation of the elements of the framework. The assessment of physical attributes showed that the textbooks have appropriate physical characteristics but fall short in terms of illustrative attributes. Additionally, the textbook content lacks proper contextualization with respect to the UAE context, as it predominantly reflects foreign contexts. Furthermore, the integration of technology is minimally represented in grade 5 and 6, and moderately in grade 7 and 8. In terms of the learning orientation reflected in all analyzed science textbooks, it appears to be somewhat influenced by constructivist principles. The implications of these findings were discussed in the context of the current science education reform introduced in the UAE.

11:25-12:40 | Kirimas (1F)

Saturday Onsite Parallel Session 2

Mind, Brain & Psychology

Session Chair: Romain Magboo

11:25-11:50

76291 | *Analysis on Types of Academic Stress Change and Their Characteristics Using SEMTree*

Sujin Baeg, Seoul National University, South Korea

Junghwi Shin, Seoul National University, South Korea

Hyun-Jeong Park, Seoul National University, South Korea

The academic achievement of Korean students is known to be very high around the world. However, it is also pervasively pointed out that most Korean students suffer from severe academic stress in a reality that puts much focus on academic achievement. Korean students' academic stress worsens as their grade goes up due to the competition for college entrance exams. Most previous research analyzed the relationship between academic stress and covariates at a single time point. Even longitudinal studies at multiple time points were conducted using LGM, assuming that change patterns would be homogeneous in the population. This study aims to reveal different types of academic stress changes using SEMtree. SEMtree is a model-based recursive method that combines decision trees and SEM to select a heterogeneous set of potential predictors. We used Gyeonggi Education Panel Study (GEPs) data from the 3rd grade in middle school to the 2nd grade in high school. Covariates used in the analysis were student gender, the initial value and amount of change in depression, self-esteem, academic self-efficacy, and perceived academic pressure. As a result, five groups with heterogeneous change patterns were identified according to the initial value of depression and perceived academic pressure, the amount of change in depression and academic self-efficacy. The finding suggests that key covariates that determine the pattern of academic stress change are depression and perceived academic pressure. The implications of these findings are discussed.

11:50-12:15

76384 | *Understanding the Dynamics of Online Hatred and Mental Health Issues Among Adolescents: Exploring Factors, Impacts, and Alternative Strategies*

Nila Zaimatus Septiana, Universitas Negeri Malang, Indonesia

Muslihati Muslihati, Universitas Negeri Malang, Indonesia

Adi Atmoko, Universitas Negeri Malang, Indonesia

Dwi Sri Rahayu, Universitas Negeri Malang, Indonesia

Eka Riyana Dewi, Universitas Negeri Malang, Indonesia

Setyorini Setyorini, Universitas Negeri Malang, Indonesia

The phenomenon of hatred is a crucial problem in the digital era, particularly among adolescents. However, it remains unclear what motivates them to become more involved and how hatred impacts their mental health. This study aims to investigate phenomena associated with the causes and effects of online hatred among adolescents, as well as appropriate intervention strategies. In this research, 25 adolescents from Indonesia participated in a case study. Two sources of information were gathered: focus groups and open questionnaires. The results of a thematic analysis of the data revealed that: 1) External and internal causes of adolescent hatred, including cyberbullying as an example of an external factor, and the tendency towards differences such as ethnicity, religion, gender, and cultural heritage. Moreover, online conflicts with strangers and animosity are transmitted throughout the group. Again, internal factors are associated with anger, frustration, discomfort, dissatisfaction with oneself, a lack of impulse control inability to regulate emotions, and ignorance of the consequences. 2) The effects of hatred on mental health, including stress, anxiety, fear, worry, constant pressure, overthinking, low self-esteem, irritability, regret, maintaining emotional distance, exposure to individuals despised, experiencing appetite disorders, mood/mood, sleep disturbances, depression, and suicidal ideation, and aggressive behavior both online and offline. 3) Digital narrative-based bibliotherapy, Working Alliance (WA) in internet-based cognitive behavioral therapy (i-CBT), online reading such as TeenRead, use of chatbots, digital Empathy-based counterspeech, and digital literacy are alternative strategies for overcoming hatred.

12:15-12:40

77721 | *The Mental Health Literacy, Psychological Well-Being and Help-Seeking Attitude of the SHS and College Students: Implications for School Health Services*

Romain Magboo, De La Salle Lipa, Philippines

Mental health issues are ongoing concerns, especially in the school community. The study aims to describe and explain the MHL, PWB, and ATSMHS of 273 SHS and College students. It is anchored on the concepts of Mental Health Literacy, Six Models of Psychological Well-Being, and the Theory of Reasoned Action. The study used Mixed methods of research using exploratory sequential design. The output will serve as baseline data for the Mental Health program for SHS and College students. The MHL is high for both SHS and College. The students have a fundamental knowledge of and viewpoints on mental illnesses, which help with their recognition, care, and prevention. The GAD, social anxiety disorder, and depression symptoms were identified as common mental health problems. The student's academic life became more stressful during the pandemic compared to the pre-pandemic period. Their overall psychological well-being is low except for their purpose in life. The overall ATSMHS is high except for the lack of concern for stigma. MHL differs based on students' ages (p-value .003), MHL, and PWB from gender (p-value of .002 and .020). College is high in MHL while SHS is high in ATSMHS (p-value .007 and .006). The MHL differs significantly for students who participated in extracurricular activities (p-value .000). The MHL, PWB, and ATSMHS of the SHS and college students were all correlated (p-value .000 and .002). Students' MHL and PWB predicted their ATSMHS. These factors are essential in determining whether the students will seek mental health care services and support.

13:40-14:55 | Kirimas (1F)

Saturday Onsite Parallel Session 3

Mind, Brain & Psychology

Session Chair: Liberty Ochavo

13:40-14:05

76509 | *Grit in a University Context: Learn How College Students' Grit Levels Relate to Their Retention, Graduation, and Academic Success*

Santy Andrianie, Universitas Negeri Malang, Indonesia
Bambang Budi Wiyono, Universitas Negeri Malang, Indonesia
Adi Atmoko, Universitas Negeri Malang, Indonesia
Arbin Janu Setiyowati, Universitas Negeri Malang, Indonesia
Febri Wandha Putra, Universitas Negeri Padang, Indonesia

The Covid-19 pandemic has indeed been declared over. However, the impact can still be felt today, especially in Higher Education. To be able to undergo education effectively and efficiently post-pandemic, students need Grit traits. Grit, or the spirit of pursuing long-term goals, is an important predictor of career success and success in many fields, including education. However, can grit predict the same in students who experience erratic and fluctuating education periods during post-covid-19 learning? In addition, students are also required to be persistent in realizing their long-term goals. This study aims to identify and describe grit in students and add important contributions in understanding necessary actions, support systems, and policies for life in a post-pandemic world. A systematic quantitative explanatory approach is used in research for this methodology to be successful. We collect data using online surveys through Google Form. The instrument used is the Grit-O scale which is adopted from Angela Duckword's Grit theory. Indicators of persistence and desire are indicated through 12 items. The online survey was given to 461 students consisting of 127 male students and 337 female students from universities throughout Indonesia. The analysis model we use is the RASCH model so that it can be known the picture of student grit after the COVID-19 pandemic demographically. The findings obtained from this investigation revealed that grit in students after the COVID-19 pandemic was in the medium category, so services were needed to improve student grit.

14:05-14:30

76250 | *Factors Affecting College Students' Academic Achievement and Satisfaction*

Ehsan Rassaei, Majan University College, Oman
Farhad Tayebipour, Majan University College, Oman
Muhammad Tanveer, Majan University College, Oman
Abdul Saied, Majan University College, Oman

The present study investigated factors affecting Omani college students' academic achievement as well as their academic satisfaction. 178 male and female college students participated in the study. The participants responded to 4 questionnaires which aimed to measure their academic satisfaction, academic motivation, anxiety and their self-efficacy. The students' GPA scores were also obtained as a measure of their academic performance. Regression analysis was performed on the data to investigate the effects of the predictor variables, namely learners' academic motivation, anxiety and self-efficacy on the outcome variables, the students' academic performance and satisfaction. The findings indicated significant associations between the predictor factors and the outcome variables. In particular, the results suggested that students' academic motivation and self-efficacy are significant predictors of their academic satisfaction and achievement. Therefore, the study has important implications for learning and teaching at higher education.

14:30-14:55

75012 | *Synergy of Services: The Quality of Student Life as Experienced by University Students*

Liberty Ochavo, University of St. La Salle, Philippines
Marijoy Gaduyon, University of St. La Salle, Philippines
Patricia Escares, University of St. La Salle, Philippines
Myrvi Vergara, University of St. La Salle, Philippines

The relationships and interactions among different aspects of the school community have been shown to influence the quality of life among students. This qualitative study explored and analyzed the quality of campus life as experienced by university students in the Philippines. Anchored on Rudolf Moos' Model of Social Climate Dimension, the dynamic features of the school environment surrounding a student's campus life were looked into. Three dimensions, namely relationships, personal growth and goal, system maintenance and change, when given equal attention can only result in a synergy of service intended to provide a positive experience for the university students. Focus group discussions were conducted to obtain data from 25 students, purposively selected from five colleges representing the following sectors: student leaders, academic scholars, student athletes, working scholars, and regular students. Using Creswell's data analysis procedures, nine themes emerged. The campus environment itself, having support systems in place, putting priority to care, maintaining safety and security of students, establishing adequate school facilities, providing scholarship assistance and grants, instituting information services, hiring quality teachers, implementing student development programs, and conducting value formation activities have altogether significantly contributed to their recognition and appreciation of life in the university. Continued implementation of programs, regular evaluation and monitoring are recommended.

15:35-17:15 | Kirimas (1F)

Saturday Onsite Parallel Session 4

Inclusivity & Sustainability in Higher Education

Session Chair: Patricia Walsh Coates

15:35-16:00

76645 | *Linking SDG 4 & SDG 16: Why Education Underpins the Realization of a Better Future, and Why We're Failing*
Kenneth Houston, Mahidol University International College, Thailand

We consider the challenges facing education in the third decade of the twenty-first century, not least as it pertains to the imperative of development. The greater accessibility of higher education, the emphasis on STEM, the marketization of the academy, and now the advent of AI, have resulted in substantial pressures on the higher education system. At a time when more people than ever can access higher education, we seem to have reached a point where trust in political and social institutions has eroded to a consequential degree. The paper considers the link between education and the realization of the SDGs – specifically SDG 16. Without an ‘alert and knowledgeable citizenry’ the ability of institutions to copperfasten any gains we may have made will be lost. The structure of incentives around higher education, both in terms of policy, education provision and consumption, is examined and considered in light of the crisis of confidence in political and social institutions. Just when the problem is at its most critical, Artificial Intelligence presents the most significant threat to the higher education mission. Without a profoundly radical response from education leadership and public policymakers, neither of which seem likely at present, further decline in education standards and by extension informed publics is inevitable. The only realistic capacity our modern global society has to offset the troubling convergence of technical mastery and socio-cultural polarization is the inoculative properties of critical reflection and higher order thinking skills. This is precisely what we have begun to lose.

16:00-16:25

77020 | *The Future of Higher Education: Implications for Relevance and Student Success*
Manyane Makua, Mangosuthu University of Technology, South Africa

The COVID pandemic forcefully changed the world’s perception of higher education (HE). The pandemic disrupted traditional thinking about the future of HE. Overnight, institutions had to adapt to new ways of teaching, as well as the deployment of innovative platforms to facilitate learning and teaching. Consequently, several trends emerged. One of these is the leveraging of technology innovations in facilitating institutional business continuity. The lingering question is “how can higher education reposition for relevance and student success.” This paper leans on the results of data sourced from a comprehensive, pandemic-related literature review and the results of a focus group interview with 10 university executives from South African and UK Universities. These focused on current, inescapable trends shaping higher education globally. Although divergent, the consensus views are that the future of HE will never be the same. Despite the operational and strategic challenges that face HE, new directions dictate the need to rethink the ‘what’ and ‘how’ of university operations. Issues such as leadership, relevance, societal impact, transformation and sustainability can no longer be mere boardroom speak as reality demands intentionality about rethinking curricula, graduate attributes and decisive responsiveness to contextual challenges and the AI unrelenting onslaught. This paper will, therefore, explore higher education’s ability and readiness to be responsive to current and future challenges and how these will likely shape the future of higher education and enhance student success opportunities.

16:25-16:50

76409 | *Contextualising the Principles, Policies and Practices Needed to Implement Education for Sustainable Development into HEIs in Myanmar*
Andy Lane, The Open University, United Kingdom
Rachel Slater, The Open University, United Kingdom
Bo Bo Lwin, The Open University, United Kingdom

Education for sustainable development (ESD) is an important feature of the Sustainable Development Goals (SDG), being explicitly mentioned as part of SDG4 dealing with education. While ESD needs to be embedded in all levels and types of education, its conceptualisation and implementation have been particularly driven by academics and the higher education institutions (HEIs) they work in. The Taillores declaration, The Green Campus movement and the UNESCO supported competencies for sustainable development but a few of the many international developments can be seen in this area. However, these international activities also run the risk of embedding conceptions and approaches arising from developed countries that ignore the traditions and cultures of developing countries, countries which themselves may have a diverse set of traditions and cultures. In addition, the nature and scale of the HEIs within any country provide yet more diversity to account for when looking at the principles, policies and practices they might adopt. Myanmar is one such developing country with a population of diverse cultural backgrounds that has also been subject to a distressing political and socio-economic history. This paper reports on the findings of a doctoral study that used models from the literature to help investigate what graduates from Myanmar HEIs and key informants saw as important for the sustainable future of Myanmar, what activities and approaches HEIs could be used to integrate ESD into their work, and what educational policy and practice changes within Myanmar’s HEIs would be necessary to achieve a more sustainable future for Myanmar.

16:50-17:15

76493 | *Empowering Educators to Be Transformative: A Social Justice Curricular Design for the Education Doctorate*
Patricia Walsh Coates, Kutztown University of Pennsylvania, United States

There is no debate that the twenty-first century classroom is a complex social construct. Classroom educators have been charged with the task to create, reform, eliminate, restructure, and reassess their approach to teaching, particularly in the urban classroom. These efforts to shape the American classroom teacher into an agent for social change reflect broader efforts to shape American society, in general, and American schools particularly. Some of the profound effects of teaching reflect decisions that on the surface were not about education at all but about larger social issues affecting students: immigration, poverty, health concerns, racial and gender identity, and social justice initiatives. As a means of exploring transformative teaching and learning in the classroom, we created a new model for the education doctorate that utilizes a single question throughout the program: How can experienced educators gain the knowledge, skills, and dispositions necessary to address one of the nation’s greatest and most challenging problems - closing achievement gaps among struggling learners and mitigate factors that impede the learning of underserved populations?

09:30-11:10 | Sri Nakorn (1F)

Saturday Onsite Parallel Session 1

Foreign Languages Education & Curriculum Design

Session Chair: Yasunori Nishina

09:30-09:55

76749 | *Improving Reading Attitudes with Extensive Reading*

Paul Dickinson, Meijo University, Japan

Reading forms the basis of all academic disciplines. Therefore, the development of reading skills is crucial for all language learners. Reading attitude is a primary motivating factor in language learners' efforts to read, thus the importance of cultivating a positive reading attitude has been emphasised in reading models such as Nuttall's (1996) virtuous reading circle. Extensive reading (ER), an approach involving reading large amounts of comprehensible, usually self-selected texts for enjoyment and understanding, has been advocated as an approach to developing positive language learning attitudes. However, as ER has not always been accepted or understood as an approach to reading instruction in many contexts, more evidence is needed of its efficacy. This presentation, based on a systematic review of research on the effects of ER on reading attitudes, discusses these effects as well as specific practices that have been identified as useful in fostering positive reading attitudes for learners in foreign or second language learning contexts. This study found that ER can have positive effects on learner reading attitudes, including improved levels of comfort and self-confidence as well as lower levels of anxiety. It also identified specific ER practices that the research indicates are effective in improving language learners' reading attitudes which will be discussed in this presentation.

09:55-10:20

76751 | *The Politics of Policy: Implementing Elementary School English in Japan*

Peter Ferguson, Kindai University, Japan

Compared to other countries in Asia, Japan was late at implementing English as a foreign language in its public elementary school system. Only in 2020, did Japan's Ministry of Education lower the starting age of foreign language activities to Grade 3 and make English an academic subject from Grade 5. This presentation will discuss findings from a 3-year case study at three public elementary schools in Japan. Utilizing ethnography of language policy, fieldwork consisted of document analysis, interviews with stakeholders across the education system, and classroom observations. A critical analysis of the new elementary school Course of Study policy revealed that a neoliberal ideology of globalization now frames elementary school English as necessary for sustained socioeconomic development. This new conceptualization has replaced an earlier discourse of elementary school EFL being part of international awareness and understanding. It also presents a challenge to traditional ideas of elementary school education and national identity. Interview data with national-level policymakers and advisors revealed they faced several challenges as they tried to balance competing discourses and articulate important pedagogical concepts while having their voices heard. Some of these struggles were external power relations between the Ministry of Finance and the business community imposing control and influence, while other conflicts were internal political battles within the Ministry of Education for the resource of lesson time. These issues created problems for schools and teachers as they appropriated policy in classrooms and resisted certain changes to the new English curriculum.

10:20-10:45

78003 | *Engaging English Language Education Majors with High Linguistic Competence: An Academic Writing Course in a University in Hong Kong*

Allen Ho, The Chinese University of Hong Kong, Hong Kong

Academic writing instruction at the tertiary level is often considered an uphill battle. Even though this kind of support is undeniably crucial to students' academic survival, this area is always labelled as boring and dry. In this regard, teachers involved have to adopt a variety of strategies to stimulate students' learning motivation so as to help them appreciate the meaning, relevance and even fun of academic writing. When it comes to student engagement, it is not limited to the use of entertaining and interactive ways to encourage students' participation in in-class or out-of-class activities, but also the engagement at a cognitive or intellectual level. In this presentation, an academic writing course specially designed for a group of second-year English Language Education Majors (with a relatively high level of English proficiency) in a Hong Kong university will be selected as a case to illustrate the student engagement strategies. Specific emphases will be placed on the student-centered approach adopted, ranging from conducting needs analysis to contextualizing the teaching materials, taking advantage of students' role as teachers-to-be, as well as collecting their feedback at different stages of the course. Concrete data related to the needs analysis results and students' qualitative feedback, together with some examples of well-received teaching materials and activities, will be highlighted.

10:45-11:10

77630 | *A Partial Review of the Curriculum of the English Course at Kobe Gakuin University, Faculty of Global Communication: Eight Years of Efforts (2015–2023)*

Yasunori Nishina, Kobe Gakuin University, Japan

Miwa Morishita, Kobe Gakuin University, Japan

Junko Omotedani, Kobe Gakuin University, Japan

Fumihito Nakajima, Kobe Gakuin University, Japan

Nicholas Musty, Kobe Gakuin University, Japan

In this oral presentation, we will introduce the curriculum for global human resources development and its specific courses, study abroad programs, and professional internships that have been implemented since 2015. Specifically, the history of the English course at Kobe Gakuin University's Faculty of Global Communication will be first introduced, followed by a detailed description of the old curriculum and the current curriculum. Then, as examples of practical teaching activities, we will describe how the educational activities have been conducted, including basic English language courses (esp. English reading comprehension, and English expression), pre-study abroad instruction and semester abroad programs, interpretation and translation method course, hospitality English course, seminar course, Model United Nations activities, airport and hotel internship programs, and so on. We will also touch on the direction we will take in the future. Finally, I would like to exchange opinions with the floor.

11:25-12:40 | Sri Nakorn (1F)

Saturday Onsite Parallel Session 2

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Akiko Sato

11:25-11:50

76495 | *The Characteristics and Essence of Multiculturalism in the Greater Khingang Mountains*

Lei Zha, University of the Thai Chamber of Commerce, Thailand & Vocational College Daxing'an Mountains, China

Mingchang Wu, Graduate School of Technological and Vocational Education & National Yunlin University of Science and Technology, Taiwan

The Greater Khingang Mountains region, as a relatively independent geographical area, can be considered a cultural region. Within this region, there are multiple ethnic groups including Han, Mongolian, Daur, Evenki, Oroqen, and Manchu. These ethnic cultures interact with the specific environment, forming a cultural region on a macro scale, and on a micro scale, they constitute sub-cultural regions with neighboring cultures. These component cultures, as part of the cultural region, can generate new cultural traits, with shared values and religious beliefs serving as the common foundation for their collective cultural tendencies. As a result, these ethnic groups can coexist harmoniously and intact. As educators, for the educational effectiveness, it is essential for educators to deeply understand the cultural characteristics of the region and subsequently multicultural issues in order to develop effective and appropriate education and cultural policies. This paper employs a literature analysis research method to comprehensively analyze the multicultural characteristics of the Greater Khingang Mountains region. This paper typically emphasizes the recognition and enhancement of multiculturalism in the Greater Khingang Mountains, addressing the crucial dimensions such as the natural environment, cultural diversity, the phenomenon of multicultural fusion among ethnic groups, and residents' religious beliefs. Ultimately, it proposes a systematic policy for multicultural education, multicultural instruction, and educational improvement policies as well as measurement.

11:50-12:15

75736 | *The Perspectives of Multilingual Filipinos on Multilingualism*

Sharifa Sittie Zehanie Kabirun, Mindanao State University, Philippines

Multilingualism is an interdisciplinary phenomenon that can be studied from both an individual and a societal perspective. This study was descriptive phenomenological in nature that utilized qualitative approach to describe and understand multilingualism from the perspectives and lived experiences of the multilingual research participants through a one-on-one interview. Anchored on the theory of Behaviorism, Cognitivism, and Interactionism, this study was pursued to present and discuss the nature and characteristics of the research participants' mother tongue and subsequent languages, their language attitude to these languages, the factors that shaped their being multilingual speech community or speakers, the advantages and disadvantages of being multilinguals, and the elements of multilingualism that can be inferred from these facts. Based on the findings of the study, the research participants from Mindanao State University-Marawi, Philippines could speak and/or understand at least four (4) languages, among these were Meranaw, Bisaya, Tausug, Tagalog, English, Sinama(I), Ilokano, Arabic, Yakan, Waray, Ilonggo, Bahasa, Maguindanaon, Urdu, Bangla, and Bol-anon. Moreover, they expressed varied attitudes towards their languages, and shared their lived experiences of the advantages and disadvantages of being multilinguals. Finally, the implications of their multilingual identity to multilingualism have also been identified and explained. To note, the effect of multilingualism to culture is just parallel to that of the effect of culture to multilingualism. Both have positive, as well as negative effects to each other hence, multilingualism builds a stronger identity but if improperly used, destroys humanity.

12:15-12:40

77830 | *Empowering Multicultural Coexistence: The Community Interpreter Training Program*

Akiko Sato, Kyoto University of Foreign Studies, Japan

This presentation explores what the Community Interpreter Training Program should provide its objectives, features, assessment methods, and benefits. The program's core mission is to cultivate interpreters who play an indispensable role in multicultural societies by elevating students' language proficiency and communication skills fostering multicultural coexistence. A distinctive facet of this program is its adoption of a multilingual and multicultural approach, providing students with opportunities to refine their communication skills across diverse cultural backgrounds and enhancing their interpretative capabilities in various contexts. Furthermore, proficiency tests evaluate and impartially gauge students' language competencies, enabling tailored learning plans to address individual strengths and weaknesses. The program's sponsorship offers numerous advantages, including the elevation of the university's brand recognition through proficiency tests, the enhancement of overall education quality by customizing it to each student's aptitudes, and continuous curriculum enhancements guided by test outcomes. In conclusion, the Community Interpreter Training Program represents a pivotal initiative poised to contribute substantially to multicultural societies. The introduction of proficiency tests and the comprehensive deployment of the Community Interpreter Study Group will fortify multilingual education and further promote contributions to multicultural coexistence. This program equips students with vital skills for promoting multicultural coexistence, nurturing social connections, and playing pivotal societal roles.

13:40-14:55 | Sri Nakorn (1F)

Saturday Onsite Parallel Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Hennie Lomibao

13:40-14:05

75752 | *Now You See, Now You Don't: Habitual Absenteeism Among Public School Teachers*

Blenn Nimer, Notre Dame of Kidapawan College, Philippines

Rosita Landero, Department of Education, Philippines

Absenteeism is a widespread problem among public school teachers in the Philippines, with several factors contributing to it, such as inadequate resources, poor working conditions, and lack of support from school administrators. These factors can significantly impact teachers' job demands and outcomes, leading to decreased motivation and job satisfaction, which can lead to habitual absenteeism. This study used a qualitative approach to investigate the assumptions that job demands and job outcomes lead to habitual absenteeism among public school teachers. Primary data were collected from participants through in-depth interviews and analysed using directed content analysis. The findings revealed that workload and stress, pressure to meet deadlines, resource limitations, and challenging working conditions negatively affected their physical and mental well-being, leading to increased absenteeism. These findings highlighted the importance of addressing job demands and outcomes to mitigate absenteeism and promote the well-being of teachers. Implementing strategies to alleviate workloads and stress, providing necessary resources and support, and fostering a positive work environment were found to be crucial in preventing health-related and personal issues among teachers. This study was limited to a small sample of teachers in one region of the Philippines. Further research is needed to confirm the findings of this study. The findings of this study have implications for policymakers and school administrators in the Philippines, as they suggest that addressing the factors contributing to teacher absenteeism is essential to improving the quality of education in the country.

14:05-14:30

76376 | *Caring in Crisis: Unveiling Compassion Fatigue Among Indonesian School Counselors*

Dwi Sri Rahayu, Universitas Negeri Malang, Indonesia

Adi Atmoko, Universitas Negeri Malang, Indonesia

Muslihati, Universitas Negeri Malang, Indonesia

Arbin Janu Setiyowati, Universitas Negeri Malang, Indonesia

Setyorini Setyorini, Universitas Kristen Satya Wacana Salatiga, Indonesia

Compassion fatigue is currently a significant problem in Indonesia. The number of traumatic problems in adolescents and the shortage of school counselors cause them to have a heavier workload. Compassion fatigue occurs when a counselor is unable to consistently demonstrate empathy, compassion, and care to clients. This is due to the fact that constant contact with clients undergoing intense emotional experiences is very draining on the counselor's physical and emotional reserves. This study aims to identify and describe compassion fatigue in school counselors in Indonesia. A systematic approach to research is necessary for this methodology to be successful. We used an online survey to collect data. To analyze it, we used the RASCH model to categorize the level of compassion fatigue among school counselors. There are two indicators: work burnout and secondary trauma. Thirteen items in the tool were used to measure the severity of compassion fatigue in counselors. The study involved 69 school counselors who were all actively involved in providing counseling services in junior high schools in Indonesia. The findings obtained from this investigation revealed that school counselors in public junior high schools in Indonesia experience moderate levels of compassion fatigue.

14:30-14:55

75673 | *Navigating a Path of Uncertainty: Profiling Novice Teachers as Adaptive Leaders*

June Palmer, Central University of Technology, South Africa

Darrell De Klerk, Northwest University, South Africa

Increasingly, novice teachers function in complex learning environments that require heightened resilience and making calculated, sometimes unexpected decisions. Undoubtedly, novice teachers in the African context must adapt to the persistent weaknesses of inadequate education systems characterized by underperforming learners, high learner drop-out rates, limited resources and possible unemployment after having completed their studies. In exploring the realities of novice teachers in two provinces of South Africa, this paper conceptualises an adaptive leadership framework pursuant to the novice teachers' portrayal of their adaptive leadership ability in uncertain and challenging times. Novice teachers' narratives and semi-structured interviews informed the qualitative data collection process and an interpretative phenomenological analysis was conducted to analyse the data. The findings revealed that novice teachers desire an enabling leadership environment in which they can contribute meaningfully to the improvement of their schools. Novice teachers echoed concern about the creation of a psychologically safe environment in which to function while they are engaging in a process of sense-making of their realities. Finally, novice teachers' contributions to sustainable change must be acknowledged while leadership strategies must be explored to overcome the adaptive challenges they face.

14:55-15:20

74014 | *Bugkos-Andurog: A Mental Health and Resilience Program for Preservice Students and Faculty*

Hennie Lomibao, Bicol University, Philippines

Dennis Pama, Bicol University, Philippines

This study focused on the design and development of preventive mental health intervention programs to facilitate college adjustment and resilience among preservice students. Moreover, it aimed at strengthening the faculty's capacity to deliver responsive mental health services in the academe. The program hoped to address incremental growth in reported cases of psychologically-distressed students, mitigate the burden of mental health problems, and rally for mental health support. The research utilized the explanatory sequential mixed method research design and was participated in by 192 preservice students and 54 faculty who were selected through random sampling. Quantitative data were obtained from two standardized instruments, the Basic Personality Inventory and O' Connors Mental Health Literacy Scale. Twenty respondents with significantly elevated scores from each sector were invited to participate in focus group discussions. Ethical approval was obtained before the study commenced and a group orientation was conducted to explain crucial aspects of the research. The study culminated in crafting resilience training program for preservice students and faculty based on their psychological and mental health literacy profile. The modules were tailored to identified needs thematically drawn from focus group sessions, content-validated and revised following experts' evaluation. Pilot testing shall be undertaken as a separate research to determine appropriateness, efficacy, relevance and effectiveness.

15:35-17:15 | Sri Nakorn (1F)

Saturday Onsite Parallel Session 4

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Hasmina Sarip

15:35-16:00

78024 | *Teaching the Minority Language: Kashubian in Poland*

Adriana Biedroń, Pomeranian University in Słupsk, Poland

Marta Gierczyńska-Kolas, Pomeranian University in Słupsk, Poland

The Kashubian ethnolect (kaszëbsczi jãzëk) has become an object of the regional, state and European policy since 2005, when the Polish Act on National and Ethnic Minorities and Regional Languages qualified it as a regional language. It is spoken by 108 000 Kashubians and has a status of a second language in some offices of the Pomerania Voivodeship. Due to the difficult history of Kashubians and the persecution of Kashubian speakers in the times of the People's Republic of Poland, this language began to disappear. UNESCO (United Nations Educational, Scientific and Cultural Organization) still considers Kashubian to be seriously endangered. To preserve this heritage language, it is taught at schools and universities. The University of Gdańsk offers a BA programme in Kashubian Ethno-Philology, as well as teacher training programme for future teachers of Kashubian. In this presentation we will talk about means to promote Kashubian language learning and cultural literacy both from the perspective of the language education policy of the state and research studies into Kashubian literature and language.

16:00-16:25

75775 | *Cultural Contrasts in Norwegian Secondary Schools: Intercultural Outcomes From Virtual Exchange Programme in Vocational Education*

Martin Sjoen, University of Bergen, Norway

Kjerstin Valland, Western Norway of Applied Sciences, Norway

In this study, we explore Norwegian secondary-students' experience with virtual exchange. The study focuses on students who carried out a cross-cultural collaboration with Kenyan partner-schools in 2022. The research question was: How can digital mobility initiatives assist prospective healthcare workers in their personal, social, intercultural and vocational developments? Theoretically, the study applies Deardorff's (2006) conceptualization of 'intercultural competence' in the analysis of data from observation and in-depth interviews. The findings suggest that there are several positive outcomes from the cross-cultural contact. For instance, all of the students described positive outcomes from their experience primarily on a personal, social and intercultural level. Many relate these developments to their prospective vocational profession both directly, through specific curricular activities, and indirectly, for instance by how personal development is seen as beneficial for their professional development. These findings are encouraging for the students as subjects, for their future professional role as healthcare workers, and for the international imperative of vocational education in Norway. However, the study also identified that many students likely overestimate their progress towards personal, social, vocational and intercultural competence. This is particularly the case when the students experience 'cultural clashes', which tend to result in them expressing stereotypes about the cultural other. It is argued that this is likely due to how the students have received monocultural socialization in their upbringing and schooling. Consequently, it is imperative that vocational education assist students in their critical development against cultural homogenization and colonization.

16:25-16:50

78004 | *Bantugan Sa Basa Meranaw: A Linguistic Analysis of the Modern Song Rina-Rinaw*

Hasmina Sarip, Mindanao State University, Philippines

This linguistic study aims to discover the language of the Meranaw rina-rinaw as well as those features that link it to the traditional bayok. Through linguistic analysis, this intertextual research determines how close the rina-rinaw has remained to the traditional bayok, or how far it has drifted from the latter. Specifically, this study seeks to do the following: (1) to characterize the language of the rina-rinaw in terms of: structure and lexical choices; and, (2) to analyze how these structures and meanings portray the rina-rinaw as a representation of the modern Meranaw culture. The rina-rinaw follows a certain structure which has five phases. These are "pamekasan" which is composed of an appropriate opening or introduction for the occasion. The second phase is panabiya ko Tuhan which focuses on the glorification to the Supreme Being and the recounting of the taritib and ijma. The third phase is podi which includes the announcement and acknowledgments of the hosts, the people present, their title, nobility, kindness, and hospitality. The fourth phase is rogo-rogod which literally means "a narrative." This part of the rina-rinaw text encompasses various thematic interests such as genealogy, love, courtship and marriage, and many more. Lastly, the rapenetan is composed of the concluding statements and farewell greetings of the oners. Usually, it ends with a pananaroon or proverb, a provocative statement, or a rhetorical question.

16:50-17:15

77837 | *Needs Assessment for Buru Language Training*

Nurbaya Pulhehe, Universitas Pendidikan Indonesia, Indonesia

Riche Cynthia Johan, Universitas Pendidikan Indonesia, Indonesia

One of the indigenous communities on Buru Island, Maluku, East Indonesia, that uses the Buru language as its native language of communication is now extinct. The Buru language, which is part of the Austronesian language, is spoken by approximately 45,000 people on the island of Buru, with a current population of 136,757. At least, there are some factors that cause the Buru language to decline: First, the language's vital entity has declined and is in critical extinction. Second, the conversation that takes place in the family is not entirely in the Buru language but in Indonesian. Finally, there are limited human resources. The way to respond to this is to implement Buru language training. This training activity will begin with an analysis of training needs. The aim is to identify gaps in the use of the Buru language as well as the competencies needed to improve its usage. Therefore, this study will use the Delphi method in the analysis phase of training needs. In its implementation, Indigenous Buru leaders, Buru language teachers, and the Buru cultural community were used as samples to ask their opinions by answering questionnaires. The results show that there is a need for a training program to preserve the Buru language, which should focus on improving the language proficiency of the Buru people and can be carried out online. The program should emphasize the practical use of the language in everyday life, creative learning methods, and specialized language teachers.

09:30-11:10 | Sri Sachanalai (1F)

Saturday Onsite Parallel Session 1

Online & Blended Classroom Management

Session Chair: Robin Ramsey

09:30-09:55

77700 | *Engaging Learners While Teaching Online Classes: Triad of Interactions*

Elina Kallas, Tallinn University, Estonia

The pandemic has changed teaching permanently and it has secured synchronised online classes firmly in educational practices. Many educators face difficulties on how to engage learners while teaching was mediated by technology. Black boxes on a screen terrified educators around the world, prompting the need to understand and apply methods for involving learners in reaching educational goals. This problem is analysed through the approach of learner-to-learner, learner-to-content, and learner-to-educator interactions. Learner-to-learner interactions refer to the communication and collaboration between students within an online learning environment. Learner-to-content interactions involve the relationship between learners and the learning material, and how effectively learners can engage with, navigate, and assimilate the information presented. Learner-to-educator interactions refer to the communication between the learners and the instructors. An effective online learning experience often involves a blend of all three interaction types, fostering a comprehensive and engaging learning environment. Different methods and techniques could be used to enhance each interaction in the triad. This article analyses how to engage learners in different types of interactions and gives suggestions on what methods to use in order to achieve an effective learning process.

09:55-10:20

75557 | *Exploring Mental Wellbeing, Distress and Adjustment in Blended Learning Environment*

Lord Joseas Conwi, De La Salle Medical and Health Science Institute, Philippines

Jose Destura, De La Salle Medical and Health Science Institute, Philippines

Pinar Fredyrose Ivan, De La Salle Medical and Health Science Institute, Philippines

Students' lack of social interaction exacerbates an already present sense of isolation and alienation to their peers and family, which has an effect on the students' academic performance and progression. Explanatory sequential analysis was employed to investigate the impact of academic, familial distress and adjustment to different mental health outcomes based on the dual continua model. While qualitative method is used to understand the nuances of the experiences on blended learning approach in the post pandemic transition. Among the 350 senior high school students, flourishing group accounted for the lowest proportion (21.14%), followed by the languishing group (39.72%) and the moderately mentally healthy (39.14%). The quantitative result shows that the level of academic, familial and adjustment differ across the three different outcome groups that signifies that our perception matters when we view academic and familial distress, along with how we are able to adapt to a certain environment. The qualitative result shows that students are not learning to thrive but to survive which had a negative implication to academic learning. Evidently, this was seen as they lost deeper personal connection and sense of belongingness as they faced post pandemic transition. It also suggests that students are not better nor worse in terms of coping but built differently in lieu of the pandemic effect. These findings support educational interventions that directly incorporating mental health education into the curriculum that could promote a healthier and more inclusive learning environment.

10:20-10:45

76876 | *The Value of Systematic, Iterative, Video-Based Reflection Analysis on Preservice Teacher Actions in Kuwait: A Preservice Social Studies Teacher Example*

Huda Alazmi, Kuwait University, Kuwait

Video-based reflection analysis is an effective tool for improving teacher performance, however there is only limited knowledge regarding both how to employ it and the key factors involved. This pragmatic, qualitative research study analyzed 129 reflection forms and 43 interviews (gleaned from a cohort of preservice social studies teachers) to investigate the use of video-based reflection analysis in developing preservice teachers in Kuwait. Results suggest that using this method in the design of a well-structured learning experience with iterative reflection cycles and collaborative feedback boosts preservice teacher actions, with the key mechanisms being enhanced teacher conscious awareness, problem solving skills, self-confidence and self-regulation.

10:45-11:10

77477 | *Digital Adaptations of Analog Activities in the University EFL Classroom*

Robin Ramsey, Tokyo International University, Japan

Many of today's English as a Foreign Language (EFL) classrooms regularly incorporate digital materials, and with good reason. Online course materials offer flexibility to both in-person and distance learning students while also increasing student engagement (Yamauchi, 2014). Likewise, today's EFL students have shown overall positive attitudes towards various educational apps (Danka, 2017). However, instructors who seek to incorporate more technology in their own classes may not always know how to maximize impacts on learning while also making efficient use of their own planning time. This presentation will be a practice-based session intended for classroom teachers to acquire practical tools and strategies that can easily be adapted for use in their own classroom. Digital tools such as Google Jamboard, Baamboozle, and Flip will be highlighted by providing examples of authentic course materials used in a Japanese university EFL program and demonstrating how they were adapted from paper-based to digital format. The session will conclude with a review of existing literature on the benefits and drawbacks of both digital and paper-based classroom materials in order to offer evidence-based criteria that teachers can use when deciding which assignments should be updated and which are best left in analog form.

11:25-12:40 | Sri Sachanalai (1F)

Saturday Onsite Parallel Session 2

Professional Training, Development & Concerns in Education

Session Chair: Masataka Kasai

11:25-11:50

77793 | *Cultural Literacy, Intercultural Communication and Teachers in Thailand and Japan*

Richard Derrah, Kindai University, Japan

J. Scott Shinall, Kansai Gaidai University, Japan

Peter Ferguson, Kindai University, Japan

Phillip M. Clark, Kindai University, Japan

With globalization and the increase in the demand for English language education, large numbers of teachers from various countries have come to work in Thailand and Japan as English teachers. For these teachers issues of cultural literacy and intercultural communication can be problematic. This presentation reports on a series of interviews with teachers in Thailand and Japan investigating issues these teachers have encountered concerning cultural literacy and intercultural communication. In addition, survey results measuring intercultural sensitivity will also be discussed. These results are part of a larger research project investigating cultural literacy and teacher training within Thailand and Japan.

11:50-12:15

75841 | *Understanding and Supporting Teachers' Transition into Block Teaching Through the Lens of the TPACK Framework*

Yiqun Sun, Xi'an Jiaotong - Liverpool University, China

Xuan Li, Xi'an Jiaotong - Liverpool University, China

Mustafa Ozguven, Xi'an Jiaotong - Liverpool University, China

Block teaching, characterized by concentrated course delivery over a short timeframe, has been a prevalent teaching mode in Western universities. However, its implementation in China remains limited. Current research on block teaching primarily examines student perspectives and the effectiveness of this mode, leaving a gap in understanding educators' transition into this less common approach, especially in China. This study aims to take a deep investigation of teachers' transition experience into block teaching within the distinct setting of Xi'an Jiaotong-Liverpool University's Entrepreneur College (Taicang) in China, renowned for its Syntegrative Education approach, characterized by intensive block teaching and close collaboration with the industry. The study will use the Technological Pedagogical Content Knowledge (TPACK) framework to understand how teachers acquire the knowledge needed for adopting block teaching in their classrooms, mostly for the first time. This study adopts an explanatory sequential mixed-methods design using a questionnaire (N=58) and interviews (N=11). The results indicate that teachers' non-academic working experience exhibits a negative impact on their Pedagogical and Content Knowledge (PCK). Conversely, working experience in higher education has a positive effect on Technology Content Knowledge (TCK). Additionally, there were significant differences in Pedagogical Knowledge (PK) among teachers of different ages. The findings highlight the importance of tailored professional development initiatives that address teachers' diverse technological comfort levels and pedagogical preferences. By harnessing the complementary strengths of educators from distinct backgrounds—academic and non-academic—it can promote knowledge sharing and innovative pedagogical practices. This, in turn, facilitates the application of TPACK to block teaching.

12:15-12:40

76971 | *Designing an Evidence-Based Teacher Education Course for Global Education Practitioners*

Masataka Kasai, Kansai Gaidai College, Japan

The world has been globalized at an unprecedented speed in that everything from people to information moves across nations more quickly and intensely than ever before. In order to prepare the youth to effectively and responsibly live in such a global society, global education was born in the U.S. in the late 1960s and aimed at developing global perspectives. Global education was introduced in Japan in early 1970s and the needs of preparing preservice teachers to teach global perspectives comprehensively has been growing rapidly. However, the number of teacher education courses for this aim is very limited in Japan at the moment. Therefore, in order to address this issue, the purpose of this study was to design an evidence-based teacher education course (15 lessons / 90 min. per lesson) to prepare Japanese preservice elementary teachers to practice global education. Academic papers of the studies regarding practice of global education and teacher training courses for global education practitioners were collected and analyzed to identify the applicability of the research findings. As a result, the teacher education course for global education practitioners should 1) include two aims: developing preservice teachers' global perspectives and providing them with various opportunities to learn how to develop global perspectives; 2) utilize a flipped learning approach; 3) be taught with a textbook and authentic materials; and 4) involve active and experiential learning including various types of learning activities.

13:40-15:20 | Sri Sachanalai (1F)

Saturday Onsite Parallel Session 3

Innovation & Technology

Session Chair: Charlyn Rosales

13:40-14:05

77610 | *Teacher-Created Podcasts for Multimodality EAP Learning*
Chengchen Qian, Xi'an Jiaotong-Liverpool University, China

Taking students' generational characteristics into consideration and in response to our students learning needs of having more authentic, level-appropriate and mobile-optimised listening materials, Chengchen conducted an action research with a mixed research methodology to investigate the effectiveness of learning English via teacher-created English podcasts. This teacher-created podcast was designed based on multimodality pedagogy to enable students to improve their authentic language learning experience and explore the obscure EAP topics in a more relatable and friendly context. Throughout this research, five original teacher-created podcast episodes were created based on the topics covered in XJTLU Year 1 CORE syllabus and one episode was released every week to three teaching groups, a total of 76 students, via the university's VLE platform. Pre-study surveys, weekly surveys, post-study surveys and focus group interviews were conducted throughout the research to understand students' podcast listening experience for each episode and their perception of the effectiveness of learning English via this modality input. This research finds that students' self-perceived language confidence increased and their ability of relating syllabus topics to a wider social context also improved. The research findings support further design and application of multimodality teaching approaches in TNE language learning context.

14:05-14:30

75843 | *The Pedagogical Applications of Generative AI in Teacher Education*
Chientzu Candace Chou, University of St. Thomas, United States

The introduction of Generative artificial intelligence (AI), such as chatGPT, has generated thought-provoking debates in the academic world (Fesenmaier, 2023; The Lance Digital Health, 2023). The effects in higher education are evolving, but the immediate impact is directly reflected in teaching and learning activities. With a click of a button, students could use chatGPT to complete assignments. Faculty face the pressing need to be more creative in creating assignments, setting expectations, and assessing students (Borup, 2023; Nieves, 2023). Innovative instructional practices with the assistance of generative AI are taking hold in the instructional design of learning experiences (Gibson, 2023). This presentation aims to examine ethical considerations in utilizing AI, reviewing AI-based tools for teacher education, and sharing best practices for integrating generative AI tools in teacher preparation programs. Generative artificial intelligence (AI), such as chatGPT, can produce texts, videos, photos, presentations, research, and many other projects. Many higher education faculty grapple with setting guidelines for student use of generative AI in the classroom. This presentation will share examples of syllabus statements and various generative AI tools to generate lesson plans, create interactive PowerPoint presentations, and conduct research. Specific instructional and assessment examples of how generative AI tools can meet student needs through differentiation, personalization, authentic learning, and multi-presentation are discussed. Participants will also learn about student reflections on AI utilization and their perceptions of the future implications of AI.

14:30-14:55

76879 | *Project TEACHnology: Promoting Digital Literacy of Indigenous Education Students of a Private Higher Education Institution*

Jose Macatangay, De La Salle Lipa, Philippines
Ginina Gatdula, De La Salle Lipa, Philippines
Ken Ryu De Alday, De La Salle Lipa, Philippines

As the world evolves, digital literacy has become necessary for individuals to thrive and adjust to the changes brought by the post-modern world. However, adapting to digitalization remains a challenge for indigenous communities in the Philippines. In one Private Higher Education Institution (PHEI) in the Philippines, nine (9) Indigenous Education Students (IESs) taking up Education face the challenges of digitalization. In response to a purposeful education that addresses the learning needs of students, action research was conducted. Upon assessing their needs through a Focus Group Discussion (FGD) and a Key Informant (KI) interview, it was found that the IESs were already digitally literate. However, prospective teachers need to learn to use various forms of learning visuals and educational media to enhance their teaching practices. In response to the felt need of the IESs, the researchers implemented Project TEACHnology. In implementing the project, three workshop sessions were conducted. The sessions aimed to hone their skills in using various digital technological applications and deepen their knowledge about the five aspects of digital literacy: data literacy, information literacy, visual literacy, media literacy, and meta-literacy. Based on the Technology Acceptance Model (TAM), most participants perceived the ease of integrating technology into teaching, and all perceived that integrating technology into teaching was useful. Hence, the researchers concluded that the IESs had a high chance of acquiring technological skills and using them to improve their future teaching practices. Consequently, Project TEACHnology enhanced the digital literacy skills of the IESs as education students and future teachers.

14:55-15:20

77448 | *Early Diagnosis Prediction from COVID-19 Symptoms using Machine Learning Methods*
Charlyn Rosales, Bulacan State University, Philippines

Diagnosis of COVID-19 in a person should be done right away to lessen the chances of the virus to be transmitted to others. To do the early diagnosis of the disease, medical laboratory and antigen tests were required, but these were not always accessible or readily available. This study proposes a new method for detecting COVID-19 using Artificial Neural Networks (ANN) by analyzing a person's current symptoms being experienced by the person without requiring laboratory tests. ANN was used dataset used in this study collected from Kaggle which is the COVID-19 presence and symptoms dataset. We used GridSearchCV to execute data balancing procedures as part of data pre-processing and hyperparameter tuning, as well as 10-fold cross validation, to get the best ANN performance possible, and a prediction model was constructed utilizing the optimal configuration. The results suggest that hidden layer sizes of (100,), (50, 100, 50), and (50, 50, 50), relu and tanh activation functions, adam solver, 0.05 and 0.0001 alpha values, and adaptive and constant learning rates were the values that achieved the best algorithm performance. The optimal configuration of the ANN algorithm was used to create a prediction model. The developed prediction model attained 98.84% accuracy, 98.79% specificity, 100% sensitivity, and 98.84% ROC curve. This prediction model can be used to create applications that detect the presence of the COVID-19 disease in real-time manner without requiring laboratory tests.

15:35-17:15 | Sri Sachanalai (1F)

Saturday Onsite Parallel Session 4

International Education

Session Chair: Ahmed Alwan

15:35-16:00

76218 | *Navigating the Impact of Social Media on Cross-Cultural Perceptions and International Mobility: Students' Perception*
Pushp Lata, Birla Institute of Technology and Science, India
Sugandha Bhatnagar, Birla Institute of Technology and Science, India

Social media has evolved from being merely a tool for communication to becoming synonymous with communication itself in an era of its ascendance and widespread ubiquity. Given the prevalence of cross-cultural intersections in modern life, this study examines the transformative impact that social media has had on the perceptual landscape of cultural distinctions. The study, therefore, is a comprehensive analysis of the ramifications of social media employment within the adaptation trajectory of students participating in international exchange programs. Employing a qualitative methodology, the research delves into the experiential narratives of 20 Indian students who engaged in internships across various global locales. A thorough qualitative examination of the data, the paper attempts to understand the existing presence of cross cultural knowledge, the impact of social media on communication patterns in the cross cultural settings, and explore the need for cross-cultural education within academic institutions.

16:00-16:25

77710 | *Migration and Education: A Systematic Overview of Challenges International Students Face in the U.S. Higher Education*
Aynur Charkasova, Texas A&M, United States

International education continues to be a competitive global industry, and the United States is seeking to recruit the best and the brightest. However, the overall number of international students in the United States has shown a steady decrease since the 2018/2019 academic year. Several factors such as U.S. visa policy, high tuition and living costs, and limited employment opportunities are among the obstacles international students encounter if they want to study and be employed in the United States.

The main purpose of this study is to discuss the challenges international students face in higher education based on their immigration status in the United States. This paper explores recruitment strategies, employment opportunities, and a legal path to permanent residency policies related to international students in the United States. The integrated literature review will further analyze the international policies and their impact on international students in higher education and their potential employability upon graduation. This literature review could facilitate establishing clear immigration regulations, provide more support on campus, encourage international students' participation in the workforce, and provide a clear pathway to permanent residency. This study will contribute to the existing literature which will hopefully lead to a fair immigration policy for international students who wish to study in the United States.

16:25-16:50

77975 | *The Change of Attitude Towards Oral Communication in Higher Education Students in Hong Kong After Short-term Study Tours*
Ka-ling Chan, Hong Kong Polytechnic University, Hong Kong

Study abroad has been considered a popular method by different institutes in higher education to develop students' intercultural communication competence (ICC). Various studies suggested many positive outcomes including the gain of linguistics awareness (Brown, 2009), intercultural knowledge (Czerwionka et al., 2015); intercultural sensitivity (Anderson et al., 2006) and intercultural adaptation and adjustment (Young & Schartner, 2014). While previous literature drew on data from the American and European settings, and mostly examined the effects of long-term study tours on participants, the current study investigates the impacts of short-term study tours on five Hong Kong students' ICC development, in particular, their attitude change towards the host language - English. Findings from the pre-trip and post-trip interviews suggested a shift in four participants' attitude from a grammar focal view towards a communication competence perception on the dynamic usage of the language. Because of cultural and historical educational background of the students, this renewed perception of language also prompts a reflection on their language and cultural identity. The results indicate that short-term study tours can be an effective tool for stimulating participants' awareness on their attitude towards language acquisition, removing the barrier of having native fluency and cultivating participants' critical awareness in their cultural identity when they are guided for a mindful reflection.

16:50-17:15

73517 | *Indian Post-secondary Students and Academic Dishonesty*
Ahmed Alwan, California State University, United States
Eric P. Garcia, California State University, United States

Internationalization in higher education has become a growing trend globally and a viable means by which higher education institutions can generate supplemental income. International students from India constitute the second largest population of international students in the U.S., behind China. As of 2017, according to the Department of State, the U.S. hosted 186,267 post-secondary students. A primary challenge for international students in the classroom remains the issue of academic integrity and plagiarism. One of the factors frequently cited as a reason for academic dishonesty is culture or ethnicity. Though many studies have been conducted on the ethnic and cultural factors behind plagiarism for Chinese students, the same is not valid for students from India. Thus, the following presentation will describe the results of an empirical study examining the cultural factors related to academic dishonesty and Indian international students. This study was based on the hypothesis that a one-size-fits-all approach to academic dishonesty cannot be applied to all international students. Utilizing phenomenography, semi-structured interviews were conducted at a university in India to understand better how Indian post-secondary students, who have had no contact with the Western education system, view the topic of academic dishonesty. The results of this study will assist educators in fostering cultural competence and developing improved strategies to combat plagiarism.

09:30-11:10 | Thung Saliam (2F)

Saturday Onsite Parallel Session 1

Culture & Politics in Education

Session Chair: Jessie Ming Sin Wong

09:30-09:55

77544 | *Construction and Constriction: Filipino/Moro Binary in Early Republican English Documents*
Mosa-ab Mangurun, Mindanao State University, Philippines

This research critically examines the discursive themes and rules surrounding the representations of the Filipino/Moro binaries within English legal and constitutional documents and related subjective texts during the early Philippine Republican period. Drawing on Foucauldian and Saidian frameworks, the aim is to analyze how these texts constructed and perpetuated oppositional identities between the "Filipino" and "Moro," thereby constricting the potentialities of the marginalized group. In particular, two dimensions of this discursive formal will be analyzed, (a) the emergence of these themes of oppositional identity, and (b) the normalization of specific language rules. Selected documents positioned the Moro community in relation to notions of citizenship, governance, and cultural hierarchies within the newly formed educational, judicial, and administrative systems of the early Philippine Republic. By critically analyzing patterns of representation and accepted norms of speaking about Moros embedded within key legal formulations of the period, this study seeks to illuminate the discursive formations and rules that entrenched the epistemic marginalization of the Moro population over time. The findings of this research will contribute to a better understanding of the complex dynamics of power, knowledge, and identity construction within the context of the early Philippine Republic.

09:55-10:20

57895 | *Access and Communication of the Cultural and Historical Heritage in Portuguese Archives: Politics, Challenges and Methodologies*
Paulo Batista, University of Évora, Portugal

Individual building processes have great importance in the field of information management in Portuguese archives, since they provide access to all existing information on any construction of this nature, from its initial design to its demolition. This importance stems from the fact that they are the records most produced by local authorities and requested by archive users, mainly due to their evidential, fiscal, administrative and legal value. Despite the vast legislation produced in Portugal since 1976, which regulates the dissemination and access to this information by citizens, the reality reveals profound contradictions and limitations in these matters, according to the archives analysed in recent studies. It is therefore a priority to standardise the methods of citizen access to archives in absolute compliance with the legal texts, regardless of the municipalities in which they are integrated. It is also worth highlighting the key role of archivists (information managers) as well as the public awareness of the importance of archives and information management under the responsibility of local authorities as a guarantee of human and democratic rights, along with the right to protect the honour and privacy of everyone.

10:20-10:45

75889 | *The Practice of Sokola Rimba (SR): Decolonising Education Project in the Orang Rimba Communities*
Amsa Nadzifah, University Melbourne, Australia

In this paper, I examine decolonial theory and its practical application as alternative to the current education system by looking at Sokola Rimba's (SR) practice in Indonesia. After the first colonialism, it shaped the paradigm of Eurocentrism/Western knowledge as a 'universal' understanding and disregarded indigenous philosophies (Smith, 1999). However, scholars from Third World countries embark on reconstructing the standard process of knowledge production (Bhambra, 2014). I argue that the Indonesian government see indigenous children as leave behind, the SR practices break the hegemony through decolonising education. R's experiences show that decolonising education for indigenous communities can be visible through strengthening identity and involving community. However, SR, as a non-formal school, requires recognition from the state to equal rights with formal education. To prove the evidence, firstly, I will commence with the emergence of decolonise theory and its practical aspects. Secondly, I will highlight the challenge of decolonial practices, particularly in education sectors. In the next part, I will briefly describe the Indonesian education policy and its impact on indigenous communities. Lastly, I will analyse the practice of decolonising education in indigenous communities conducted by SR.

10:45-11:10

77140 | *Development and Implementation of an Interactive Online Survey: Examining Hong Kong Parents' Values and Practices in Cultivating Children's National Identities*
Jessie Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong

Culturing Chinese national identity among Hong Kong residents has become a significant concern since the city's sovereignty was returned to China in 1997. The Hong Kong Special Administrative Region (HKSAR) government is actively engaged in educational reforms to cultivate an early understanding of Chinese national identity. At the same time, it encourages non-Chinese-speaking (NCS) families to enroll their children in Chinese-medium instruction kindergartens. This study focuses on the development and implementation of an interactive, self-administered online survey aimed at exploring the values and practices of Hong Kong parents in terms of national identity development, with a particular emphasis on variations related to kindergarten types, ethnic backgrounds, and socio-economic statuses. The survey development was informed by a multiple case study involving parents from eight purposively selected kindergartens. The findings of this preliminary study provided the framework upon which the interactive questionnaire was built. This presentation highlights the design and development process of the survey instrument, as well as the planned procedures for data collection and analysis. By examining the commonalities and distinctions in the values and practices of parents, this study seeks to uncover insights into the factors that contribute to these trends. The outcomes of this research will contribute to a deeper understanding of the complexities involved in shaping a cohesive national identity among Hong Kong residents.

This research project has received funding from the Hong Kong Research Grants Council (UGC/FDS16/H17/21).

11:25-12:40 | Thung Saliam (2F)

Saturday Onsite Parallel Session 2

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Mia Tedjosaputro

11:25-11:50

74214 | *Designing an Effective Creative Advertising Curriculum in Dubai: Addressing the Challenge of Region-Specific Knowledge Deficiency and Promoting Ethical Awareness*

Dina Faour, American University in Dubai, United Arab Emirates

This completed study documents the development process followed in designing the creative advertising curriculum at the American University in Dubai as a case study. The objective of this research is to propose a curriculum design framework that fosters responsible advertising practices and addresses the unique challenges faced in the ME region, while also considering global industry trends. By documenting the underpinning research and design process involved, it also aims to contribute to the advancement of advertising education in the region by providing valuable, region-specific insights into curriculum design. The research methodology involves a mixed-methods approach. Initially, a comprehensive literature review was conducted to identify the current regional and global challenges in advertising, ethical considerations, and industry best practices. Comparative studies with benchmark universities and content analysis of existing advertising curricula and course materials were then completed to assess the region-specific knowledge gap. In-depth interviews and focus group discussions were conducted with advertising professionals, industry experts, alumni, and educators to gather their current perspectives on the industry and the academic preparation expected. Quantitative surveys administered to students helped assess their current knowledge, attitudes, and ethical awareness. Based on the studies and the findings, a curriculum design framework was then proposed. The resulting curriculum has been active, generating advertising creatives who are meeting industry expectations but the challenge of scarce region-specific resources remains valid.

11:50-12:15

78012 | *ASEAN Branding: A Comparative Analysis on the Language Use of the Pre-Pandemic and Post-Pandemic Tourism Slogans*

Dania Munder, Mindanao State University-Marawi, Philippines

Language branding is one of the important aspects of the tourism of a country. Lerman, Morais, and Luna (2018) said that awareness of the connection between culture and language will create a brand language that reflects their target consumers' culture, and in this case, the Association of Southeast Asian Nations (ASEAN) branding centers on its motto: one vision, one identity, one community. This study focuses on analyzing the linguistic variations of the various ASEAN pre-pandemic and post-pandemic tourism slogans by comparing their syntactic and lexical features proposed in Grey's (2008) Language Style theory. Furthermore, this study will make people understand the importance of language branding in promoting tourism and culture. Aside from that, this analysis presents the change in the language tourism branding of the affiliated ASEAN countries after the COVID-19 pandemic. Finally, with the said slogans, we will be informed if these are congruent with the ASEAN motto of achieving a united branding. Based on the analysis, it shows that most of the updated slogans' syntactic forms have shifted from phrases to sentences. It also exhibits that the majority of the post-pandemic slogans opted for the use of short sentences, simple, colloquial, and imperative language in their syntactic features. For the lexical features, the majority of the post-pandemic tourism slogans have shifted to the use of simple vocabulary, glamorization, and repetition. Finally, the post-pandemic slogans imply a more optimistic ASEAN tourism branding that focuses on recovery, passion, wonder, and love.

12:15-12:40

75767 | *'Flow' in Architecture Pedagogy (Studio) as Learning and Teaching Support*

Mia Tedjosaputro, Xi'an Jiaotong - Liverpool University, China

Yiqun Sun, Xi'an Jiaotong - Liverpool University, China

This study presents a continuation of the previously presented study in ECE London (July 2023). The 'flow' theory provided a framework to study optimal experience in architecture pedagogy, in particular in architectural studio setting where 'master-to-apprentice' is adopted for many centuries. The previous presented study looked at nine key dimensions of 'flow' as outlined by the father of 'flow', the recently late Csikszentmihalyi. In 1990s when he started to study the psychology of optimal experience which subsequently considered as 'flow', he observed a hundred of creatives working in the field or art, music, dance, etc. This is the point of departure of this series of study which is the first adaptation in architecture pedagogy, one of established creative domains. Our first study reports that the three highly correlated and more significant conditions are related to: goals, deep concentration and the sense of time was altered. This current study repeats the same research instruments, research question and reports a comparison from the second stage of dataset to confirm whether these three are found to be significant in a higher number of participants. The period of data collection was thirteen weeks of studio learning setting. Research instruments include tutor observation, field notes, students' design journals which were inputted twice a week and students' self-report in form of in-depth online questionnaire. It is hoped from this second stage study, that the significant conditions will confirm the interrelated conditions and future implications and how the use of technology (for instance in virtual environment)

13:40-15:20 | Thung Saliam (2F)

Saturday Onsite Parallel Session 3

Counselling, Guidance & Skill Development in Education

Session Chair: Kotthireddy Malla Reddy

13:40-14:05

76497 | *Indigenous Counseling Karmawibhanga Borobudur-Based Cognitive Behavioral Cybercounseling as a Future Treatment to Improve Critical Thinking Skills*

Paramita Nuraini, Malang State University, Indonesia
Im Hambali, Malang State University, Indonesia
Nur Hidayah, Malang State University, Indonesia
Henny Indreswari, Malang State University, Indonesia
Dwi Sri Rahayu, Malang State University, Indonesia
Setyorini Setyorini, Malang State University, Indonesia

The rapid and widespread dissemination of information through social media causes individuals to accept information without critical consideration. This triggers the spread of fake news that has a negative impact on society. In the context of education, there is a decline in students' ability to think critically and analyze information in depth. This phenomenon requires attention to promote critical thinking skills so that individuals can make wise decisions in facing complex challenges in the digital information age. The purpose of this study is to determine the description of the critical thinking ability of university students in Indonesia. Data analysis using descriptive statistics. Data collection techniques using the Watson-Glaser Critical Thinking Appraisal (WGCTA) Scale. The results of the study found that 59% of students need to improve their critical thinking skills. Critical thinking is a cognitive aspect that must be built by students according to the focus in cognitive behavioral therapy which emphasizes cognitive changes to change behavior. Cyber counselling can be an alternative treatment considering the characteristics of students are generation Z has high technological capabilities. Counseling based on local wisdom is the latest breakthrough in the implementation of counseling. Karmawibhanga Borobudur, teaches the concept of action and the law of cause and effect, thus helping individuals develop critical thinking skills by understanding how actions and thoughts can impact the future of themselves and others. Indigenous Karmawibhanga Borobudur Counseling Based on Cognitive Behavioral Cybercounseling can be predicted to be an alternative in improving students' critical thinking skills.

14:05-14:30

76400 | *Cognitive Flexibility Activation Among Indonesia's Counseling Students: A Discrepancy Between Expectations and Reality*

Luthfita Cahya Irani, Universitas Negeri Malang, Indonesia
Nur Hidayah, Universitas Negeri Malang, Indonesia
M. Ramli, Universitas Negeri Malang, Indonesia
Nur Eva, Universitas Negeri Malang, Indonesia

As a component of students' 21st-century life skills needs, activation of cognitive flexibility is a very important factor consisting of self-awareness, adaptive capacity, and self-confidence. It can impact on how they can survive in facing various unpredictable difficulties and dynamics of life, including in their professional duties. Counselors as a profession are always dealing with various individuals with the character and complexity of their problems, so the educational process becomes a very important preparation effort. This research using a descriptive survey method investigates how the comparison quality of cognitive flexibility activation is from counseling students and non-counseling students. Purposively involved 411 counseling students and 312 non-counseling students. They were active in the academic year of 2020 – 2022 from 20 universities in Indonesia spread across 15 provinces. Cognitive flexibility activation data was collected using the Cognitive Flexibility Inventory (CFI-20) instrument and analyzed using an independent sample t-test. The results of the analysis prove that, in general, both groups of students have a relatively good quality of cognitive flexibility activation. However, there is quite a slight difference between the two groups, where non-counseling students have a better quality of cognitive flexibility activation than guidance and counseling students.

14:30-14:55

77858 | *UGC Curriculum and Credit Framework for Undergraduate Programs (CCFUP) Roadmap for Entrepreneurship Development*
Kotthireddy Malla Reddy, S.R.R. Government Arts & Science College, India

Curriculum is to provide learning paths to become the citizen of their communities, countries and of the world. Indian Knowledge System established to promote interdisciplinary research for its traditional knowledge of various domains for societal applications and to make India Self Reliant. As per National Education Policy 2020 recommendations UGC developed a new CCFUP. The CCFUP main objectives are to give equal emphasis on all disciplines for integration of general and vocational education. It aims at community learning and all-round development to meet cutting-edge Entrepreneurship Development and startups ecosystem to bring ethical, emotional balanced sustainable Society and peaceful quality life. This paper intended to reveal the importance of Curriculum Design for Entrepreneurship development in the light of SDGs. Objectives of CCFUP are Capacity to extrapolate application in unfamiliar context to generate solutions to specific problems in real life citations rather than replicate curriculum content knowledge. Outcome based education aims to achieve expected results the Universities and Schools should become a facilitator for creating entrepreneurs through support of banking and marketing system. UG Education Curriculum with Accessible, accountable, affordable, quality, equity education envisages to produce scientific, creative, service-oriented intellectuals. Current challenges for human being are global warming, climate change, antisocial trafficking, drugs, terrorism, poverty, intolerance etc. Having to deal with such complex issues proper Education Policy is required for scientific insight and knowledge intensive enterprise. Research findings applicable for decisions to decision makers and Lab to land and relevance of evidence analysis enable to apply for evaluation of polices, claims.

14:55-15:20

77989 | *Implementation of Learning Action Cell as an In-House Faculty Development Training in Remote Areas of the Philippines*

Mark Gil Vega, Visayas State University, Philippines
Antriman Orleans, Philippine Normal University, Philippines

Learning Action Cell (LAC) sessions are systematic professional development and cost-efficient activities based on schools designed to continually improve pedagogical capabilities, teaching strategies, and evaluation practices expected to yield better academic performance of students. This study examined the implementation of the LAC as an in-house development training for science teachers in the remote areas of the Philippines. A total of 403 science teachers participated in the study to gather their views and beliefs on, implementation practices, classroom applications, and the challenges and benefits they encountered in Learning Action Cells (LAC). The quantitative measures were gathered through the researcher-constructed survey questionnaire. The qualitative data came from a case study using five (5) focus group discussions (FGD) and twenty (20) in-depth interviews exploring the experiences of science teachers in the four domains: personal domain, external domain, the domain of LAC application, and LAC challenges and benefits. Based on the findings, LAC improves the views of teachers toward professional development training. LAC is relative to science teachers and recognizes adaptability to the effectiveness of professional development. Thus, the success of LAC posits quality training that targets clear objectives. LAC helps science teachers enhance their content knowledge and pedagogical learning. LAC produces authentic scientific output, which includes an action research proposal, resource speakership, learning activity sheet, intervention, contextualized learning plan, and innovation. The Learning Action Cell is vital in science teaching. It is deemed by science teachers that LAC helps improve instructional leadership, attitude toward professional development, and competence in teaching.

15:35-17:15 | Thung Saliam (2F)

Saturday Onsite Parallel Session 4

Innovation & Technology

Session Chair: Soonhwa Oh

15:35-16:00

76585 | *Community College Instrumental Faculty Using Technology to Engage Remote Learners During the Pandemic*

Faith Vietti, University of Hawaii at Manoa, United States

Michael P. Menchaca, University of Hawaii at Manoa, United States

Instrumental faculty include music instructors and directors who focus on teaching specific instrumentation, often in ensemble or orchestra settings. During the pandemic, community college instrumental faculty relied heavily on technology to engage remote learners. Currently, research regarding their experiences exists, and a better understanding of what transpired will inform both pitfalls and best practices for using technology in online settings. This paper proposes a basic interpretive methodological approach for conducting research on community college instrumental faculty to better understand their experiences when pivoting to remote instruction, including their experiences adopting technology and what support structures were available to facilitate their transitions. The research will address four broad questions: 1) How do community college instrumental ensemble faculty describe their experience transitioning from Face-to-Face (F2F) teaching to an online environment? 2) How do they describe their experience adopting technology? 3) How do they describe their professional development experience supporting their transition to an online environment? 4) How do they describe the technologies used in their practice? This research aspires to gain and contribute to a better understanding of community college instrumental ensemble faculty transitioning from F2F to online instruction, the tools that support them, and potential insights into the types of professional development support needed to help faculty in such transitions.

16:00-16:25

75468 | *A Study on Creation of Innovation by Leapfrog in Asia: Case Study of Central Bank Digital Currency in Laos*

Tetsuro Saisho, Kokushikan University, Japan

Laos, located in Asia, is a UN-recognized Least Developed Country (LDC). Currently, Laos is working toward the domestic introduction of a Central Bank Digital Currency (CBDC). Laos' financial infrastructure, including bank account and mobile payment account ownership, is higher than in Cambodia and lower than in Vietnam and the Philippines. The credit card ownership rate in Laos is at the same level as in Cambodia, and lower than in Vietnam and the Philippines. As an LDC, Laos is often seen as having a lower intellectual level than the rest of the world. This is due to a significant shortage of teachers for secondary education programs in Laos. The country also has the lowest university enrollment rate for higher education programs at 14.45 (%) (2019), which is the lowest among the 10 ASEAN countries. However, Laos is seeing efforts to introduce CBDC through state-of-the-art technology, and innovation creation through leapfrogging is emerging. The innovation creation in Laos is supported by the presence of young administrative officials in the government and central bank who have studied at institutions of higher learning. In addition to administrative practice, young Laotian administrators conduct research and education on their country's economy and financial system. One area of the economy and financial system is CBDC, and they are trying to create innovations to promote financial inclusion through the introduction of CBDC. Therefore, this study focuses on the case of CBDC introduction as innovation creation by Leapfrog in Laos, and discusses its background, reality, and challenges.

16:25-16:50

77446 | *The Impact of Vocal Performance Research in the Education of Singers and Vocal Pedagogues*

Ana Flavia Zuim, New York University, United States

Singers are highly skilled vocal athletes, and as such go through rigorous training in order to endure the vocal demands imposed by a performance such as a Broadway show. Vocal Pedagogy students training these highly skilled performers are charged with the responsibility of identifying patterns of behaviors that are optimal to prevent vocal injury as well as optimize vocal function. Understanding vocal dose is one important component in this process, and via dosimetry studies vocal pedagogues can better understand and quantitatively track a singer's vocal dose. Dosimetry research acts as a form of vocal fitbit, allowing singers wearing an accelerometer device attached to their external notch to see how far their vocal folds traveled during the performance of a show, for example. Dosimetry measurements provide singers with an estimated number of cycles of vibrations of the vocal folds, sound pressure level (SPL) and duration of phonation. Dosimetry studies can identify and compare the vocal dose of specific roles in different musical scores and serve as a valuable tool for monitoring the vocal dose of overall vocalization during social communication, rehearsals and performances. Vocal pedagogy students can utilize specific research methodology, such as dosimetry, for furthering their education and better understand patterns of vocal behavior that may affect singers in training.

16:50-17:15

74706 | *Reviving the Past Through Technological Enhancement and Creative Approaches*

Soonhwa Oh, Nanyang Technological University, Singapore

This presentation highlights the use of digital technology to revive, deconstruct, and reconstruct the past. In order for visual artists to be able to critically engage in conversation with the rest of the world, it is imperative for them to be familiar with the major canon of thoughts, the Western History of Art. As an art educator in Singapore for nearly two decades, I felt it was increasingly important to develop teaching materials that are rooted in the art, culture, and heritage of the students' own Southeast Asian identity and contribute to the gap in the history of photography from a Southeast Asian perspective. The "Gibson-Hill Photographic Collection" consists of over 7,500 black-and-white photographic images that were produced between 1942 and 1962 by Carl Alexander Gibson-Hill, the last expatriate director of the Raffles Museum in Singapore. Upon the independence of the nation in 1962, Gibson-Hill (GH) was notified to step down as the museum director, and with rapidly deteriorating health and the loss of his position, GH's tragic and sudden decision to take his own life left the museum with large amounts of negatives, unprocessed films, and printed photographs. A team led by the PI A/P Oh Soonhwa has been working on this photographic collection for its initial discovery, digitization, and re-creation by employing digital media, including photo, film, and animation, for audiences' engagement and immersive experience. The presentation showcases the diverse applications of digital media in establishing connections between the past and present, both interchangeably and simultaneously.



Sunday, February 18

Parallel Sessions

All times are Indochina Time (UTC+7)

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

09:30-11:10 | Kirimas (1F)

Sunday Onsite Parallel Session 1

Research & Curriculum Design in Higher Education

Session Chair: Peter Leong

09:30-09:55

76485 | *Using VOSviewer to Catch Scoping Trends in Journals Based on Key Word Inquiry*
Erdem Aksoy, TED University, Turkey

In recent years, due to both the desire of university administrations worldwide to be included in global rankings and the pressure in some countries for universities to publish in journals, particularly in the Q1 category, rejection rates have significantly increased, and competition has intensified. Many universities compel their academics, particularly young academics, to publish in the Q1 category, aiming to secure a position in global rankings. In this process, young academics often face high rejection rates, leading to morale issues. As found in another study by the author, the most common reason for these rejections is "out of scope." Recently, with the popularization of Bibliometric Analysis, a type of quantitative analysis, it has become possible to obtain quantitative findings on countries, authors, university samples, weak and robust research areas, literature gaps, collaboration networks, potential opportunities, and the widespread impacts of outputs produced in a field within academic journals. With the current research, the use of the keyword inquiry method enables the tracking of topic-based trends in academic journals, allowing researchers to observe how these trends have evolved. This approach helps identify which topics have become outdated and which ones are the most current. In this regard, it is believed that this research can be beneficial for researchers aiming to publish in reputable journals and wishing to avoid desk rejection due to being "out of scope." In the research, VOSviewer was used to analyze the changes (trends) in scoping topics of one of the most prestigious education journals in the Q1 category.

09:55-10:20

77606 | *Training and Seminar Recommender System Using Rule-Based Algorithm*
Lilibeth Antonio, Bulacan State University, Philippines

Training and seminars play a crucial role in enhancing professional development, especially in academe. Faculty members should attend relevant training and seminars to help them stay up-to-date with the latest trends and technologies in their field. This study focused on the design and development of a Training and Seminar Recommender System Using a Rule-Based Algorithm for the College of Information and Communications Technology (CICT). This is to ensure the faculty members receive targeted suggestions that align with their specific needs and provide the best training and seminars that can improve faculty educational competence. The system aims to utilize the rule-based algorithm in providing a decision support mechanism for the administrators in recommending suited training and seminars based on faculty qualification. It's crucial to balance and send faculty to training that matches their needs to ensure good results. The constraints used were specialization, schedule, location, and budget. The descriptive research was used in the study through a survey questionnaire. This involved 77 college faculty members. The researcher used Rapid Application Development (RAD) to simulate software development, creating multiple prototypes until all functional requirements were met. To assess the level of acceptability, the Technology Acceptance Model (TAM) based on a descriptive Likert model scoring was used. The system got a 4.52 mean average score based on the respondent's evaluation with a verbal interpretation of the "Very Acceptable" rating.

10:20-10:45

77232 | *Defining Teaching Excellence and Developing a Teaching Excellence Framework at a Research-intensive University: A Case Study*
Shamila Janakiraman, University of Hawai'i at Manoa, United States
Lindsey Payne, Purdue University, United States
Rachel Kenney, Purdue University, United States

At research-intensive universities, high-quality teaching is often considered less prestigious compared to research contributions. Also, the pressures of promotion and tenure make higher education faculty devalue teaching/instructional excellence. The situation becomes more complicated because meaningful measurement of excellent teaching can be difficult and is affected by differing perceptions of quality by stakeholders. There are several models that describe the traits and skills relevant to teaching excellence; but they are not widely accepted because of questions about their validity, reliability, and practical application. In the university where this study was conducted, the Provost initiated a project to create a framework of teaching excellence such that a campus-cultural shift is produced and excellent teaching is understood, supported, and valued. In this exploratory embedded single case study data was collected from across campus that was analyzed using qualitative content analysis methods. A Framework for Teaching Excellence was developed that encompasses elements and descriptors of excellent teaching at the case university. Future work includes strategic outreach and training, with department heads, new faculty hires, and graduate students at the case university. Furthermore, support resources are being developed, incorporating incentive models, professional development opportunities, and documentation for hiring processes, in addition to developing an online repository of effective practices. This Framework for Teaching Excellence can serve as a template, and the research design can be applied in similar higher-education settings to create context-specific cultural shifts towards teaching excellence on their campuses. These efforts will hopefully promote equitable valuation of teaching excellence at higher-education institutions to benefit students.

10:45-11:10

77950 | *Collaboration Is the Name of the Game: Building a Community of Practice in a Master's Program in Instructional Design*
Peter Leong, University of Hawai'i at Mānoa, United States
Ariana Eichelberger, University of Hawai'i at Mānoa, United States

The Learning Design and Technology (LTEC) Department at the University of Hawaii at Manoa offers a cohort-based master's program in both online and face-to-face formats. The program prepares students in instructional design to design, develop and evaluate learning environments, programs and resources. An overarching theme of the program's philosophy is building and maintaining a community of practice among its faculty, students and alumni. It achieves this through a variety of collaborative methods integrated into the curriculum and alumni events. An LTEC master's student's first experience in the program begins with a mandatory orientation in which students are enculturated into the community of practice where collaboration is key.

A qualitative study will be conducted to study the impact of LTEC's collaboration-focused program philosophy on our graduates' work practices and outcomes. Thematic analysis of the interviews will be conducted to determine programmatic elements that graduates identify as being important to their work practices and that foster a community of practice. The paper will conclude with a discussion about any additional emergent themes and practical implications for instructional design program development.

11:25-13:05 | Kirimas (1F)

Sunday Onsite Parallel Session 2

Higher Education

Session Chair: Blenn Nimer

11:25-11:50

78013 | *Climate Change Education: Bringing it Back to the People*

Anuantaeka Takinana, Yokohama National University, Japan

Roger C. Baars, Kyoto University, Japan

The South Pacific has been severely affected by extreme weather events due to Climate Change. In 2018, Fiji initiated the Climate Change Resilience Programme (CCRP) at the University of the South Pacific. The CCRP was the first regionally recognised climate change qualification that aimed to foster climate change resilience of local communities. However, previous research (Takinana & Baars, 2023) found that the CCRP was mainly focused on climate change resilience in the workplace rather than supporting local communities. This article evaluates the CCRP review process between 2020-2022 by (i) highlighting the refocusing of the curriculum objectives towards local community resilience and (ii) identifying how all stakeholders involved negotiated these changes. The Stage Gate decision making theory (Aristodemou et al., 2020) was used to highlight how curricular changes were made and agreed upon by stakeholders throughout the review process. The relational ethics concept of "Teu Le Va" (Muliuaumaseali'i, 2022) was applied to identify how, in particular, compromises were made amongst various stakeholders. This paper argues that Climate Change Education (CCE) should value all stakeholders involved and aim for an inclusive approach to climate resilience. Thailand and other Southeast Asian countries have recently highlighted the importance of increasing climate awareness through education. However, climate change programs in Thailand are still in their infancy. Hence, this study aims not only to inform developers of climate change education programs around the world, but to specifically assist similar projects in Thailand.

11:50-12:15

76681 | *An Assessment of Environmental Literacy Among Senior High School Students in Northern Luzon, Philippines*

Denver Cho-oy, De La Salle University, Philippines

In an era marked by the escalating impacts of human activities on our global ecosystem, the Philippines faces pressing environmental concerns, including deforestation, marine resource depletion, land and water quality degradation, and urban pollution. To combat these challenges, environmental education has emerged as a vital tool. This study employed a descriptive cross-sectional research design. A survey questionnaire was used to assess the environmental literacy of Senior High School students, which includes environmental attitude, behavior, and knowledge. A total of 385 students participated in the study. The findings indicate that the overall environmental attitude of the students is remarkably positive, with a rating of "Very Good." Furthermore, their environmental behavior is assessed as "Good." However, a notable concern emerges as the students exhibit a low level of environmental knowledge. Importantly, our research reveals no significant differences in environmental literacy between genders or between grade 11 and grade 12 students. However, significant variations in environmental literacy are observed among different academic strands. As a result of this study, it is recommended that future research delve deeper into the various factors influencing environmental literacy. Furthermore, it advocates for implementing a school-based environmental intervention plan to enhance students' environmental knowledge, aligning it with their favorable environmental attitudes and behaviors. This endeavor is pivotal in nurturing a generation of environmentally conscious citizens who can actively contribute to mitigating the environmental challenges that confront the Philippines and the world at large.

12:15-12:40

76498 | *Who Cares?: Facilitating the Emergency Response System of a Higher Education Institution (HEI) Through the Experiences of an Organized Responder Group*

Cherie Glo Cabungcal, De La Salle Lipa, Philippines

Emergency managers claim that when natural and man-made disasters occur, the presence of an emergency response group can help facilitate the rescue, retrieval, and relief operations. This is based on the assumption that the group is organized, not directly affected by disaster, and has members who are knowledge-equipped. Response is one of the four phases of emergency management framework that most emergency and disaster managers adhere to. This study looked into the possibility of enhancing the emergency response system of De La Salle Lipa (DLSL), a higher education institution in the Philippines, by exploring on the experiences of Alaminos (Laguna) Sneaky Communications Group (Alaminos Sneaky), a local and organized responder group. The researcher conducted an in-depth interview and focus-group discussion to gather data on the history, purpose, and functions of the group. Based on the data gathered, it is recommended that should DLSL decide to enhance its own emergency response system it has to create a clear recruitment process and qualifications of members; establish a distinct scope of emergency response system for the members; consider the functions and significance of two-way remote radio in facilitating emergency response; acknowledge that every volunteer group has reservations and concerns in terms of members and work; recognize the importance of re-tooling and re-training of members; and encourage networks and linkages.

12:40-13:05

75936 | *Expanding the Human Security Approach Dimensions: The Beneficiaries' Experiences of an Extension Program*

Blenn Nimer, Notre Dame of Kidapawan College, Philippines

Higher education institutions (HEIs) fulfil threefold functions: instruction, research, and extension. The third function, extension, is centred on the belief that engagement with the community must be integrated into the academic fabric of the institution. This qualitative study aimed to assess the Children's Education Welfare Assistance (CEWA), a community extension program of an HEI that operated for more than 15 years, through the lens of the Human Security Approach (HSA). HSA is a framework developed by the United Nations that can be used to evaluate development programs in terms of economic, food, health, environmental, personal, community, and political security. Data were collected from three levels: Sponsored Children (SC), Sponsored Family (SF), and the Program. Evaluation of program documents, two Focus Group Discussions (FGD), and two Key Informant Interviews (KII) were conducted to gather data. Participants were selected using purposive sampling technique. Data were analysed using document analysis and directed content analysis. Based on the findings, 11 sub-dimensions emerged from the qualitative data that were not considered in the original framework of HSA: improvement of socioeconomic status and financial independence for economic security; food literacy, food choice, and supply of potable water for food security; prescription medicine assistance for health security; personal growth and social skills development for personal security; cultural preservation and community involvement for community security; and community leadership for political security. With the emergence of new sub-dimensions, the evaluation of development programs using HSA will be more comprehensive and may be used in developing an HSA measurement model.

14:05-15:20 | Kirimas (1F)

Sunday Onsite Parallel Session 3

Higher Education

Session Chair: Maria Staton

14:05-14:30

77845 | *In Search of Case-Based Learning Material*

Hwee Hoon Lee, Singapore Institute of Technology, Singapore

Kalyani Alagappan, Singapore Institute of Technology, Singapore

Designing active learning tasks that engage and appeal to students is one of the vital factors to creating a successful learning environment (Reeves, 2006). Case-based learning promises to encourage problem-solving and perspective-taking, thus fostering critical and creative thinking (Lavi & Marti, 2023; Tiwari et al., 2018; Vivas & Allada, 2006; Loong & Lopez-Nerney, 2005). While case-based learning materials may be commonly found in health sciences and business studies, cases on interpersonal communication in the Asian context are not readily available. This presentation describes the creation of one such case for use in a university classroom in Singapore and explores the feasibility of using a self-developed case as material for learning about interpersonal communication. Survey results on students' response to the case will be shared, as well as an evaluation of the self-developed case as learning material.

14:30-14:55

76144 | *Testimony and Disease: The Autobiography of Hiro Fujita as a Didactic Proposal*

Wladimir Chavez, Ostfold University College, Norway

Pathographies, also known as illness literature, are testimonials written by sick people. Although little is known about the autobiographical genre or testimonial literature, they are works that invite the reader to reflect on the essential questions of humanity such as happiness, life, death, and love. This presentation focuses specifically on 99% Thank you, an autobiography written by Japanese patient Hiro Fujita, who suffers from Amyotrophic Lateral Sclerosis (ALS), also known as Lou Gehrig's disease. 99% Thank you is a Japanese-English bilingual book consisting of 208 pages, and divided into six chapters, where Fujita explains what it is like to live with ALS. This proposal will raise the possibility of teaching this material in the classroom with an approach that emphasizes not only literary strategies, but also cultural and social aspects. As a theoretical framework, previous research on pathographies by Anne Hunsaker Hawkins and Lars Christer Hydén has been taken into consideration. Regarding issues of identity, the presentation will reflect on the works of scholars such as Arthur W. Frank and Jan C. Frich; and in the field of therapy and art, Gillie Bolton's research will be utilized.

14:55-15:20

77526 | *Interdisciplinarity in Teaching: A Cross Section of Literature, History, and Politics*

Maria Staton, University of Maryland Global Campus, Japan

Sabina Nedbailik, Petrozavodsk State University, Russia

The paper discusses interdisciplinarity in teaching literature on the example of American Indian plays (1800s-1850s). The plays bring up the "Indian question," the question which necessitated placing the Native American population in a politically and morally satisfactory relation towards Euro-Americans. The paper argues that teaching literature at the cross-section of politics encourages students to go beyond established disciplinary procedures, compare disciplines, and ultimately select their own academic pathway. This creates student interest and motivation, which enhances academic retention, a top priority for any institution of higher education. Interdisciplinarity is supported by the constructivist paradigm which suggests that a student's interest in learning is determined by their life experiences which are not limited to one disciplinary study. The paper provides interdisciplinary methodology that includes samples of interdisciplinary syllabi and assignments.

09:30-11:10 | Sri Nakorn (1F)

Sunday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Nelda Mouton

09:30-09:55

75897 | *Blend ON!: A Guide for Effective Blended Continuous Professional Development*

Koen Verrecht, VVOB, Vietnam

Silvija Pozenel, VVOB, Vietnam

Chau Thi Nguyen, VVOB, Vietnam

Over the last few years, an exponential expansion and exploration of different remote models of education and continuous professional development (CPD) have occurred. The speed at which many in-person programmes shifted practically overnight to online delivery, left little time for thoughtful re-design. With the threat of Covid-19 now subsiding, some providers are returning to traditional in-person forms of CPD or deciding to continue with fully remote (often online) CPD. However, in many instances, blended CPD can offer a higher quality of CPD by combining the benefits of in-person and remote CPD. The Blend ON! guide helps CPD providers find the right blend, where participants are motivated and engaged and that includes all participants in a way that is cost-effective, scalable, and sustainable. The guide is aimed at CPD providers in low- and middle-income countries (LMICs), offering a practical step-by-step framework that helps them to create and implement high-quality blended CPD. This guide is the outcome of a co-creation process with eight international organisations that support government partners and CPD providers, in which participants engaged in a professional learning community (PLC). Simultaneously, a pilot programme in Vietnam informed the iterative development process. A study on blended CPD approaches in pre-service and in-service primary teacher education in Vietnam highlighted that blended CPD is still an emerging concept, often narrowly interpreted and lacking clearly defined policies and definitions. The study recommended capacity building for blended CPD providers as essential for future interventions, which is indeed what this Blend ON! guide responds to.

09:55-10:20

77994 | *Employability, Career Adaptability, and Future Oriented Emotional Responses to Work Transition of a Philippine Hei Graduating Students: Post COVID-19 Study*

Edgar Allan Castro, De La Salle Lipa, Philippines

The research examines the effect of graduating student-level characteristics (GSLC), specifically employability skills and career adaptability behaviors, on the anticipatory emotions of college students transitioning from school to work. Data was collected through an online survey from 754 students in their final year of college and enrolled in internship courses. Forty-four percent (44%) reported feeling anxiety about this transition, with 78% of those reporting anxiety at levels 5-8 on a 10-point scale. The GSLC model fit the data well, explaining 24.5% of the variance in anticipatory emotions with four factors being significant predictors. The findings reveal that students who feel less confident about their disciplinary expertise, career decidedness, and occupational self-efficacy are likely to report negative anticipatory emotions (anxiety), same with students who are confident in their interpersonal skills; all significant at P value .05 level. Student suggestions, gathered from qualitative feedback, corroborated the results which offered ways to enhance programs that prepare them for work. These results underscore the crucial role of Higher Education Institutions (HEIs) in preparing students for employment, providing quality education, and offering mental health resources. The study highlights the need for HEIs to work closely with career guidance teams to develop programs that build students' confidence and resilience, helping to mitigate anxiety and stress during college students' transition to the labor market in the post-COVID-19 economy.

10:20-10:45

77949 | *Early Childhood Education in Cambodia: Preschool Teachers' Beliefs, Curriculum Priorities, and Professional Development Needs*

Shahid Karim, The Education University of Hong Kong, Hong Kong

Alfredo Bautista, The Education University of Hong Kong, Hong Kong

Kerry Lee, The Education University of Hong Kong, Hong Kong

In response to international calls to invest more resources in early childhood education (ECE) to provide children with better futures, improving the quality of preschool education has been a key goal of curriculum reform initiatives across developing countries, including Cambodia. The preschool curriculum in Cambodia focuses on five core learning areas: Mathematics, Science, Social Science, Khmer Literacy, and Psychomotor Skills. This study explored Cambodian preschool teachers' beliefs about how children learn, their curriculum priorities, and professional development (PD) needs. The study recruited 409 teachers from three types of preschools. Data were collected through an online survey via Qualtrics. Results indicated that preschool teachers in Cambodia tend to hold child-centered teaching beliefs. No differences were noted when comparing teachers' responses according to their educational level, teaching qualification, age, and teaching experience. The sampled Cambodian preschool teachers considered Science and Social Science, followed by Psychomotor Skills, as the most important learning areas for children. In contrast, they reported high levels of PD needs in Mathematics and Khmer Literacy. The policy implications of the results related to teacher education and future research endeavors are discussed.

10:45-11:10

75502 | *Are Lecturers Teaching and Students Learning in a Post-pandemic Environment: A Case Study at a Business School in South Africa*

Nelda Mouton, North-West University, South Africa

Lecturers were confronted with so many changes and new technologies during the Covid-era that it was deemed of utmost important to analyse the different perspectives of lecturers within a Business School, in South Africa. The primary objective of the study was to determine to what extent teaching practices needed to change as well as to determine whether learning could be applied effectively in the working environment. It should be noted that Business Schools lecture students on a post-graduate level and the students already have working experience. Therefore, further soft skills development, based on strong ethical and sustainable values, were core when teaching this specific cohort of students. This case study will follow a qualitative approach within the Social-Constructivist paradigm based on the theory of Interpretivism. Interviews were held with experienced lecturers of a post-graduate programme. These interviews were analysed on Atlas TI to determine themes and sub-themes. It was recommended that more real-life simulations within group cohorts should be utilised. A further recommendation was that Quiltbot and other AI (artificial intelligence) devices impacts negatively on the learning process. Also, students' experiences in the work situation should be shared in the classroom as it impacts on a deeper understanding of the different roles of workers in the workplace which in turn enhances active learning. Implementation of the recommendations could introduce a new way of teaching in a more dynamic classroom environment.

11:25-13:05 | Sri Nakorn (1F)

Sunday Onsite Parallel Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Al Ryanne Gatcho

11:25-11:50

77937 | *Special Education and Shadow Teaching: Practices and Experiences in the Philippines*
Janine Buenrostro-Jocson, Far Eastern University, Philippines

Inclusive education mandates that learners with special educational needs (LSEN) attend regular schools instead of special education schools. In the Philippines, while schools started to accept more LSEN to study alongside the typical students, support provisions are placed to ensure that educational goals are being met. One such provision is the employ of special education teachers as a "shadow teacher", a one-on-one learning support provider to LSEN inside the classroom. This study aimed to determine the teaching practices and priorities of shadow teachers in the regular classrooms. Through phenomenology, data were collected from the lived experiences of six special education teachers who are employed as shadow teachers for more than five years in inclusive schools in Metro Manila. Data were garnered through interviews, observations, and document analysis which were analyzed thematically. The results show that these shadow teachers make use of techniques in (1) curricular and instructional design, (2) behavior management and safety, (3) psychosocial development, and (4) collaboration with parents and school. These reflected that despite collaborating with other teachers in the regular classroom, the shadow teacher acts as the main teacher of the LSEN, working beyond being a learning support provider.

11:50-12:15

76510 | *Proposed Solutions to Reading Loss Faced by Arabic Language Teachers During COVID-19 in the UAE*
Karima Almazroui, Mohamed bin Zayed University for Humanities, United Arab Emirates

Research shows that the sudden transition to emergency remote teaching has negatively impacted students' reading abilities, particularly in the Arabic language. To understand the specific challenges faced by Arabic language teachers in the UAE, a survey was conducted involving Arabic language teachers. The survey aimed to explore the quality of teaching, student-teacher interaction, learning outcomes, instructors' planning, correction load, and the assessment of micro and macro skills. The results of the survey revealed several major problems during online language teaching, including limited student-teacher interaction, challenges in monitoring students' class participation and performance, and challenges in effectively assessing students' reading skills. Limited student-teacher interaction during online language teaching has been a major obstacle in promoting reading development. Findings showed that the main challenges faced by teachers included lack of readiness, lack of subscription to relevant or necessary platforms, and lack of resources for online learning among teachers and students. Several solutions to such challenges are proposed, such as rethinking the issue of depth versus breadth within the curriculum, utilizing retired and expert teachers in certain content areas, allocating time for interventions, rethinking scheduling, and student grouping, and enhancing support from teachers and parents to ensure adequate access to online resources.

12:15-12:40

75716 | *Teaching Through Turbulence: The Resilience of Educators Amidst a Pandemic*
Anita Padmanabhanunni, University of the Western Cape, South Africa
Tyrone Brian Pretorius, University of the Western Cape, South Africa

The COVID-19 pandemic and its prevention measures had distinctive implications for the education sector globally. For school teachers, it meant adapting to new teaching modalities and shifting to virtual platforms with little prior experience or training. Teachers faced challenges in maintaining student engagement, adjusting to unfamiliar digital tools, and managing the blurred boundaries between work and home environments. Additionally, the emotional toll of navigating their own anxieties while supporting students' well-being and learning needs further compounded these challenges. Concerns about health and safety when schools reopened, underscored the multi-faceted pressures teachers encountered. Yet, amidst these challenges, instances of coping and adjustment were evident and this suggests the role of protective factors. This study focuses on further understanding these protective factors by examining the role of resilience in mitigating the effects of perceived vulnerability to disease, loneliness, and anxiety. A convenience sample of South African schoolteachers (N = 355) completed the Perceived Vulnerability to Disease Questionnaire, the Connor-Davidson Resilience Scale, the University of California Los Angeles Loneliness Scale, and the Spielberger State-Trait Anxiety Scale. Path analysis revealed a notable inverse relationship between resilience and both loneliness and anxiety, underscoring the health-preserving function of resilience. Furthermore, resilience acted as an intermediary in the relationship between germ aversion, perceived susceptibility to illness, and feelings of loneliness and anxiety. This highlights the pivotal role of resilience in buffering against detrimental mental health outcomes and the need for interventions to bolster this health-sustaining resource.

12:40-13:05

77839 | *ALER²TPh Phenomena: Aggregate Lived Experiences of Remedial Reading Teachers in the Philippines*
Al Ryanne Gatcho, Hunan Institute of Science and Technology, China

In the Philippines, remedial reading teachers are pivotal in enhancing literacy, yet their role remains unclear due to a lack of formal selection criteria, dedicated teaching positions, and targeted professional development. This study delves into the experiences of nine ESL remedial reading teachers, uncovering six themes: Hodgepodge Experience, Sacrificial Scapegoat, Romanticization Effect, Peripheral Priority, Disneyfication Effect or Façade Effect, and Passive Obedience. These encapsulate the complex struggles these educators face within the school ecosystem—interactions with students, colleagues, administrators, and the educational infrastructure itself. The findings highlight the teachers' critical role in fostering literacy and shaping students into societal contributors. The study advocates for the implementation of its recommendations to overcome the ingrained obstacles in remedial reading education in the Philippines, aiming to better support these essential educators in their crucial function.

14:05-15:20 | Sri Nakorn (1F)

Sunday Onsite Parallel Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Colleen Kawalilak

14:05-14:30

75297 | *Blended Thinking Intelligence to Develop Skilful Creativity and Innovation*

Raymond Tsoi, Independent Scholar, Singapore

Blended Thinking Intelligence makes the relevant connections in the training and mastery of skills and processes in thinking holistically to develop skilful creativity and innovation. It focusses on blending cognitive, social and corporate processes in thinking to achieve this purpose. This holistic approach anchored in a research evidence-based hybrid learning model promotes critical skills and dynamic processes blended for creativity and innovation be it a process, product or business model. The hybrid learning model is evolved from the science of inquiry and experiential learning. Manifest in this approach is the delivery through collaborative learning - which is an essential part of 21st century teaching and learning skills whereby there seems to be inadequate attention given as it is expected that people know how to collaborate in groups which may not be the case. The specifics of what, the rationale and in what way of blending the three attributes of Blended Thinking Intelligence: the cognitive (creative thinking and innovation visualisations), the social (collaboration related to distributed action theory of leadership as well as cooperative learning) and the corporate (decision making strategies including information gathering and business-related) will be showcased. Implications will be discussed in the light of diverse experiences in Teacher education at National Institute of Education Singapore, Publishing education in blended learning products and Consultancy work for Institutes of Higher Learning.

14:30-14:55

77897 | *Enhancing Learner Engagement: Insights from Cooperative Learning Group Work Strategies*

Masahiro Yoshimura, Ryukoku University, Japan

Ryo Kirimura, Ritsumeikan University, Japan

This study examines the effects of group work activities grounded in cooperative learning theory on learner engagement. According to Johnson and Johnson (2018), it is crucial not merely to engage learners in groups but to incorporate five fundamental components into group work: "Positive interdependence", "Individual accountability", "Promotive interaction", "Social skills", and "Group processing". Group work embracing cooperative learning theory has been reported to positively influence learners in linguistic, cognitive, and affective domains (Dörnyei & Murphey, 2003; McCafferty et al., 2006; Yoshimura et al., 2021). However, there has been limited empirical research concerning its impact on learner engagement. In this study, we assessed the changes in the engagement levels of 49 Japanese university EFL students in group work before and after an educational intervention based on cooperative learning theory. We investigated the influence of cooperative learning through group work on learner engagement from three facets proposed by Fredricks et al. (2004): affective engagement (via questionnaire survey), cognitive engagement (through Language-Related Episodes: LREs), and behavioral engagement (number of utterances and turns in group work). The task required students to collaboratively draft a script for a group presentation in a 20-minute group session in English. The results indicated that after the intervention, there was 1) a significant difference in learners' emotional engagement, 2) a roughly twofold increase in the number of LREs, and 3) certain patterns observed concerning the number of utterances and turns. These findings suggest that group work driven by cooperative learning may have positively impacted learner engagement.

14:55-15:20

77904 | *Pedagogy Rooted in Relational Authenticity and an Ethic of Care*

Colleen Kawalilak, University of Calgary, Canada

Janet Groen, University of Calgary, Canada

In this paper presentation, we share our autoethnographies as adult lifelong learners and educators to describe living our philosophy and teaching praxis, rooted in the coherent integration of active contemplation that prompts contemplative action. As adult educators in higher education, our pedagogy and praxis are guided by our philosophy that teaching and learning are dynamic, relational processes, focusing on co-creating authentic, caring relationships "based on treating others with respect and dignity, so that trusting relationships can develop ..." (Thayer-Bacon, 2003, p. 247). We seek to create adult learning spaces/places that foster "safety and challenge". Safety refers to mitigating power differentials and supporting a learning culture that welcomes and values differences. In safe space, life experiences acquired along the way are examined, through critical reflection, to make deeper meaning of experiences to uncover the learning potential that resides there. Upon a foundation of trust, learners are challenged to lean into what is often unfamiliar and uncomfortable, to critically reflect on tightly held assumptions—shifting one's lens to consider, through dialogue and respectful discourse, alternate perspectives and practices. As social beings, our lives begin and are lived in relationships with others—this also needs to be fostered in the classroom. The quality of these relationships directly affects our abilities to become "knowers". This is because we develop a sense of "self" through relationships with others, and we need a sense of self in order to become potential knowers. This sense of self is greatly enhanced if rooted in an ethic of care.

09:30-11:10 | Sri Sachanalai (1F)

Sunday Onsite Parallel Session 1

Education in International Governance & Peacebuilding

Session Chair: Brendan Howe

09:30-09:55

79309 | *Improving International Maritime Governance Through Reconceptualized Education*
Assia Baric, Ewha Womans University, South Korea

The biggest challenge to environmental sustainability lies in the institutional setup of the global economy. From its creation, corporate power was enshrined to allow easier movement of corporations into new markets. This meant protecting foreign investors' rights above national governments. This has enabled profit driven industries to limit local communities from accessing natural resources, while simultaneously weakening the international regulatory framework that would control their behavior. The result has been vast overexploitation and depletion of natural resources, and an especially important example are the oceans which feed millions in developing countries, particularly in Southeast Asia. Improving international governance performance on this topic has to start from within. A reconceptualization of mainstream education is necessary to include corporate governance issues that are currently ignored. The study and design of world knowledge is done through institutionalized curricula, and a shift to better understanding of current social power structures is needed. A sustained engagement with institutional actors and the questioning of their limitations are key to global governance improvement and alternative normative orientations. Education is the key survival mechanism of the marginalized in the under commons and literacy practice should include building critical understanding of what is lacking in current governance structures. It is more important than ever to build awareness of how our system of classification works if environmental sustainability and protection of local communities is to be achieved. That includes shifting the focus from political systems onto the private economy where real power lies.

09:55-10:20

79310 | *Peacebuilding, Decolonization and the Role of Civil Society: Lessons from Colombia*
Patricia Aguado Gamero, Ewha Womans University, South Korea

This research reviews two different approaches to peace building in Colombia: liberal peacebuilding and decolonial peacebuilding. It argues that top-down approaches to peacebuilding in Colombia are flawed, as are unable to challenge one of the roots of the Colombian conflict: the coloniality of knowledge and power. The role of inherited colonial structures in the Colombian conflict is overlooked. Some peacebuilding approaches failed to deconstruct coloniality and end up reproducing it. This paper analyzes at the 2016 peace agreement between the Colombian government and the FARC, and further analyzes different decolonial approaches to Colombian peacebuilding. It identifies the culture of dialogue as a bottom-up approach capable of reconstructing imaginaries of peace and providing an emancipatory project to peace education and peacebuilding. The research concludes with lessons from the Colombian case and the use of a combined top-down and bottom-up approaches to peacebuilding.

10:20-10:45

79311 | *Adopting an Education in Emergencies Framework in ODA and Humanitarian Work*
Astrid de la Torre, Ewha Womans University, South Korea

The pursuit of education as a tool for global development has been long-standing, recognized in various international agendas and frameworks. Despite being acknowledged as a fundamental human right, the guarantee of quality education remains unfulfilled in many societies, particularly exacerbated in emergency and crisis situations. The concept of Education in Emergencies (EiE) arose in the 1990s to emphasize the importance of providing learning opportunities amidst crises, encompassing various educational levels and serving as a means of physical, psychosocial, and cognitive protection (INEE 2010). However, EiE receives significantly less funding compared to other areas of Official Development Assistance (ODA) and often remains under-addressed in humanitarian aid, overshadowed by more immediate concerns like housing, health, and nutrition. This lack of prioritization persists despite an increase in conflicts and climate-induced displacements worldwide. Stakeholders, including communities, NGOs, and international organizations, have only recently begun addressing EiE comprehensively (Burde et al. 2015; Webb 2019). This presentation serves as an introduction to the link between EiE and ODA to guide future research in the field.

10:45-11:10

79312 | *Understanding International and Regional Partnerships for Sustainable Development Goals in Higher Education: A Focus on the Asia Pacific Region*
Ella Joy Ponce, Ewha Womans University, South Korea
Catherine Joy Escudra, Ewha Womans University, South Korea

This research investigates the landscape of higher education for Sustainable Development Goals (SDG) research in the Asia Pacific Region, as various studies highlighted the need for more publications and collaborations of HEIs related to SDGs. The keywords "higher education" and "sustainable development goal OR SDG" were used to extract all English publications in Web of Science. Utilizing bibliometric analysis and focusing on international, regional, and multi-country partnerships, the study examines 582 primary and secondary studies published between 1997 and 2022. China, Australia, and India emerged as the top contributors, with 140, 128, and 67 publications, respectively. The total number of citations for the publications was 8,949 times, with an H-index of 42. Collaborative networks within the Asia Pacific region revealed distinct clusters involving countries like China, the Philippines, Saudi Arabia, South Korea, Taiwan, the United Arab Emirates, and others. Thematic clusters highlighted key focus areas, including innovations in education for SDG integration, challenges and barriers, and the health and welfare of women and children. Evolutionary patterns in research showed an initial emphasis on general SDG outcomes, followed by a shift towards academic-related matters. The study offers strategic insights for policymakers, educators, and researchers, emphasizing the importance of cross-border collaboration to enhance the impact of SDG-focused research efforts in the region. By shedding light on existing research trends and collaborative dynamics, this research contributes to advancing research in higher education institutions for sustainable development, fostering a partnership-driven approach in the Asia Pacific Region, and ultimately supporting the achievement of the SDGs.

11:25-12:40 | Sri Sachanalai (1F)

Sunday Onsite Parallel Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Cinderella Francisco

11:25-11:50

76544 | *Organizational Culture, Climate, Retention, and Performance Among Employees in Private Higher Education Institutions: A Structural Model*

Kert Lean Cabadonga, Philippine College Foundation, Philippines

This study developed a causal model on job performance of Higher Education Institution in relation to organizational culture, climate, and employees' retention. Descriptive Correlation and Causal Comparative Research Designs were employed in the study. The study used valid and reliable survey questionnaires to gather pertinent data. Descriptive Statistics such as mean and Standard Deviation were used to describe the parameters of the study. Pearson product -moment correlation and multiple regression were utilized to answer inferential questions and Structural equation modeling was used to identify the best-fit structural model for job performance. The faculty and staff of Private HEIs exhibit a very satisfactory organizational culture. Organizational Climate among faculty and staff in private HEIs is very satisfactory with one consideration in the variable – reward that serve as moderately satisfactory. Employees' retention is very satisfactory as well as the Job performance. There is significant relationship between job performance and organizational climate and employees' retention. As organizational climate and employees retention improves job performance increases. The best predictors of job performance are organizational climate and employees' retention where KertLean's Model of Job Performance among Faculty and Staff in Private HEIs is anchored upon. Job performance is affected by organizational climate and employees' retention.

11:50-12:15

78028 | *Change Leadership in The Development of Digital Learning Ecosystem: A Case Study in an Excellent School*

Nur Arifah, Universitas Negeri Malang, Indonesia

Ibrahim Bafadal, Universitas Negeri Malang, Indonesia

Raden Bambang Sumarsono, Universitas Negeri Malang, Indonesia

Change leadership in the development of digital-based learning ecosystems in excellent schools is a key aspect in facing the transforming era of education. Digital-based education has become one of the important elements in supporting the improvement of learning quality in various educational institutions, especially in excellent schools. Brawijaya Smart School (BSS) is an important research subject in the context of modern education. In an effort to analyze and understand the key role of leaders in this educational transformation, this study uses a qualitative approach and descriptive analysis. This study describes how leaders BSS are leading the change towards a digital-based learning ecosystem. The research method involved data collection through interviews, observations, and document analyses related to the school's digital change initiatives. The results reflect how leaders at BSS play a key role in designing, implementing, and overseeing the digital transformation of education. This in-depth research explores the factors that support and hinder change leadership and the impact of these changes on the school's learning ecosystem. The findings show that the leaders of this flagship school played a critical role in shaping the vision and change strategy, motivating staff, and overcoming barriers that arose during the transformation process. In addition, leaders also ensure that the integration of digital technology occurs effectively in the curriculum, improving the quality of learning and meeting learners' expectations. This research provides an in-depth insight into how change leadership in the context of developing digital learning ecosystems in flagship schools can positively contribute to modern education's development.

12:15-12:40

76977 | *Mission-Centered Leadership: A Grounded Theory on Crisis Leadership in Higher Education Institutions*

Cinderella Francisco, University of St. La Salle, Philippines

The global COVID-19 pandemic experienced in 2020 brought significant challenges to people across the world and disrupted human experiences particularly in the education sector. As such, this study focused on the experience of crisis leadership among school leaders in Higher Education Institutions in Negros Occidental during the pandemic. Ten school leaders agreed to participate in this study. Five of them were from private universities, four from state universities and colleges, and one was a local college. They were appointed as the president or the school leader with the highest position or authority in their respective institutions. Utilizing the constructivist grounded theory approach, data were gathered through unstructured in-depth interviews conducted either virtually or in-person, then analyzed following Charmaz's data analysis steps. Using the Delve software, data were initially coded and then classified into four (4) major categories, namely: Crisis Situation which described the participants' pandemic experiences; Leadership Realities that pertained to their leadership contexts; Organizational Dynamics referred to the conditions of their educational institutions; and Collaboration which expressed the value of collective engagement among stakeholders. The Theory of Mission-Centered Leadership was developed, capturing the essence of revisiting the institutional mission as the core of school leadership amidst the pandemic. This describes school leaders' recognition of the relevance of their school's mission, which is to serve as a beacon of hope and make a significant contribution to the community through strategic efforts while addressing the pandemic crisis. Recommendations are proposed about designing leadership training programs and succession planning.

14:05-14:55 | Sri Sachanalai (1F)

Sunday Onsite Parallel Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Amy Roberts

14:05-14:30

75584 | *Visual Literacy Ability of Design Students in Virtual Class Settings*

R.A. Dita Saraswati, Bandung Institute of Technology, Indonesia

The condition of design education in Indonesia today has changed with the presence of ICT in the learning process and the popularity of implementing online learning. With the government's policy to implement Hybrid Learning successfully, studio based-learning in design students, which usually uses face-to-face learning processes, has partially moved into a virtual space. Visual literacy is everything about understanding, using, thinking, and expressing through images. Visual literacy is vital in understanding basic design in the Visual Communication Design study program. This research seeks to examine visual literacy in virtual learning spaces, in the phenomenon of online learning in higher education in the field of visual communication design, which primarily uses studio-based learning, namely methods that prioritize design stages with direct experience, lecturer directions, and collaboration between individuals in a studio room. By conducting qualitative research using survey methods, interviews, and discussions with students participating in studio classes and reviewing the latest visual literacy theories, the conditions in the virtual studio room changed visual understanding, which was limited to computer screens. This preliminary research can contribute to the design of instructional media, understanding the concept of virtuality in the studio space, and applying hybrid learning to design education in the future.

14:30-14:55

75181 | *Connecting the World Through Collaborative Online International Learning (COIL)*

Amy Corrinne Roberts, University of Wyoming, United States

Yu-Chen Huang, University of Wyoming, United States

This presentation reports case study research of lessons learned from various COIL initiatives between a university in the Rocky Mountain region of the United States and multiple institutions the regions of Central and Southeast Asia. Collaborative Online International Learning (COIL) is a teaching-learning approach whereby entire courses or modules are co-developed and team taught by instructors from different institutions and world regions for students of all participating institutions. The presentation showcases how institutional partnerships and course content emerges and develops using COIL to prepare students with intercultural competencies for global collaboration and structured reflection across disciplines. The COIL setting-up processes, "ice breaking" made by instructors and students during initial online meetings, students' team research endeavors to create joint projects, presentations, and recordings are detailed in the presentation. A model for introducing and adopting COIL is proposed. The model is based on COIL as a catalyst for intentional and structured academic collaboration, allowing educators and students to exercise critical thinking across cultures, and to problem solve in an authentic communicative interaction. A summary discussion of lessons learned and prospective plans for sustainable engagement with COIL will invite audience questions and comments.

09:30-11:10 | Thung Saliam (2F)

Sunday Onsite Parallel Session 1

Gender Issues in Education

Session Chair: Yoko Yamashita

09:30-09:55

75566 | *Gender-Responsive Library Using Classical Music: An Intervention Tool to Improve Student's Reading Comprehension*

Sittie Wanifah Dangcogan, Mindanao State University-Iligan Institute of Technology, Philippines

Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines

Jamel Molia, Mindanao State University-Iligan Institute of Technology, Philippines

This study illuminates the transformative role of classical music in promoting gender equality and enriching reading comprehension within library spaces, even amidst the challenges posed by the Covid-19 pandemic. The adoption of qualitative methods, including Google Meet interviews and open-ended questions, proved invaluable in capturing the nuanced perspectives of 20 music-minded participants. The comprehensive analysis of collected data underscores the remarkable psychological advantages of classical music, spanning improved performance, sleep quality, pain alleviation, mood enhancement, stress reduction, and cognitive advancement. Importantly, the interplay between individual well-being and reading comprehension emerged as a pivotal dynamic. The positive alterations in participants' emotional and physical states, facilitated by classical music, highlight its potential to elevate reading skills. This symbiotic relationship further emphasizes the power of classical music to cultivate an inclusive and gender-responsive library environment. Beyond its role in fostering gender equality, the integration of classical music emerges as a conduit for holistic cognitive, emotional, and psychological growth, transcending mere academic pursuits. As this study underscores the profound impact of holistic well-being on effective comprehension for all library patrons, the incorporation of classical music stands as a catalytic force for gender responsiveness, breaking free from conventional research confines. The study's findings underscore the potential of artistic stimuli to enrich educational spaces, shaping a more equitable and enriched learning experience.

09:55-10:20

77061 | *Best Practices in Promoting Gender Equality in the Philippine Education*

Miguelito Emfimo, Mindanao State University-Iligan Institute of Technology, Philippines

Faith Stephanny Silor, Mindanao State University-Iligan Institute of Technology, Philippines

Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines

Integrating gender education into the system is the key to breaking free from biases, closing pay gaps, ending workplace segregation, and empowering women economically. It transforms education into a catalyst for societal equality. The present study delves into an analysis of the best practices of Philippine Education in promoting gender equality. Employing a qualitative design, the research investigates how gender equality is integrated into the educational landscape. Twenty-five teachers participated, and thematic analysis was applied to decipher insights from their experiences. The findings illuminate that the journey towards gender equality in Philippine education commences within the sacred confines of schools, unleashing a transformative ripple effect across society. By instilling the tenets of gender education, deeply ingrained biases are dismantled, forging a path toward a future untainted by gender pay gaps, workplace segregation, and exclusionary practices. Realizing gender equality necessitates the adoption of best practices in schools, including training personnel to combat discrimination, integrating gender, sexuality, and human rights into teacher training and curricula, and commemorating crucial months that emphasize equality. A comprehensive approach involves addressing broader societal issues of social class, culture, ethnicity, age, and sexual orientation within the educational sphere. Providing equal opportunities for all students in school activities, irrespective of gender, reinforces the commitment to inclusivity. Ultimately, the goal is to create a gender-fair learning environment where the rights of everyone are respected, heralding a society where equality is not merely taught but authentically lived.

10:20-10:45

77935 | *Women Researchers in STEM: A Comparative Case Study of Universities in Japan and Thailand*

Yoko Yamashita, Yokohama National University, Japan

Makiko Deguchi, Sophia University, Japan

Takehito Kamata, Sophia University, Japan

Takuya Numajiri, Fukui Prefectural University, Japan

Japan has the lowest percentage of women researchers among OECD member countries, with women making up only about 17.5 percent of all researchers as of 2021, according to the Report on the Survey of Research and Development conducted by the Statistics Bureau of Japan's Ministry of Internal Affairs and Communications. The percentage of women researchers in higher education institutions is even lower in some STEM (science, technology, engineering, and mathematics) fields such as engineering, despite the many initiatives that have been implemented by the Japanese government to increase the number of women science researchers since 2006. By contrast, Thailand is one of the few countries in Asia that has an equal proportion of men and women science researchers, according to UNESCO's 2015 report. In an effort to explore possible problem-solving approaches for Japanese private universities in promoting diversity in the research environment, Doshisha University and Sophia University conducted a joint research project, which was funded by Japan's Ministry of Education, Culture, Sports, Science and Technology. In this paper, we report the results of the interviews and surveys conducted among students and faculty members at Sophia University, Japan, and at Mahidol University, Thailand, as part of this joint research project. Our findings point to similarities and differences between the two institutions in regard to cultural, political, and institutional backgrounds, career progression and promotion, work-life balance, among other factors that may have contributed to the stark differences in the proportions of women researchers in respective countries.

10:45-11:10

76464 | *Strengthening Magna for Women (RA 9710) via Gender-Responsive Leadership Training for Marginalized Women and Girls in Iligan City, Philippines*

Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines

This research project in Iligan City, Philippines, aims to establish a gender-responsive leadership program with the purpose of empowering marginalized women, challenging gender stereotypes, and addressing issues related to violence against women. The program was implemented across seven barangays and involved 190 marginalized women who were categorized based on their familial roles to assess their leadership qualities. During the training sessions, participants engaged in discussions about the challenges associated with their specific familial responsibilities, allowing them to identify potential weaknesses in their leadership abilities. Following the completion of the training, participants displayed a notable increase in confidence in their leadership capabilities. They identified several key traits that they had developed or enhanced through the program, including a sense of responsibility, honesty, empathy, supportiveness, active listening skills, adaptability, and open-mindedness. Importantly, the program also deepened their understanding of the significance of Magna for Women (RA 9710), a legislative act aimed at safeguarding and promoting the rights of Filipino women. Even women facing challenges related to marriage or parenthood benefited from the program, as it inspired them to adopt more positive mindsets and become more adaptable in their roles. In conclusion, this gender-responsive leadership program successfully empowered marginalized women in Iligan City, improving their social standing and equipping them with the resilience needed to combat violence and various forms of abuse.

11:25-12:40 | Thung Saliam (2F)

Sunday Onsite Parallel Session 2

Foreign Languages Education

Session Chair: Misa Otsuka

11:25-11:50

75885 | *On the Development of Autonomous Learning of English Pronunciation Using an ICT Self Learning System*
James Rogers, Meijo University, Japan

This presentation will discuss the development of an ICT self-learning system to improve English pronunciation and promote students' autonomous learning of pronunciation. We developed an ICT self-learning system for Japanese learners to improve their English pronunciation. It features native videos and sounds, the visualization of rhythmic stress and intonation, real-time videos, recording of learners' pronunciation, and texts to transcribe the voice of learners simultaneously. Our study also aimed to investigate how useful these supports were for pronunciation development for intonation. Forty Japanese university students participated in this experiment, dividing two groups (EX group for studying with self-videos; CO group without self-video). There were four sessions: a pre-recording, training, a post-recording, and a questionnaire for the ICT system. In the pre-and post-recordings, the participants showed significant improvements. The questionnaire results indicated that the ICT training helped them improve their pronunciation, and they noted that they could study it autonomously.

11:50-12:15

73845 | *Foreign Language Learners' Out-of-Class Exposure and Language Proficiency: An Ongoing Longitudinal Study and a Novel Framework*
Art Tsang, The Chinese University of Hong Kong, Hong Kong

Due to the indispensable role of abundant input for successful language learning, researchers and teachers have given greater attention to learning beyond the foreign language (FL) classroom in very recent decades. Thanks to technology, foreign languages are now highly accessible to many learners at no/low cost worldwide. In this presentation, I will cover two related topics based on two submitted manuscripts. I will report some findings from an ongoing longitudinal study that examines secondary-level learners' exposure to English outside class (e.g. watching videos; playing computer games) and their English proficiency in the context of Hong Kong. Succinctly, the findings showed that around 90% of the participants exposed to out-of-class English informally, which could be classified into seven categories. Interestingly, the overall amount of exposure was found to be significantly positively correlated with proficiency scores for the average- and high-ability groups, but no such relationship was found for the low-attaining students. I will end the presentation with a discussion of these findings and describe a holistic framework of understanding and analyzing out-of-class language exposure I recently created.

12:15-12:40

75883 | *Enhancing Multilingual Writing Instruction: Integrating Japanese and English Writing for Effective Freshman Education*
Misa Otsuka, Jissen Women's Junior College, Japan
Kaoru Mita, Jissen Women's Junior College, Japan
Kiyomi Kushida, Jissen Women's University, Japan

In Japanese universities' freshman education, writing techniques in the native language and those in a foreign language (English) are often taught separately. This often poses significant psychological burdens on students and is inefficient. To address this, we aimed to develop an educational program that closely integrates the instruction of writing in both Japanese and English during freshman education. This would help students grasp logical structures and essay creation methods common to both languages. We conducted a two-phase preliminary survey to assess the feasibility of this program. The specific goals are twofold. Firstly, by introducing awareness of discourse markers and paragraph writing first in a foreign language and then in their native language, students can distance themselves from the writing methods they learned until high school. This approach encourages them to consciously produce logical texts. We meticulously explained to the students the significance of this multilingual perspective and the main focus of our initiative, urging them to engage consciously. Secondly, by repeatedly prompting students to pose questions to interactive AIs, we aim to deepen their thinking process, thus enriching the content of their paragraphs. In the first phase of our preliminary survey, we were able to verify the effectiveness of our approach through writing test results and self-assessment questionnaires using rubrics. In our presentation, we will report the results, including the proficiency survey results from the unit introduced in the second phase of our preliminary survey, and discuss future challenges.

14:05-15:20 | Thung Saliam (2F)

Sunday Onsite Parallel Session 3

Implementation & Assessment of Innovative Technologies in Education

Session Chair: Rolando Jr Lontok

14:05-14:30

75573 | *Application of Visual Management in English Language Teaching and Learning Process: Lean in Classroom Assessment*
Sugandha Bhatnagar, Birla Institute of Technology and Science, Pilani Campus, India
Pushp Lata, Birla Institute of Technology and Science, Pilani Campus, India

The present paper attempts to examine the class assessment process through Lean lens. This article presents two case studies to demonstrate the value of Lean philosophy through the technique – Visual Management (VM). Lean philosophy strives to continually improve operational processes by removing any barriers while ensuring interruption-free process flow. In the continuous optimization of process, VM intends to provide the right information to the right people at the right moment to facilitate their decision-making. In light of this perspective, the researchers created three visual devices that were used in performance-based assessments in the skill-based undergraduate elective offered to non-native English speakers, at an Indian technical institute. The case studies highlight students' perceptions of how the visual devices assisted them in receiving essential information in real-time while performing and making impromptu and quick decisions about organizing their speech. Along with organisation skills, they also expressed that using visual devices helped them improve time management skills during time-based evaluations. Furthermore, the findings indicate that owing to its interruption-free nature, the use of VM was perceived by the students as fair and impartial to all along with staying focused while performing. These results contribute to better understanding of the effective use of Visual Management in academic processes, particularly in utilising it as a catalyst for developing a sound assessment process.

14:30-14:55

75980 | *Developing of E-assessment for Microteaching Course Using ADDIE*
Nyoman Sugihartini, Universitas Negeri Malang, Indonesia
Waras Kamdi, Universitas Negeri Malang, Indonesia
Hakkun Elmunsyah, Universitas Negeri Malang, Indonesia
Didik Nurhadi, Universitas Negeri Malang, Indonesia

This study aimed to develop a digital assessment system. The system was developed with the ADDIE model. Based on the results of the research, it shows that at the Analysis stage a curriculum mapping is carried out which includes fourteen learning outcomes that students must master. At the design stage, the system interface design, database design and system user design are carried out. In the Development stage, the rubric integration and assessment grids that have been developed in the analysis and design stages are carried out. At the implementation stage, activities are carried out using the e-assessment system for students who are taking microteaching courses. At the Evaluation stage an analysis of learning outcomes and student responses is carried out. The results of the response analysis stated that e-assessment was very effective in microteaching courses.

14:55-15:20

76866 | *An Investigation on the Similarities and Differences in Conducting Project-Based Learning in Pure Online and Face-to-Face Class Environments at UTAS-Nizwa*
Rolando Jr Lontok, University of Technology and Applied Sciences, Oman
Alice Lontok, University of Technology and Applied Sciences, Oman
Suad Abdullah Al-Riyami, University of Technology and Applied Sciences, Oman

Following a prolonged stretch of worldwide online classes due to pandemic and the subsequent return to face-to-face setting when everything normalized, the authors had the opportunity to conduct phenomenological observations on project-based approach to learning while different cohorts of IT students undergo this approach when classes are done online due to pandemic, as well as face-to-face, when students return to traditional classes after that. This study aims to describe the main observations arrived at by the authors while using the project-based approach, highlighting common similarities and major differences exhibited by different cohorts of students as they study the course. The authors primarily used the phenomenological approach in conducting the study, that is, observing students' behavior as they go through the project-based learning approach. This methodology is supplemented by quantitative research, through a survey distributed to the participating cohorts after every semester of conducting the research methodology classes. The study covered three semesters of online classes during the pandemic and the three successive semesters done face-to-face immediately after classes return to normal. The research was mainly participated by IT students registered in research methodology course throughout the duration of the study. Results showed that although there exist many common similarities when the course is conducted in both environments, there exist salient differences that showed surprising student learning behavior. The authors hope to extend this investigation to other course types to come up with a more standard framework to conduct the project-based approach to all learning environments.

Monday, February 19

Online Parallel Sessions

All times are Indochina Time (UTC+7)

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

09:10-10:50 | Room A

Monday Online Parallel Session 1

Learning Experiences, Curriculum Design & Educational Policy

Session Chair: Minako Inoue

09:10-09:35

75675 | *Change of Student Attitudes in Middle School Extracurricular Activities Promoting Interactive Learning*

Haruka Tsangwatanabe, Japan Advanced Institute of Science and Technology, Japan

Mitsuru Ikeda, Japan Advanced Institute of Science and Technology, Japan

The purpose of this study was to examine the attitude changes and the factors contributing to the changes in students who participated in extracurricular activities, which involve the introduction of external personnel in particular, that put interactive and proactive learning as well as collaboration with external personnel, which are required in recent years in the field of education, into practice. Through this, we aim to comprehensively discuss the possibilities and challenges of collaboration between external personnel and schools, and to provide suggestions for improving and developing future initiatives. The subjects of this research are 13 middle schools and high schools in Japan that participated in an educational program to review school regulations through dialogue, with facilitators dispatched from external personnel. Interviews were conducted with students and teachers from various schools, and the contents of the interviews were qualitatively analyzed (by SCAT: Steps for Coding and Theorization). By analyzing the results of multiple interviews, we attempted to distinguish the effects of the educational program based on school and individual conditions and characteristics. From the analysis of interviews with six students, 42 propositions (theoretical claims in SCAT terminology) were presented regarding changes in student attitudes. The analysis showed that students who participated in the activities acquired diverse perspectives and empathy through dialogue with others. Their self-esteem, self-efficacy, and motivation were nurtured within the context of their relationships with others and their personal growth experiences.

09:35-10:00

76658 | *Analysis of the Segregating Factors Associated with Academic Grouping in Secondary School*

Julie Boissonneault, Laval University, Canada

Claire Beaumont, Laval University, Canada

While many researchers see academic grouping as a way to boost motivation and academic success (Chu & Zhang, 2018), others see it as segregation (Dupriez & Dumay, 2011; Marcotte-Fournier et al., 2016). Indeed, school segregation could contribute to a gap between students' success in school and future, but also to their social development (Ivaniushina & Williams, 2019). This presentation aims to identify factors that could represent school segregation related to academic grouping. Using the RAND/ULCA group interview method (Fitch et al., 2001), expert practitioners (N=6) from the Quebec school context were consulted to assess the segregating nature of some academic grouping practices used in schools. Analysis of the medians of the results were used to determine which grouping practices were considered segregating. Three main segregating factors were identified: selective criteria, homogeneity and exclusivity of the pupil group, and the location of special education needs classes within the school. In this presentation, we explore these practices to enable school leaders to make informed use of academic grouping to provide inclusive and equitable school environments for all.

10:00-10:25

77903 | *Recognition, Awareness, and Effectiveness of Different Services Offered by the Office of the Students Affairs and Services in the Philippines*

Rosemarie Pragacha, Cavite State University, Philippines

Cereneo Santiago Jr, Cavite State University, Philippines

Emy Grace Patambang, Cavite State University, Philippines

Ma Leah Ulanday, Cavite State University, Philippines

Zarah Jane Centeno, Cavite State University, Philippines

Erwin Cahapin, Cavite State University, Philippines

The study was conducted to determine students' recognition, awareness and the effectiveness of the various services offered by the office of the student affairs and services. The researchers employed a descriptive research design. The researcher-made questionnaire served as the main instrument in the data collection. Feedback and comments from the participants were also solicited. The survey was administered using Google Forms, with strict adherence to informed consent and the Data Privacy Act. The collected data was summarized and processed using descriptive statistics particularly frequency and mean. The comments and suggestions were presented in a word cloud, while elbow method was used to determine the optimal number of clusters. The results indicate that while some services, such as counseling and career guidance, obtained high recognition and utilization, others, such as financial aid and health services, lacked awareness and utilization. The study also reveals a significant gap between perceived effectiveness and actual outcomes, highlighting the need for improved communication and promotion strategies. Top five most occurring words in the corpora are student, service, good, campus, and offer. The data set was clustered using k=2. These findings contribute to enhancing the overall quality and accessibility of student support services. Efforts should be made to enhance awareness and utilization of health services, socio-cultural services require increased promotion and engagement, and job placement services should be promoted more effectively.

10:25-10:50

77829 | *Examining the New Course of Study (Curriculum Guideline) of Japan*

Minako Inoue, Health Science University, Japan

The Course of Study, set by The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan, describes the overall framework of the education system, from elementary to high school education. It provides goals, contents, and guidelines for instructions in all subject areas and has been revised every decade. The newest Course of Study was revised in 2017 and has been implemented over the past four years. In English education, in response to the rapid growth of globalization, emphasis has been placed on the ability to communicate effectively in various situations. Many vocabulary items are required, which could raise the overall level of students' language proficiency. This study compares two groups of college students: one had no experience of the increase and the other had one year (high school senior period) of experience. The study measures their placement test scores, vocabulary sizes, and attitudes toward English language learning. IBM SPSS Statistics was used for numerical presentation, distributions, frequency, and correlation analyses. This study found significant differences in some of the aforementioned variables. We also found correlations between vocabulary size and attitudes toward English learning. The number of students learning English under the new Course of Study could increase. The continuation of examining students' learning, as well as their attitudes toward English learning, will play an important role in examining and evaluating the current Course of Study. The accumulation of such data could be beneficial for improving or modifying future revisions.

11:00-12:15 | Room A

Monday Online Parallel Session 2

Teaching Experiences & Assessment

Session Chair: April Jiawei Zhang

11:00-11:25

75931 | *The Impact of English Songs to Enhance Learning Achievement for Students with Unequal Cognitive*
Xiyin Deng, Rajamangala University of Technology Thanyaburi, Thailand

According to the state of global education, Sustainable Development Goals (SDGs) proposed by the United Nations. The fourth goal is Quality Education. Ensure inclusive and equitable quality education. this research use an edutainment teaching technique by use English songs to improve the English scores of the poor achievement students. The purpose of this research aims to : 1) study about the validity of the songs for using to English teaching. 2) Identify the learning achievement scores after using the songs for English teaching. 3) Identify the rate of effectiveness. 4) Identify of the student's opinion after using the songs for English teaching. The population in this study was students in Sichuan Yibin Vocational Technical School in semester 2/2023 about 200 students. The sample of this research was 54 students selected by Chung TeFan' technique. The research instruments included: 1) An achievement test paper. 2) The semi construction interview form. The statistics to use in this research included: 1) The Item Objective Congruence Index form 2) Dependent t-test 4) Effectiveness index 5) Content analysis technique. The research benefits are that English songs could improve achievement scores after using the songs with statistical significance, learning motivation, making their satisfaction, and making Educational Quality in China through The 4 element goal of Sustainable Development Goal (SDGs).

11:25-11:50

73812 | *How Well Do Assessment Schemes for English Language Teaching Materials Equip Users to Detect Forms of Problematic Social Group Representation?*
Charles Brown, Purdue University, United States

Problematic social group representation is a crucial issue in English language teaching (ELT) because of the social justice implications coupled with the interculturalism mission of modern ELT. Research alerts us that ELT materials can be imbued with gender biases, racial and ethnic stereotypes and invisibilities, heteronormativity, ageism and other forms of problematic social group depictions. Furthermore, research in critical media studies indicates that these and other types of problematic social group representation such as colorism and lookism are also common in the mass media. This is important because ELT materials creators are encouraged to incorporate mass media artefacts to foster learner interest and, especially, to promote cultural and linguistic authenticity. Yet no research has investigated sensitivity to problematic social group portrayals as a component of the many ELT materials evaluation tools created for the use of those making materials adoption decisions. The research to be presented here sought to address this gap, collecting and analysing a corpus of 107 common ELT materials evaluation schemes. Content analysis indicated little attention these issues, especially compared with mainstream concerns such as how grammar was portrayed. These results suggest a pressing need for formal mechanisms to empower decision makers to insure that such problematic social group portrayals are not part of ELT materials. This is especially important given the power of and trust placed in ELT around the world.

11:50-12:15

77834 | *Impact of Co-constructed Rubrics Within EFL and Peer Assessment in Chinese Higher Education*
Jiawei Zhang, Macau University of Science and Technology, Macau

The integration of co-constructed rubrics (CCR) and peer assessment (PA) is a significant focus within English as a Foreign Language (EFL) education, particularly in Chinese higher education. This study examines the interplay between these approaches and their impact on language learning performance, student perceptions, and co-regulation. Conducted over two 15-week terms with 57 first-year EFL students in Macau SAR, China, the mixed-method research reveals that CCR enhances EFL assessment performance and consistency. Students demonstrate increased comfort, confidence, and engagement in language learning through CCR involvement. Notably, relaxation, as new emerged low- arousal emotion, interpreted as Peace of Mind that attributed to Chinese culture, highlights its significance in future rubric and PA research. CCR augments co-regulation and strengthens student relationships, fostering ownership of not only language learning, but more importantly language assessment. The positive effects of CCR stem from meaningful engagement of rubric discussions and active use of it. This study contributes empirical data to academic performance enhancement, broadening the scope of rubric-related research in student-led assessment, and expanding understanding of rubric co-construction and peer assessment, previously under-researched areas.

12:25-13:15 | Room A

Monday Online Parallel Session 3

Innovative Technologies & Learning Experiences

Session Chair: Japheth Duane Samaco

12:25-12:50

77954 | *Brainy: An Innovative Context-Aware Generative AI Engine for Education*

Elie Nahas, Augmental Learning Inc., United States

Paul Barakat Diab, Augmental Learning Inc., United States

Talar Atechian, Antonine University, Lebanon

In the ever-evolving landscape of education, the integration of Generative AI tools within learning platforms has significantly transformed the teaching and learning paradigms. This paper introduces Brainy, a context-aware AI engine integrated into the Augmental Adaptive Learning platform. At the core of Brainy's architecture lies the Generative AI Model, employing algorithms and leveraging a range of Language Learning Models (LLMs) including OpenAI. This integration enables Brainy to generate personalized course materials and assessments, meticulously tailored to individual student needs. By considering learning objectives, prior knowledge, and student proficiency levels, Brainy ensures an adaptive learning experience, fostering equity in education. The content dynamically adjusts to accommodate each student's learning style and progression, thereby enhancing the overall educational journey. Augmental, as the hosting learning platform, provides an intuitive interface, facilitating the interaction between users and Brainy. Instructors and learners can input their queries and receive tailored outputs, ensuring a fluid and productive learning process. Brainy refines content and learning activities and offers feedback on assessments. This feedback is crafted with a supportive educational approach, employing clear explanations, relatable analogies, and addressing individual learning needs. It emphasizes deliberate practice, nurturing students' confidence and cultivating a growth mindset. By harmoniously integrating AI-driven methodologies with traditional teaching approaches, Augmental with Brainy delivers a structured and efficient educational environment. This integration not only elevates the learning experience for students but also empowers instructors, enabling a balanced and personalized approach to education, all while upholding rigorous ethical standards.

12:50-13:15

75984 | *Absolute Pitch Training with Wearable Technology That Incorporates Tactile Stimuli Based on Auditory-Tactile Simulated Synesthesia*

Japheth Duane Samaco, Ateneo de Manila University, Philippines

Andrei Coronel, Ateneo de Manila University, Philippines

This study intends to tackle the challenge of Absolute Pitch (AP) training through multisensory stimuli. Recent studies have investigated new methods of AP training, however the results were not satisfactory when compared to the output of natural AP possessors in the context of both success rate and closeness to pitch recognition. This study intends to tackle this challenge with an innovation in auditory learning through the design and development of a technology that will provide tactile sensation to add another stimulus in AP ear training. This will be done by adding haptic feedback as vibrotactile stimuli for participants, alongside tones, simulating an auditory-tactile synesthetic experience. The training design will be conducted for two groups: the experimental group will be trained using both auditory and tactile stimuli while the control group will be trained with the isolated auditory stimuli only. Both the hardware components and software will be developed to accommodate the new training design and the haptic feedback stimuli. A comparative analysis of the results will be performed to determine the effectiveness of the multisensory training as compared to isolated auditory training. The results may validate not only the effectiveness of a multisensory approach to learning, but more so give insights on the effectiveness of both the specific technology and adopted methodology that is used.

09:10-10:50 | Room B

Monday Online Parallel Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Hebatalla Salem

09:10-09:35

76863 | *The Effectiveness of Self-Regulated Learning via Infographics on the Topic of the Traditional Chinese Artisan Tools: A Case Study*

Ying Zeng, Rajamangala University of Technology Thanyaburi, Thailand
Metee Pigultong, Rajamangala University of Technology Thanyaburi, Thailand

This paper studies a new classroom teaching method and uses infographics to improve students' performance in art design courses. This paper discusses the main difficulties students face in learning. The purpose of this study aims to: 1) verify the infographic qualities on art design course learning; 2) compare the students' achievement through the pre-test and post-test after learning by the infographic; 3) Compare the learning performance of traditional teaching and infographic teaching. 4) Identify the students' satisfaction. The population of this study is the students at Sichuan Health Rehabilitation Vocational College in the second semester of 2023, about 100 students. The sample of this study is 51 out of 100 students by literature analysis, questionnaire survey. Research instruments include 1) Examination papers. 2) Student satisfaction evaluation form. The statistics used in this study include 1) mean (X), 2) standard deviation (S.D), 3 independent t-test, and 4) Content analysis technique. The benefit of the research is that through the fourth element of the Sustainable Development Goal (SDGs), the use of teaching methods with infographics can improve learning achievement, learning motivation, improve learning satisfaction, and the quality of education in China to SDGs direction.

09:35-10:00

75002 | *On the Teaching of Literature, in Constant Reference to Michael Riffaterre and Dionysius of Halicarnassus*

Lauro Filipe Reis, University of Lisbon, Portugal

The purpose of this presentation is to compare Michael Riffaterre's article *The Poem as Representation: a reading of Hugo*, with Dionysius of Halicarnassus *De Compositione Verborum*. Both Riffaterre and Dionysius believe that the criterion of correspondence with reality is not the best possible touchstone for evaluating a literary text. The difference is that Riffaterre arrives at this conclusion through descriptive critical analysis and Dionysius from a rhetorical and prescriptive position. This presentation will focus on a comparative exercise between these two approaches, focusing on canonical questions such as the relationship between theory and the teaching of literature, the adoption of specific methodologies to evaluate certain types of texts, and the existence, or non-existence, of boundaries that separate the literary field from other areas, such as rhetoric. The intention will be to showcase a type of posture when it comes to the engagement with literary texts that does not necessarily succumb to the specific uses of the reader or the "tyranny" of the authority of the author.

10:00-10:25

75934 | *The Impact of Picture Book to Enhance Learning Achievement on the Chinese Traditional Culture Course*

Lan Lan, Rajamangala University of Technology Thanyaburi, Thailand

In recent years, with the advancement of globalization and the rapid development of information technology, the field of education is facing new opportunities and challenges. To improve education around the world, the United Nations adopted a global agenda in 2015, the Sustainable Development Goals (SDGs). This paper discusses the difficulties encountered by students in learning traditional Chinese culture courses. In order to solve these problems, this study proposes that picture book can be used in teaching. The purpose of this study is as follows : 1) Comparison of achievements before and after using picture book to learn Chinese traditional culture. 2) Study the effectiveness of achievement scores after learning traditional Chinese culture with picture book. 3) Study students' satisfaction after learning Chinese traditional culture. The population of this study are 5 Classes of Sichuan Health and Rehabilitation Vocational College. The sample was use 1 class with the lowest admission score by purposive sampling technique. The selected research instruments include : 1) picture book. 2) Achievement form 3) Satisfaction evaluation form. The statistics to use in this research included 1) Mean (X), 2) Standard Deviation (S.D), 3) Dependent t-test 4) Effectiveness index. The research benefits are that picture book could improve achievement scores after using the picture books with statistical significance, learning motivation, making their satisfaction, and making Educational Quality in China through The 4 element goal of Sustainable Development Goal (SDGs).

10:25-10:50

77615 | *Translanguaging Practices in Teaching Arabic Content Courses*

Hebatalla Salem, The American University in Cairo, Egypt

This presentation shares the researcher's experience in teaching content courses for Advanced non native speakers of Arabic, where she practices translanguaging to help the students produce deeper and stronger written and spoken Arabic. The researcher uses English articles for class discussions and for debates in MSA Arabic, uses MSA listening material to produce a speaking discourse in the Egyptian vernacular. This translanguaging practice maximized the students' knowledge of the content, which maximized and gave depth to the product, oral discussion and written texts. This is a replication of a research created by colleagues in different Universities in the USA, Mahmoud Azzazi and Ibtisam Orabi, published in the journal of Applied Linguistics in the year 2022. In order to produce the debates and the discussions based on reading all the information in Arabic, it would have taken so much time and effort, so using translanguaging in some situations saved some time and provided the students with the needed background to carry out the class activities in the depth needed. The presentation includes description of the content courses presented, the different translanguaging practices that took place and the conclusions that coincide with the outcomes from the replicated research, among which are the good and rich debates, discussions and rich writings.

11:00-12:15 | Room B

Monday Online Parallel Session 2

Professional Training, Development & Concerns in Education

Session Chair: Hayu Stevani

11:00-11:25

77971 | *The Effects of Master Teacher Workshops on Teachers' Professional Commitment*
Chunsong Cheng, Quzhou University, China

Master teacher workshops are a typical out-of-school teacher professional development program in China. Each master teacher workshop is presided over and run by a master teacher who is a locally well-known expert teacher in a subject. The other participants of a master teacher workshop are about 10 novice or experienced teachers teaching the same subject from different schools. In this context, this study attempts to investigate the effects of master teacher workshops on teachers' professional commitment by means of qualitative interviews. Altogether 10 teachers (including two master teachers) who had workshop experiences were interviewed by convenience sampling and snowball sampling. Thematic analysis was employed to analyze the data. The results showed that workshop experiences had positive effects on teachers' professional commitment and the workshop was considered as a good way towards sustainable teacher professional development. As to the master teachers, the workshop experience not only improved their professional development, but enhanced their job satisfaction by helping their colleagues grow. Led by the master teacher, the other participants improved their professional development, found their ways of autonomous teacher learning, and gained more confidence and job satisfaction in teaching profession. All these encouraged teachers to be more interested in professional development and more willing to invest personal time in professional development activities.

11:25-11:50

77183 | *Enhancing Social Inclusion and Participation Through Play-Based Programmes for Children with Different Abilities*
Budor Saigh, Umm Al-Qura University, Saudi Arabia

Current play-based programs in Canada have been instrumental in the social and mental development of children with different abilities, however, there's a need to further explore these programs to understand their key features leading to positive outcomes. This study aims to address this gap, employing a qualitative comparative case study approach to examine three Canadian play-based programs namely, Brock University's Children's Movement Program (CMP), Special Needs Activity Program (SNAP), and Acadia University's Sensory Motor Instructional Leadership Experience Program (SMILE). Utilizing the utilization-focused evaluation (U-FE) framework, the study was conducted in three phases. The first phase involved a comparative analysis of the three programs, the second phase involved the selection of applicable patterns and features from the programs based on inductive analysis, and the final phase was the application of the uncovered patterns to KSA centers with cultural adjustments. The study revealed patterns responsible for the successful outcomes of these programs and emphasized the importance of cultural considerations in international applications. These findings have implications for the enhancement of existing play-based programs and offer insights into the development of future interventions.

11:50-12:15

77265 | *Work-Family Conflict Among Working Students: Strategies, Challenges, and Implications for Academic Success*
Hayu Stevani, Universitas Negeri Malang, Indonesia
Maria Oktasari, Universitas Negeri Malang, Indonesia
Eka Riyana Dewi, Universitas Negeri Malang, Indonesia
Monalisa Monalisa, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Learning and working becomes a necessity to improve individual abilities to keep up with the times and the needs of the global industry. Working conditions that demand career development require one to study again at a higher level. This results in roles and responsibilities that are carried out simultaneously, thus causing conflict. Indonesia has cultural diversity so cultural uniqueness becomes an interesting side in efforts to overcome conflict. This study aims to explore the experiences of individuals who carry out two life roles in terms of their culture. This research is a phenomenological qualitative research using the Colaizzi method. The participants were five people who were students and workers with different cultural backgrounds, including Javanese, Minang, and Batak cultures. Data were collected through in-depth interviews. Three main themes emerged from the work-family conflict, namely: (1) the family environment has an important role in the progress and resolution of role conflicts with different cultural backgrounds, (2) the work environment causes more conflict, and (3) the campus environment requires more intensive time management compared to other environments. The findings from this study provide insights into how to cope with conflicts while performing dual roles. In addition, this study also underscores the influence of the surrounding environment on such conflicts. By providing a deeper understanding of these experiences, it is hoped that this study will help mitigate the negative impacts associated with performing dual roles in the contemporary professional landscape.

12:25-14:05 | Room B

Monday Online Parallel Session 3

Social Inclusivity & Education

Session Chair: Ulash Thakore-Dunlap

12:25-12:50

77707 | *Mental Health Services & Education Policy for Generation Z After the COVID-19 Pandemic in Yogyakarta City*

Amanda Elista, Universitas Gadjah Mada, Indonesia

Khusnul Prasetyo, Universitas Gadjah Mada, Indonesia

Iklima Ritmiani, Universitas Gadjah Mada, Indonesia

Citra Sekarjati, Universitas Gadjah Mada, Indonesia

Life after the Covid-19 pandemic has brought a transition to life in the digital era. The spread of hoax news on social media have created excessive anxiety about the future, thus disrupting people's mental health (Jannah, 2022). In Indonesia, mental health disorders are most often experienced by Generation Z (Jakpat & GoodStas, 2022). Yogyakarta is a city with a high life expectancy, namely 75.04% (BPS, 2021). This is inversely proportional to the prevalence rate of serious mental disorders which is in the 2nd highest position in Indonesia (Risksdas, 2018). This research aims to determine and analyze the implementation of mental health services and education. This research uses a mix-method with purposive sampling techniques, through in-depth interviews, mini surveys, FGD and desk review. The results of the research show that the implementation of mental health service in Yogyakarta City has not been running optimally. The factors causing this include socialization regarding the inadequate availability of mental health services and also the availability of professionals and budgets that do not yet support it. This research concludes that mental health is a problem that will have a broad impact on human development, therefore a serious commitment from the government is needed in handling this case. The recommendations proposed in this research are that the government needs to make improvements to mental health services at PUSKESMAS, provide a budget allocation for mental health and encourage the mental health movement in the city of Yogyakarta.

12:50-13:15

77233 | *South African Higher Education Policy on Initial Teacher Education: Preparing Student-teachers for Social Justice Education*

Kevin Teise, Sol Plaatje University, South Africa

Emma Barnett, Sol Plaatje University, South Africa

Social justice education aims at realising justice through education. South Africa aspires towards a society that is socially just and where all citizens enjoy fundamental human rights. The higher education sector in South Africa, is expected to contribute towards the realisation of this ideal by promulgating national policy that would inform the training and preparation of student-teachers for social justice education. As such, Initial Teacher Education (ITE) policy has the responsibility to infuse student-teachers with knowledge, competencies, and dispositions that would enable them to apply the principles of social justice education in their practice. With this desk-top study we answer the question: Are South African ITE policies oriented towards social justice education? To answer this question, we analysed the Minimum Requirements for Teacher Education Qualifications Policy (MRTEQ) (2015) and various other foundational ITE policies. We found that these policy documents advocate for the training of student-teachers for social justice education. This they do by promoting certain knowledge(s), contextual awareness, and critical pedagogy as important aspects of social justice education. We make certain recommendations aimed at strengthening student teacher's orientation towards social justice education.

13:15-13:40

77535 | *Kosovo Religious Media in Maintaining National Identity and Cultural Transformations*

Rexhep Suma, Faculty of Islamic Studies, Serbia

The study of religious media from the aspect of communication is a very powerful motivator and one of the most important sources in postmodern media history. The reason for choosing this topic is; that there are no studies on the religious media in Kosovo and their role in the construction and strengthening of national identity, in various and very delicate periods of history, as well as cultural transformations and aims to fill the created gap. Studies identify and analyze the report of the religious media in relation to the identity, using the qualitative and analytical method, as well as the objective recognition of the role played by the press and religious periodicals in terms of cultural formation and transformations, educational, social and national of Kosovo Albanians and beyond. They have had this mission since their emergence in the media "Dituria Islame" and "Drita" in 1970, where they saw it as one of the internal nationwide needs, for emphasizing those features that united Albanians and preserving their identity from external influences. My research also involved a survey of 501 respondents from different age groups and the analysis of the questionnaires on this topic.

13:40-14:05

77725 | *Students of Color in Graduate Counseling Education: Implications for Educators and Leaders*

Ulash Thakore-Dunlap, California State University, East Bay, United States

Graduate counseling and psychology education need a program framework grounded in antiracist recruitment and retention structures and processes to increase the supply of graduate-level counselors of color who are trained to address the alarmingly high rates of behavioral health issues among communities of color in the United States (Williams, 2018). The extant research has suggested barriers to retention and academic success for graduate students of color have included a lack of faculty of color, a dearth of academic supports for students of color, and other forms of structural and interpersonal racism (Ghose et al., 2018). The presentation will share a qualitative study to understand the lived experiences of students of color enrolled in Graduate Counseling Education (GCE) master's-level programs in California, United States, given there have been a limited number of studies focused on the experiences of students of color in masters level GCE in California. A phenomenological approach was used, and participants included 25 students of color from five GCE programs who were enrolled in terminal master's-level counseling and counseling psychology programs in California State University and California private institutions within the United States. The following three main themes emerged in the findings: (a) The Importance of Social Support, (b) Structural and Interpersonal Racism, and (c) Administrative and Leadership Needs. Implications of findings and recommendations indicate social supports, using a Critical Race Theory pedagogy framework, and administrative and leadership needs help to increase sense of belonging, academic success, and retention for students of color in GCE programs.

Virtual Poster Presentations

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SEACE2024 Virtual Poster Presentations

Innovation & Technology

77614 | *Digital Strategies in Education Across Nordic Countries*
Marie Bajnarová, Palacký University Olomouc, Czech Republic

Digitalization has already played an important role in education when COVID-19 forced the closing of school buildings and the digitalization of education to varying degrees around the world. COVID-19 started an unprecedented experiment in school systems and the ongoing digital transformation was suddenly accelerated. This situation initiated the creation of new challenges and opportunities for users such as teachers, pupils, administrators, but also creators of national strategies and action plans in education. The paper is specifically focused on the comparison of current government strategic documents dealing with the National Strategies for School System Digitalization within selected Member States of the European Union (EU). This study discusses and analyses two interrelated issues: first, the current trends in the development of digitalization across the Nordic EU countries regarding the development of digital transformation, and second, related initiatives described in selected National Strategies for Digitalization in Education. The research objectives are specified in the summarizing chapter, based on which the methodology for comparing the documents is described. The main objective of the study is to analyse the Swedish National Digitalization Strategy for the School System, the Danish National Strategy for Digitalization and the Finnish Artificial Intelligence Programme. A sub-objective is to identify the interests of these Nordic countries in digital innovation in education. The results of the study show that the digital strategy in education across the Nordic EU countries is strongly linked to the 21st century education, thus contributing to various debates on technologies, development of digital literacy and progress in education.

Learning Experiences, Student Learning & Learner Diversity

77898 | *Impacts of the Sensory-Friendly Orchestral Concert Education Program on Community-Based Learning of Students with Disabilities*
Tanyathorn Hauwadhanasuk, Saint Louis University, United States
Roger Ideishi, George Washington University, United States
Hisako Matsuo, Saint Louis University, United States
Anuchart Kaunnil, Chiang Mai University, Thailand
Wannapha Yannavut, Mahidol University, Thailand
Kanyarak Yanawuth, Washington University in St. Louis, United States

Students with disabilities lack a connection to the community due to the display of unusual social behaviours and unavailable accommodations. Reactions and judgment toward these students from others limit their participation in community activities. Saint Louis Symphony Orchestra (SLSO) made a venue for the Sensory-Friendly Education Concerts (SFECs), promoting community-based learning and participation of students with disabilities in a welcoming, non-judgmental, and inclusive environment. The purpose of this program evaluation study is to examine participants' perceptions of attending the SFECs, the quality of the program, and the support provided by the SLSO, community, and school districts, as well as the impacts on the musicians, staff, and volunteers in performing music and/or providing support to students with disabilities. A sequential explanatory mixed method design was used to collect and analyse the quantitative survey data first, and then qualitative data collected from the focus-group and individual interviews were used to explain the quantitative data. It was conducted with the participation of two groups: teachers and practitioners, as well as musicians, staff, and volunteers. Evaluation outcomes informed future program improvement and development. This study conducted in the United States of America can serve as a springboard for future pilot projects in Thailand that involve education concerts conducted by symphony orchestras for students with disabilities.

Higher Education

75801 | *Enhancing Mathematics Learning: Exploring the Use of ChatGPT in the Classroom*
Aileen Diansuy, Antipolo Institute of Technology & Mathematics Teachers Association of the Philippines Tertiary Level, Inc., Philippines
Ada Edaleen Diansuy, Mathematics Teachers Association of the Philippines Tertiary Level, Inc., Philippines

This study investigates the potential of integrating ChatGPT, an advanced language model, into the classroom environment to enhance mathematics learning. Traditional methods of teaching mathematics often struggle to engage students and promote deep understanding. The utilization of ChatGPT introduces an innovative approach, capitalizing on its natural language processing capabilities to provide personalized and interactive learning experiences. Through a series of controlled experiments and qualitative analyses, this research examines the impact of ChatGPT on student engagement, comprehension, and problem-solving skills within the context of mathematics education. The findings shed light on the effectiveness of incorporating AI-driven tools like ChatGPT as a supplementary educational resource, offering insights into the dynamics of human-AI collaboration and its implications for future pedagogical strategies.

Virtual Presentations

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SEACE2024 Virtual Poster Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

77057 | *Women's Scholarship and Engagement in Policy, Pedagogy, and Development*

Edyta Wolny-Abouelwafa, Prince Mohammad Bin Fahd University, Saudi Arabia

Beshaier Mohammed Alqahtani, Prince Mohammad Bin Fahd University, Saudi Arabia

The whole world has been observing changes that have been happening in the Kingdom of Saudi Arabia since 2015. Interestingly, most of the changes are targeting Saudi women in terms of developing – their rights, roles, and positions. Some people believe that Saudi women are strong creatures – strong mothers, wives, and workers in many fields. Some still see in them weaker members of society. The research was to investigate the perception of Saudi female students toward the new changes in Saudi Arabia regarding work, marriage, and position roles as well as to highlight the role of education.

During the conference, the authors will present the fragmentary results of their research. The research was conducted at Prince Mohammad Bin Fahd University. Their research group were the University's female students, aged between 18-30. This study collected data via a survey, which was conducted as an online questionnaire. The questionnaire was answered by 207 female students (out of 282 of those who are in the College of Humanities and Social Sciences, which was the target of this study). Both Saudi and non-Saudi students were included while faculty and administrative staff were excluded. The Professors have chosen the PMU's female students because they truly believe that the education at their university (and education itself generally) influence the way how the young Saudi, Muslim girls think and view the changing country.

Counselling, Guidance & Adjustment in Education

75935 | *Well-Being of the Students – What Matters?*

Meera Gungea, Open University of Mauritius, Mauritius

According to the WHO (2022), anxiety disorders are highly prevalent globally. It is much more prevalent among adolescents because of their exposure to a variety of stressors. Research shows that emotional well-being changes over the course of their schooling, with a general increase in anxiety, highlighting the need to further investigate the risk factors that contribute to worry and anxiety symptoms among college student populations. In Mauritius as well there has been a rise in the number of adolescents who are recipients of psychiatric treatments at the local government hospitals as well as an increase in the number of cases reported to the school authorities. The aim of this study is to identify the main causes of anxiety among adolescents and how these are reflected at school. It also seeks to explore how their anxiety affects life at school and the role that educational social workers have in helping such students overcome anxiety. As this study aims to collect in-depth data, the exploratory approach is employed. A focus group discussion using semi-structured questionnaire was conducted with ten (10) educational social workers recruited through convenience sampling. A thematic analysis of the data shows academic anxiety as emerging factor, followed by bullying and lastly, family issues. The findings also reveal impacts at school level such as students not concentrating in class, not participating and also showing emotional distress. While educational social workers provide counselling to students and parents, a need for teacher empowerment and peer counselling are proposed as future avenues.

Curriculum Design & Development

75982 | *Usage of Attention-Getters for Attentive Viewing in English Academic Presentations*

Dan Burge, Hong Kong Baptist University, Hong Kong

When English as a foreign language (EFL) learners conduct an English for academic purposes (EAP) presentation they often encounter various issues. Many researchers state that one such issue is the possibility that the presentation might result in the audience becoming bored and it could be challenging for presenters to gain more attentive viewing. For example, some argue that many presentations are conducted by PowerPoint (PPT) and boredom becomes a distinct possibility for viewers when some presenters just read from the slides and not do much else. This presentation shows research arguing and in support of what is referred to in numerous ways as attention/engagement/interest-drawers/getters/grabbers/hooks/triggers being used extensively in EAP presentations to stimulate interest. Examples of this are comedic utterances, hypophora, metaphors, rhetorical questions, similes, video clips, visual illustrations, well-known quotations and word stressing amongst others. Three examples of presenting by an EFL student, an EFL teacher and footage in a well-known English movie will be shown, showcasing the usage of a variety of "attention-getters", the term used in this talk where presenters attempt to gain more attentive viewing in their presentations. However, it is suggested that certain useful attention-getters were perhaps omitted from these three examples and it is argued that more could have possibly been utilized for a more effective presentation.

SEACE2024 Virtual Poster Presentations

Educational Policy, Leadership, Management & Administration

74024 | *College Students' Part-time Jobs: Associated Factors and Implications for Policy*

Diep Nguyen Ngoc, Duy Tan University, Vietnam

Anh Doan Hai, Hanoi University of Science and Technology, Vietnam

This study aims to investigate the factors shaping the part-time job aspirations of undergraduate Vietnamese students, shedding light on their attainability. Employing a cross-sectional descriptive correlational survey design, data collection spanned from October 2022 to December 2022. The survey questionnaire was disseminated through a network of lecturers, reaching 461 undergraduates across diverse Vietnamese universities. However, 114 responses were excluded due to inaccuracies, primarily arising from participants misrepresenting currency formats in the online form. This discrepancy led to erroneous calculations and misaligned spending patterns. Data management involved Microsoft Excel 365 for cleaning and coding, while STATA 16 facilitated data analysis. Kaiser-Meyer-Olkin and Bartlett's tests guided exploratory factor analysis, and the General Linear Model (GLM) identified factors associated with students' participation in part-time work and its subscales. This research advances the current discourse by unveiling the determinants of undergraduates' part-time job aspirations in Vietnam. The findings underscore the importance of alternative financial support to effectively balance academic pursuits with part-time employment. Moreover, academic achievement emerges as a pivotal driver for students' sustained engagement in part-time work. To augment the study's comprehensiveness, integrating qualitative analyses, like focus group discussions or key informant interviews, is suggested. This comprehensive approach would deepen insights and offer robust foundations for shaping educational policies and fostering work-study equilibrium across Vietnamese universities. In sum, this study not only contributes to the existing literature but also offers actionable insights to enhance the educational landscape and students' holistic growth.

Educational Research, Development & Publishing

76443 | *Lost and Found: The Connection Between Education Level and First Language Attrition*

Rena Alasgarova, The Modern Educational Complex Named in Honour of Heydar Aliyev, Azerbaijan

Language attrition is a complex phenomenon that can be explained as a loss of fluency in one's mother tongue due to a variety of factors. So far, research on the process of language attrition has predominantly been conducted on internal and external emigrants. Nevertheless, native language attrition has also been observed in international schools where English is used as a medium of instruction. This paper discusses the impact of education level on the development of the attrition of the mother tongue. For the purpose of the current investigation, the given case study was conducted on ten secondary school students in Azerbaijan who switched from the national curriculum to international after completing primary school, thus receiving more quantity and quality second language input and being less academically exposed to their native language. The data for the case study was collected through one-on-one, semi-structured interviews with the subjects. The interviews were transcribed and coded with MAXQDA and manually to mark similar concepts with a code label to retrieve the data for further analysis. Each code was named to provide an indication of the relevant concept and/or idea, divided into sub-categories, and transferred into maps. The results demonstrate that the academic context as well as the interruption of formal education in the mother tongue in primary education contribute to the degradation of the first language performance and competence. Finally, the study discusses some limitations of the study and provides some recommendations for first language protection.

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

77952 | *Bridging the Local and the Global: Affinity Spaces on Taiwan's University Campuses*

Thomas Hayward, National Sun Yat Sen University, Taiwan

Taiwan's government has set its goal for Taiwan to become a bilingual nation in 2030, and its plan to meet this objective includes special EMI funding to universities to enhance local students' English language skills (the so-called 'BEST' plan). This presentation provides an overview of the International Forum, an EMI initiative at National Sun Yat-Sen University during the 2022-2023 academic year. Built around the concept of affinity spaces (Gee, 2013), the International Forum was designed to integrate the international scholars and students on campus with the wider academic community, while at the same time offer local students and scholars a useful and motivational context to use English. This presentation will discuss the outcomes of the initiative at the one-year point, identifying the affordances for community building and English language use provided by affinity spaces like the International Forum. It will also address specific challenges that impede the success of such initiatives and put forward possible solutions for overcoming such challenges.

78162 | *English Language Teachers' Motivation and Their Basic Psychological Needs: A Self-Determination Theory Approach*

Linh Huong Tran, FPT University, Vietnam

Teachers' motivation has been linked to quality of instruction, teachers' job satisfaction, teachers' well-being, and students' achievement. The current study aims to examine the relationship between Vietnamese university English as a Foreign Language (EFL) teachers' motivation and the satisfaction of their basic psychological needs (for autonomy, competence, and relatedness) using Self-Determination theory (SDT). A total of 104 EFL teachers from 14 universities across Vietnam participated in the current study. Findings revealed that Vietnamese university EFL teachers obtained a relatively high level of intrinsic motivation and moderate levels of introjected regulation and external regulation for English language teaching. Teachers also reported strong needs for autonomy, competence, and relatedness when working at their universities. However, their needs were not fulfilled by teaching as gaps were identified between the strength of teachers' needs and the extent to which these needs were satisfied. Evidence emerged from the current study suggested that SDT could provide a useful framework for examining EFL teachers' motivation for English language teaching in the Vietnamese context. Practical implications are also discussed.

SEACE2024 Pre-Recorded Virtual Presentations

77841 | *An Ethnomethodological Case Study on Closed-Loop Communication at Sea by Japanese EFL Learners in Role-Plays*
Yuto Mizushima, Marine Technical College, Japan

Maritime accidents, 80–85% of which are due to human errors (e.g., Hasanspahic´ et al., 2021), have been a serious problem in international shipping (e.g., Baniela and Ri´os, 2011). Among these errors, the grave risks posed by failures in verbal maritime communications (inter-ship/ship-to-shore/shore-to-ship/on-board communications) (Bocanegra-Valle, 2013) have long been recognized (e.g., Bocanegra-Valle, 2011). To prevent misunderstandings in maritime communications, closed-loop communication (CLC), a method of fully or partially repeating a message received from a sender (Flin et al., 2008; IMO, 2001), has been widely used at sea, and its proper use has been recommended to prevent accidents. Although CLC can indicate the receiver’s understanding of the message to the sender, it has not yet been fully implemented as an actual communications strategy (e.g., Boström, 2020; Jurkovič, 2022). Furthermore, few studies have explicitly examined CLC by non-native speakers of English (John et al., 2019), who account for about 90% of workers in the global shipping industry (Pritchard, 2003). The present study aims to investigate CLC in the context of English as a Foreign Language (EFL) education. This study first reviews the findings and limitations of studies on maritime use of CLC. Then, using an ethnomethodological approach (Garfinkel, 1967), it analyzes CLC used by Japanese EFL learners in role-plays at a marine technical college to clarify the nature of CLC as both interactional practices and procedures making these practices mutually understandable to the learners themselves.

78011 | *A Distinguished Path to Teaching English in English: Teacher Agency of a Retired Japanese Teacher’s Professional Development*
Mitsuyo Toya, University of The Ryukyus, Japan

The newly issued and implemented Course of Study by the Japanese Ministry of Sports, Education, and Science and Technology reinforces the use of English in English classrooms at junior high and high school levels. However, the teachers are rather reluctant to use English in their classes all the time, especially at junior high schools. This study presents an analysis of veteran teachers’ trajectory towards teaching English in English using the trajectory equifinality approach. The participant was in his sixties, retired from public school teaching with distinguished achievement of being a leader for the junior high school principal association nationwide. The online interview over one hundred minutes revealed that his university teacher training was minimal because it was common for English majoring students to learn literature and linguistics back then. Yet, his trajectory shows that he constantly upgraded his knowledge and skills in teaching English during his career, especially by associating with native-speaker teachers. He also took advantage of music as he played and sang with a guitar in class. His remarkable practice shed light on how teachers even in the considerably older generations could have agency and transform themselves into professional, effective teachers.

77449 | *Unraveling Multilingual Identity: The Transformative Influence of Glocal Learning Contexts in Adult ESL Education*
Mengxi Tian, University of Cambridge, United Kingdom

In the evolving domain of language education, our research delves into the multilingual identity development of adult ESL learners, guided by Sociocultural Theory. We probe the interplay between ‘glocal’ learning contexts—where ‘glocal’ denotes the blend of global and local influences—and the fluid multilingual identities of learners within this vibrant milieu. The robust longitudinal qualitative approach reveals striking cognitive transformations in learners: they not only enrich their knowledge reservoir but also hone advanced metacognitive strategies, nurture multifaceted thinking skills, and amplify their linguistic and cultural acuity. Behaviorally, we observe an intensified learning engagement, communication adaptations, and a proactive drive to extend learning beyond classrooms. From an affective standpoint, the landscape is marked by a blossoming motivation for linguistic and cultural diversity, an ethos of inclusivity, reinforced linguistic confidence, and an evolving global identity that underscores a growing affinity with the broader global community. Further, these glocal contexts act as crucibles, fostering a rich tapestry of multilingual identity evolution. The interplay between glocal affordances and individual differences results in a spectrum of multilingual identity shifts, ranging from bolstered linguistic confidence and broader worldviews to a deeper emotional connection to linguistic roots and a reevaluation of cultural and linguistic beliefs.

In summary, our research elucidates the intricate relationship between glocal influences and the cognitive, behavioral, and affective metamorphoses in forming multilingual identities. Highlighting educators’ pivotal role, our insights underscore the profound potential of the glocal paradigm in language teaching, paving the way for robust multilingual identity development and elevating educational outcomes.

Higher Education

76192 | *A Serial Mediation Model Testing Family Interaction, Anxiety, and Zest for Life as Predictors of Perseverance of Effort*
Kelly Ka Lai Lam, University of Macau, Macau

Perseverance of effort, an individual long-lasting exertion to achieve a long-term goal even when facing obstacles (Duckworth & Quinn, 2009), has been consistently supported as a key indicator of subjective well-being and success. Due to the profound and significant role of perseverance of effort across the literature (Salisu et al., 2020), it is important to investigate potential factors that contribute to perseverance of effort. In this study, we took a sociocultural perspective of perseverance of effort and examined this mechanism using a serial mediation model that included anxiety and zest for life. A total of 326 undergraduate students were included in a cross-sectional study and responded to an online survey package. After controlling for demographic covariates, the results of structural equation modeling with maximum likelihood and bootstrapping with 5,000 resamplings (95% confidence interval) supported that anxiety and zest for life mediated the association between family interaction and perseverance of effort in a sequential fashion. It can be claimed positive and warm family interaction is related to individual perseverance of effort, and this relation is mediated by anxiety and zest for life sequentially. Practically, in order to enhance individual perseverance towards long-term goal-striving, researchers and educators can incorporate strategies to foster improved family interaction and zest for life in interventions, further providing anxiety prevention strategies.

SEACE2024 Pre-Recorded Virtual Presentations

77187 | *From Digital Media Literacy to Malaysian University Students' Attitude towards Technological Usage by Using SMART PLS*

Ker Yuek Li, Southern University College, Malaysia

Megat Aman Zahiri Megat Zakaria, Universiti Teknologi Malaysia, Malaysia

Nurul Farhana Jumaat, Universiti Teknologi Malaysia, Malaysia

The increasing adoption of technological gadgets in an interconnected world, facilitated by the ease of smartphone usage, has led to active participation in the digital realm. This participation has spurred the creation and exchange of ideas, beliefs, and opinions. Surprisingly, despite the pivotal role of technology in accessing online information, there remains a dearth of research addressing the relationship between digital media literacy and attitudes toward technological usage. Furthermore, existing models examining this intersection are deemed inadequate. This study aims to address these gaps by investigating the competences within digital media literacy, encompassing accessing, analyzing and evaluating, creating, reflecting, and acting, and their influence on the attitudes of university students in Malaysia toward technological usage. Additionally, to establish a model that elucidates the link between digital media literacy competences and technological usage attitudes. Employing a quantitative research approach, Partial Least Squares Structural Equation Modeling (PLS-SEM) is utilized for data analysis, with the participation of 364 university students through random sampling. Findings of this study underscore the significance of competences related to accessing information, perceived ease of use (PEU), and perceived usefulness (PU) in shaping university students' attitudes toward technology usage. This emphasizes the pressing need to enhance critical thinking skills within the Malaysian curriculum and provide educators with appropriate training to navigate the deluge of information effectively. In light of these results, educators' readiness to incorporate technological devices into the teaching methods is advocated for future research as they play a pivotal role in creating optimal learning conditions for students.

77843 | *Enhancing Employability of Vietnamese Students: A Study of Collaborative Programs Between Universities and Industries*

Van Bui Thi Thanh, Ritsumeikan Asia Pacific University, Japan

One of the most crucial solutions in Vietnam's higher education today is to strengthen collaborations with businesses to improve students' qualifications and broaden their employment prospects. As part of a PhD dissertation, this research paper is intended to examine collaborative efforts between universities and industries in Vietnam, with a focus on bolstering the employability of university students. To achieve this objective, a mixed-method approach was employed, comprising a questionnaire administered to 132 final-year students and semi-structured interviews with ten students from this same demographic. Except for a few notable exceptions, the data collected and the results of an independent t-test suggest that there are no significant differences between participating in one activity as compared to another in the context of university-industry collaboration at universities. The study validates that within the context of Vietnam, research participants emphasized the importance of universities comprehending students' desires and attentively considering their feedback to construct and execute collaborative activities in a more practical and effective manner. It also reveals that incorporating generic skills courses into the curriculum, aligning and reinforcing academic knowledge with practical career-oriented components, and cultivating extensive hands-on skills through internship programs collectively enhance students' employability and prepare them better for their future career endeavors. To achieve this, it is essential to have collaboration among all relevant parties in the education process, working together with clear objectives and strategies to enhance the performance of the university-industry collaboration.

77703 | *Improving Graduate Throughput Through Coaching/Mentoring: Possibilities for South African Higher Education*

Theodore Petrus, University of the Free State, South Africa

In 2008, Letseka and Maile, of the Human Sciences Research Council (HSRC) in South Africa, released a policy brief in which they asserted that the completion rate of graduates from South African universities was at 15%, at that point one of the lowest throughput rates in the world. Nearly fifteen years later, Marwala and Mpedi (2022) stated that we need to increase university graduation rates if we want to fix the country's economy, thereby suggesting that in the fifteen years since the HSRC brief, little had improved in South Africa's university graduate throughput rates. Many questions can be provided as to why this is still the case. In this paper, I address what is often an overlooked aspect of the conundrum, namely the development (or lack thereof) of critical soft skills required for students to succeed at university level. One of the most common observations in poor student performance is poorly developed soft skills. I argue for the increased use of coaching/mentoring as a strategy to help students/graduates enhance their soft skills which, over time, will ultimately reverse the current trend of low graduate throughput.

Implementation & Assessment of Innovative Technologies in Education

77941 | *Nurturing Critical Digital Literacy in the Era of Advancing AI*

Neslihan Bilikozen, American University of Sharjah, United Arab Emirates

This research project examines the responsible and ethical integration of Artificial Intelligence (AI) within academia, with a particular emphasis on enhancing digital literacy and fostering a deeper understanding of AI's ethical implications. Implemented across multiple sections of a freshman academic writing course, the study highlights the critical role of comprehensive guidelines and educational interventions in promoting student autonomy and responsible AI utilization. Using an exploratory classroom-based action research design, the study employs a mixed methods approach that combines qualitative and quantitative data. Students participate in a multi-phased assignment, critically evaluating AI-generated content alongside human-generated material, emphasizing the necessity of human involvement in ensuring the accuracy, conciseness, and ethical integrity of academic work. The findings shed light on the importance of equipping students with the necessary knowledge and skills to navigate the rapidly evolving landscape of technological advancements while upholding ethical standards and fostering responsible AI integration within academic environments.

SEACE2024 Pre-Recorded Virtual Presentations

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

75136 | *Language Learning Advantages Through EMI-STEAM Integration: Fostering Fluency, Cultural Competence, and Global Collaboration*

Yuri Jody Yujobo, Tamagawa University, Japan

The amalgamation of English as a medium of instruction (EMI) and STEAM practices in advanced language learning classes can yield numerous advantages such as exposure to authentic language usage to interact with academic and technical materials from diverse disciplines, and thereby bolstering language fluency and confidence. However, the effective integration of STEAM-based education in many Japanese universities have seen little progress in multidisciplinary movement due to the traditional silo-based educational systems in which departments are independent entities and students are confined to their own disciplinary domains. This insular approach limits their exposure to diverse perspectives and tends to stifle creativity, innovation, and ultimately may lead to students to struggle to think critically and fail to develop innovative solutions to complex real-world problems that require multidisciplinary insights and effective communication in an interconnected world. The presenter will highlight a pioneering curriculum developed specifically with STEAM-based education for advanced English learners of a university language center from several mixed disciplines. And further explain the research and results by leveraging a mixed group of students and how they tackled advanced level real-world socio-economic issues and wicked problems in a carefully crafted PBL activity. Research results will show how interdisciplinary learning in English language centers can empower students in addressing multifaceted global challenges, promoting the acquisition of essential 21st-century skills, and achieving proficiency in English as a global lingua franca. Attendees will acquire valuable insights to enrich language education and to prepare students for success in a progressively diverse and interdependent global milieu.

Learning Experiences, Student Learning & Learner Diversity

77235 | *Learning Through Sharing: A Case Study on the Effectiveness of Learning Experiences in a Multilingual Setting on Students' Personal Growth*

Albert R. Zhou, Musashino University, Japan

Internationalization at Home' (IaH) refers to 'the embedding of international/intercultural perspectives into local educational settings' (Turner and Robson, 2008:15) to raise the global awareness, cultural understanding and intercultural competence of faculty and students. One of the exemplifications in this regard is the trend that tertiary institutions in non-English speaking countries are increasingly offering courses in English and in multilingual classroom settings in order to prepare their students well for global challenges ahead.

This presentation discusses some of the findings of a case study on students' learning experiences in a 16-week seminar course on intercultural communication with English as the main medium of instruction in a Japanese university. It aims to observe the effectiveness of a multicultural classroom experience on students' motivation to learn and use English, their English language proficiency, and their attitude towards interaction with others from diverse linguistic/cultural backgrounds. 22 students from 5 countries or regions were enrolled in the course. Throughout the course, students were encouraged to write intercultural reflection journals through collaborative work, and to share their intercultural experiences and their understandings of the course topics among themselves. At the end of the course, a presentation session and a survey allowed students to summarize and evaluate their experiences during the course. Both the survey results and students' narratives indicate a rewarding learning experience in terms of motivation to learn, and attitude towards language and interaction with people from other linguistic/cultural backgrounds. Related concerns will be raised and suggestions will be made for discussion.

77479 | *The Effects of Fourier Series Game-Based Learning Activities on Industrial Education and Technology Students' Mathematical Self-Efficacy*

Ratchanikorn Chonchaiya, King Mongkut's University of Technology Thonburi, Thailand

Roengrit Rattanachawangkun, King Mongkut's University of Technology Thonburi, Thailand

Sutthipong Sindee, King Mongkut's University of Technology Thonburi, Thailand

Atchanaphong Supnoon, King Mongkut's University of Technology Thonburi, Thailand

Self-efficacy is vital for the development of one's abilities and skills since it is the belief that one could conduct the required actions to achieve the goals or tasks given to them. At a particular University in Bangkok, Thailand, the majority of the students from the faculty of industrial education and technology attained the lowest score in almost every learning module among others, especially the module of Fourier Series, due to the lack of mathematical self-efficacy which is important for the careers that involve scientific and innovative subject. Game-Based learning is proven to be an effective pedagogy toward improving self-efficacy since it provides the engagement, motivation, competition, and progression needed for fostering self-efficacy in both general and context-specific manner. This study aims to improve students' mathematical self-efficacy through game-based learning pedagogy. The classes are on-site with online interactive broadcasting where the students could choose to participate in either manner. The participants were 33 out of 115 students chosen by using volunteer sampling. The data was collected through the mathematical self-efficacy questionnaire and semi-structured interview and analyzed using Wilcoxon Signed-Ranked test and content analysis. The results indicated that the students' mathematical self-efficacy was not improved due to students being lacked in the needed self-discipline toward learning. The study might serve as a practical example and provide the insight needed to construct well-prepared classes for developing mathematical self-efficacy.

SEACE2024 Pre-Recorded Virtual Presentations

77450 | *How to Embrace Diverse Learners in an Effective Learning Classroom?*

Mona Hassan, American University in Cairo, Egypt

Teaching a class of diverse learners poses a great challenge not only for foreign and second language teachers, but also for teachers in different disciplines. Diversity is represented in students' motivation, their prior knowledge, their various needs and interests, their level of anxiety, and their different learning styles and skills. Thus, this paper shares the experience in teaching advanced modern standard Arabic as a foreign language to diverse learners while adopting the universal design for learning (UDL) framework. The significance of UDL lies in stressing the importance of enabling the entire diverse students to gain skills, knowledge, and enthusiasm to learn through the employment of teaching methods that respond to students' individual differences. Accordingly, the educational curriculum developed for this course and the teaching methods employed are modified in the light of the UDL. Detailed samples of the educational curriculum and interactive collaborative activities developed, accompanied by methods of teaching employed to teach these diverse learners are presented for illustration. Results revealed that students are responsive to the educational materials which are developed for this course. Therefore, they engaged in the learning process and classroom activities and discussions effectively. They also appreciated their instructor's willingness to differentiate the teaching methods to suit students of diverse background knowledge, learning styles, level of anxiety, etc. Finally, results of this research will help language teachers, teachers in other disciplines, and curriculum designers to develop a better understanding to meet their students' diverse needs.

77720 | *The Mathematics Mastery Model (M³): A Proposed Cognitive Learning Framework for Engineering Students' Engagement and Persistence*

Ronalyn Langam, St. Michael's College of Iligan City, Philippines

Aniceto Naval, St. Michael's College of Iligan City, Philippines

In pursuing engineering education, the acquisition of mathematical ability is pivotal. Nevertheless, diverse mathematical perceptions among Filipino engineering students present challenges. Anchored in Bandura's (1986) Social Cognitive Theory, endeavors to elucidate this challenge, leading to the proposal of a cognitive learning model. Utilizing Principal Axis Factoring (PAF) in Exploratory Factor Analysis (EFA), four salient factors emerged: Mathematical Engagement, Mathematical Anxiety, Mathematical Self-Efficacy, and Mathematical Persistence. These influence engineering students' mathematical perceptions, fostering their cognitive growth and leading them to succeed in the Engineering program. These factors, underpinned by established theories, exhibited acceptable reliability, explained approximately 62.5% of the students' mathematical perceptions. A bootstrapped linear regression highlighted key relationships, especially between Mathematical Self-Efficacy, Mathematical Persistence, and Mathematical Engagement. These empirical validations suggest an interrelation among these constructs. Consequently, the Mathematics Mastery Model (M³) is introduced as a cognitive learning framework, elucidating the dynamics of the engineering students' anxiety, self-efficacy, persistence, and engagement in Mathematics. The M³ offers structured insights for engineering educators, to improve mathematical learning experiences among Filipino engineering students. Yet, the full efficacy and generalizability of the M³ remain open for future validation to cement its role in delineating Mathematics mastery among engineering students.

73719 | *Cross-Cultural Transition Experiences of Southeast Asian Third Culture Kids*

Emmerson Yang, Centro Escolar University, Philippines

The purpose of this study was to determine the cultural identity of sojourner Southeast Asian Third Culture Kids (TCKs) studying in Philippine private universities through the exploration of their cultural transition experiences. In doing this, Pollock and Van Reken's Third Culture Kid Identity Model and Kim's Cross-Cultural Adaptation Theory were applied. A phenomenological research design was utilized in answering the specific research questions. Semi-structured interviews were conducted and written narratives were collected from 20 TCK respondents, between ages 18-27, who migrated to the Philippines and stayed for at least 1 year. The respondents came from 4 different countries in Southeast Asia. Research data were analyzed using framework analysis approach (via Nvivo14). This study found that TCKs developed hidden immigrant identity and mirror identity, and experienced cultural integration, as revealed in the acculturation style they practiced during their cultural transition. Transition difficulties encountered by the TCKs revolved around and affected their personal, social, and academic functioning, and life satisfaction. This study aimed to contribute to the development of a deeper understanding on how sojourner Southeast Asian TCKs in the Philippines experience cultural transition, which would help address their cultural transition issues and concerns through the formulation of the basis for developing a cultural program. Based on the study findings, it is recommended that a needs- and contexts-based cultural program that is anchored on the lived experiences (real-life experiences), as shared by the TCKs in this study, be made.

77180 | *Segmenting Student User Profiles for Microsoft Teams at Kuwait University: An Investigation Using SUS and K-Means Clustering*

Eiman Al-Shammari, Kuwait University, Kuwait

In the context of higher education, efficient use of digital tools and platforms has become more important for both students and professors. The purpose of this research is to better understand the user experience and usability of Microsoft Teams, a popular communication and collaboration tool among Kuwait University students. To accomplish this, we used the System Usability Scale (SUS) questionnaire to collect useful input from students on their Microsoft Teams experiences. Following that, we used K-Means clustering analysis to classify the various student user profiles based on their SUS responses. Our research sought to identify trends and insights concerning the usability of Microsoft Teams as seen by Kuwait University students. The findings reflect diverse user groupings among the student population, each with a unique perspective on the platform's usability. Our data indicate a modest level of usability satisfaction among students, with a Mean SUS Score of 59.1. These user profiles provide valuable insights for educators and administrators seeking to tailor their approach by offering a data-driven approach to segmenting student user profiles and enhancing the usability of digital tools in higher education. The present study makes a valuable contribution to the domain of educational technology. It aids with the continuous endeavors aimed at improving the e-learning experience for students at Kuwait University and beyond by finding specific areas for enhancement and tailoring the platform's features to cater to various user groups.

SEACE2024 Pre-Recorded Virtual Presentations

Professional Training, Development & Concerns in Education

77695 | *Applying Evaluation Principles to a Collaborative Intensive English Language Programme Between a Japanese and a U.S. University*

Reginald Gentry, University of Fukui, Japan

Dylan Jones, University of Fukui, Japan

Language programmes employ a number of strategies, methods, and tools to ensure their success. One such tool frequently used is an evaluation. Evaluations are necessary to determine the value, worth, merit and/or significance of something, thereby assisting decision makers with judgements that impact a program; hence the purpose of this study—to describe how an evaluation of a language programme was utilised to implement feedback from its instructors. Twelve former instructors were recruited for the study by the principal evaluator. Data was collected through individual semi-structured interviews. Participants also engaged in follow-up interviews to reconfirm their responses. After analysing the responses, data was organised into three thematic categories— professional development, programme support, and curriculum design. The principal evaluator presented the data to the programme administrators and provided recommendations that would: (a) be beneficial to the programme; (b) address the professional development needs for instructors; and (c) enable planning for and implementation of faculty training in future iterations of the programme. The study further discusses how the intensive language programme benefitted from the evaluation and increased active participation from the programme administrators.

74626 | *Synthesability: Empowering Teachers, Promoting Research*

Thomas Stringer, Kwansai Gakuin University, Japan

Continuing professional development (CPD) is essential for enhancing teachers' knowledge and skills in fast-changing times. Co-ordinated exploratory action research (EAR) initiatives present meaningful opportunities for teachers' CPD in low resourced environments (Smith & Rebolledo, 2022). However, teachers may see research as troublesome, and researchers may overlook the value of teachers' outputs. Tensions between mismatched stakeholder incentives at the research and practice interface can frustrate efforts. Nevertheless, fostering teachers' systematic reflection in and on practice through EAR can help them adapt instructional strategies, build collegial networks, and develop professional identities. The purpose of this presentation is demonstrating how qualitative research synthesis (QRS) can benefit EAR initiatives for language teachers' CPD. The presenter will critically explore QRS methodology and its application in related fields, like Technology-Mediated Task Based Language Teaching. The analysis offered suggests that a novel research orientation be adopted- that of 'synthesability'. Synthesability may remedy conceptual and methodological issues that confound the researcher-practitioner dialogue by harmonising stakeholders' incentives, and better scaffolding teachers' research experiences. Neither this methodology nor this research orientation have been used in EAR before. Clear recommendations for operationalising synthesability through EAR for CPD are proposed in the presentation. The themes discussed will not only be of interest to those involved in language education, but in many related educational fields where there are needs for CPD and democratised engagement with and in research.

76352 | *Evaluation of a Brief Sexuality Education in a Nursing School in Hong Kong*

Hoi Nga Ng, Caritas Institute of Higher Education, Hong Kong

Kam Weng Boey, The University of Hong Kong, Hong Kong

Although sexual health is an important element of holistic health, healthcare professionals feel embarrassed and are not willing to address sexual concerns of patients. Poor knowledge and conservative attitudes regarding sexuality are two major obstacles to providing sexual healthcare. This study organized a 9-hour brief sexuality education program in a nursing school in Hong Kong to promote general knowledge and positive attitudes regarding human sexuality. The brief sexuality education covered topics on theories of love, perspective of sex, sexual dysfunction, and topics on psychosocial factors of human sexuality. The mode of instruction included lecture, tutorials, and group project presentations. A total of 168 students participated in the education program and 53 students who did not join the program served as a comparison group. Measures of general sexual knowledge and general sexual attitudes were administered to both groups of students before the educational program and two weeks after the completion of the program. Baseline measurement revealed that nursing students' general sexual knowledge was inadequate and they hold a rather neutral attitude towards sexuality. After participation in the education program, participants' correct answers to the general sexual knowledge scale raised from 53% to 91%. General sexual attitudes became more liberal and positive. No significant changes in sexual knowledge and attitudes were observed in students of the comparison group. Efficacy of the brief sexuality education was confirmed. With good sexual knowledge and positive sexual attitudes, students are expected to be more willing and efficient in the delivery of sexual healthcare services.

SEACE2024 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

76583 | *The Establishment of an Asynchronous E-learning Course in Higher Education – Challenges and Guidance to Overcome Them*
Brido Schuler, FHNW University of Applied Sciences and Arts of Northwestern Switzerland, Switzerland
Michael Pülz, FHNW University of Applied Sciences and Arts of Northwestern Switzerland, Switzerland

After the Corona period, the use of asynchronous e-learning settings has increased in higher education (Monira et al. 2022), including the Bachelor's degree program in Business Information Technology ("BIT") at the University of Applied Sciences Northwestern Switzerland (FHNW). In autumn 2022 an asynchronous e-learning course was introduced for a compulsory finance module in the aforementioned program. The comparison of the grades achieved in this course before Corona in a F2F setting and after Corona in an asynchronous e-learning setting showed that the student's grades increased notably (Schuler et al. 2023). The literature review shows that asynchronous e-learning has the potential to increase students' learning success (Varkey et al. 2022; Nortvig et al. 2018; Lin & Gao, 2020; Wittich, 2017). Interestingly, in the second run of the asynchronous e-learning finance course, held in spring 2023, students' grades increased even further. At the same time, the standard deviation also increased. No changes were made to the learning environment, the course content, or the learning materials. The aim of this conference paper, which constitutes a continuation of the previously published work (Schuler et al. 2023), is to find possible factors for the increased scores and the increased standard deviation comparing the two runs of the asynchronous e-learning finance course. The research is based on a literature review and the results of a survey of students' course evaluations. The identified factors and their consideration might help to improve comparable asynchronous e-learning settings.

77740 | *Educational Reforms in Japan: The Case for an Interdisciplinary Approach in English and Programming Education*
Florent Domenach, Akita International University, Japan
Naoko Araki, Akita International University, Japan

Every ten years, the Japanese Ministry of Education enacts major curriculum reforms with the aim of transitioning Japanese society to twenty-first-century industry (Yamanaka and Suzuki, 2020). The latest of these sweeping reforms started in 2020, focusing on two major aspects of globalization: the introduction of mandatory programming education and the designation of English as a formal subject from the elementary school level. Despite two years designed as a preparation period (2018-2020), teachers were ill-prepared, particularly in rural areas where resources are lacking.

Although the combination of both subjects, English and Programming, is considered a challenge by most educators, the researchers saw the change as an opportunity to foster complementary meaning in both subjects. Using participatory research through a series of workshops targeting rural areas, we argued that a cross-disciplinary approach to teaching programming in English would help re-center teachers' agency. Our presentation focuses on the results of these workshops, the challenges we faced in disrupting traditional disciplines' boundaries, the lessons learned, and how to foster future successful reforms.

76290 | *The Art of Observation and Documentation of Children's Play*
Jennifer Wong-Powell, Independent Scholar, Mongolia

How might we use data to make children's learning through play visible? Noticing and valuing the ideas, thinking, theories, questions and feelings of our youngest learners involves the process of observation. Understanding their strengths, interests, needs and challenges also comes from meaningful documentation. When we engage in deliberate and purposeful observation and documentation, we gain robust insights into children's play, understanding who our students are as learners and as individuals. At the same time, one of the most difficult aspects of observing and documenting children's play is the what and how. So much data can be gathered about our students that we get lost in what to look for. The end result is that we either dilute our data or we have too much. Another challenge to the process is what is worth documenting and how do we present data to reflect who our students are and to accurately make visible their learning story. Making the distinction between data and perceptions becomes essential to the process of observing and documenting. Data are neutral and have no value until they are interpreted. Perceptions are the values we give data, and it is critical we are aware of the influences on our perceptions. When educators gain the skills and confidence in the observation and documentation process, the learning and perspectives of our students are made visible and valued. This presentation provides a schema for educators to develop these skills.

75586 | *Students at the Blackboard: Self-Reported Changes in Thinking, Engagement Level, Reliance on Others, Mistake Aversion, and Approaches to Problem Solving*
Kenneth Tuttle Wilhelm, Riviera University, France

Building upon the foundations of prior research centred on Liljedahl's thinking classroom model's implementation across three distinct pedagogical spheres—Grade 7 Science, Grade 9 Social Studies, and Grade 12 Theory of Knowledge—we extended our exploration over a six-month period, with a keen focus on the foundational pedagogical techniques that underscore the model: vertical non-permanent surfaces, visibly random groups, and the use of open tasks. Employing an expanded survey, we captured student sentiments not just across the original quintet of factors—engagement, mutual collaboration, multifaceted problem-solving techniques, perceptions of mistakes, and instructional reliance—but also on their interactions with these pedagogical tools and approaches. The culmination of this half-year study unearthed a more intricate nuance of student experiences and classroom dynamics influenced by these techniques. This paper shares the derived insights and delves into the intertwined relationship between the pedagogical strategies and the observed outcomes, thus offering a more holistic view of the thinking classroom's resonance across diverse secondary subjects. Our findings illuminate both the multi-faceted advantages and potential challenges, providing educators and stakeholders with a understanding of Liljedahl's transformative educational ethos.

SEACE2024 Pre-Recorded Virtual Presentations

77819 | *A Multi-Dimension Correlational Study Between Self-directed Learning and Team Effectiveness in Project-Based Learning*

Low Bee Lee, Singapore Polytechnic, Singapore
Ng Desmond, Singapore Polytechnic, Singapore
Heng Jun Jie, Singapore Polytechnic, Singapore
Low Kang Min, Singapore Polytechnic, Singapore

At Singapore Polytechnic (SP), the Diploma in Perfumery and Cosmetic embraces an innovative Industry Now Curriculum (INC) pathway. With this framework, students engage in industry projects to equip themselves with valuable knowledge and skills crucial to the profession. This project-based learning (PBL) approach not only imparts practical expertise but also fosters autonomous learning through collaborative team-based activities. Students are empowered to solve complex real-world problems by capitalising on concerted team efforts and self-directed learning skillsets inculcated in the learning process. This study was designed to investigate the plausible effect of team effectiveness (TE) on students' self-directed learning readiness (SDLR). The results, based on Friedman test with a significance level of $p < 0.05$ and qualitative teamwork evaluations, concluded that specific team factors of Team Motivation, Team Structure, Team Dynamics, and Team Excellence exhibited positive and consistent associations with enhanced SDLR. Harnessing this synergy derived from TE in the co-creation of a collaborative, inclusive, and supportive learning environment, in conjunction with students' sustained interest in independent problem solving and skill development through PBL, would redefine the way we perceive self-directed learning. The ability to take ownership of learning under team influence would transform the concept of an individual playing the central role in the agency of learning to stimulate personal growth.

77388 | *Effects of SSCS Learning Activities with Bar Model on Mathematical Resilience and Learning Achievement in Fraction Word Problems*

Nuttawut Pikunni, Mater Dei School, Thailand
Ratchanikorn Chonchaiya, King Mongkut's University of Technology Thonburi, Thailand

The goals of this study were to examine two different aspects of learning accomplishment and mathematical resilience in Grade 6 children after they received learning management skills using the SSCS with bar model in fraction word problems. A group of 147 sixth-grade pupils in the first semester of the 2021 school year was the study's target population. Lesson plans utilizing the SSCS with bar model, a questionnaire on mathematical resilience, and a test of students' achievement to apply what they had learned to solve fractional word problems made up the research tools. Relative increase score, mean, standard deviation, percentage, and content analysis were used to examine the data. 1) The target group exhibited stronger mathematical resilience after the intervention, according to this study's findings. 96.60 percent of the target group. After the intervention, no student's math resilience was less strong than it was. 2) Student accomplishment in fraction problems was higher than the required 70%, and 3) 57.82% of the students showed relative gain score improvements in the fraction word problem of more than or equal to 50%.

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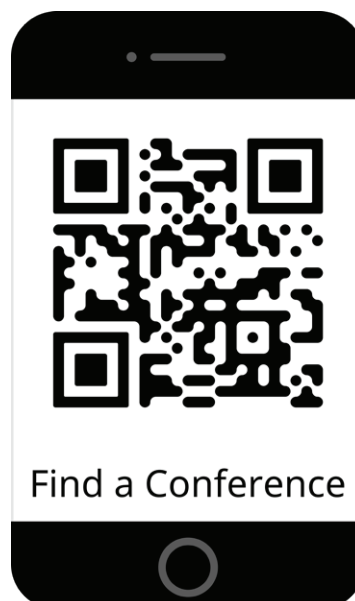
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