



ISSN: 2433-7544 (Online) ISSN: 2433-7587 (Print)

# CONFERENCE PROGRAMME & ABSTRACT BOOK

The 5th Southeast Asian Conference on Education (SEACE2025)

February 21-25, 2025 | Kuala Lumpur, Malaysia & Online

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, and supported by the Malaysia Convention and Exhibition Bureau (MyCEB).

Malaysia  
Convention  
& Exhibition  
Bureau

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Malaysia  
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Malaysia 2026  
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# Letter of Welcome



Dear Friends and Colleagues,

It gives me great pleasure to welcome you to the 5th Southeast Asian Conference on Education (SEACE2025) and, for the first time, to The International Academic Forum in Malaysia!

I would like to thank the conference organising and review committees, as well as the featured and keynote speakers attending the event. I would also like to thank the Malaysia Convention & Exhibition Bureau (MyCEB), an agency under the Ministry of Tourism, Arts and Culture Malaysia, for their support. MyCEB serves as a central hub to assist meeting and event planners to bid and stage international business events in Malaysia and act as a

conduit for national product development to all local as well as international organisers. International events are a catalyst for socio-economic growth and help to elevate the lives of the professional and local communities in Malaysia.

IAFOR's mission is to encourage interdisciplinary discussion, facilitate intercultural awareness, and promote international exchange, principally through educational interaction and academic research. It is always a great pleasure to bring IAFOR to a new location, and a new physical and intellectual space and place in Kuala Lumpur, for our forum to flourish.

Malaysia is an exciting, ethnically and culturally diverse hub in Southeast Asia, and as such will be a perfect setting for more than 200 attendees from 37 countries to meet, engage, and exchange! We have a lot to learn from each other.

I encourage your active participation throughout the event, and look forward to the opportunity to meet you all!

Warmest regards,

A handwritten signature in blue ink, reading "Joseph L. Haldane", with a long horizontal flourish underneath.

**Dr Joseph Haldane**

Chairman & CEO, The International Academic Forum (IAFOR)

Professor, European Center for Peace and Development (ECPD), United Nations University for Peace

Guest Professor, Osaka School of International Public Policy, Osaka University, Japan

Visiting Professor, Doshisha University, Japan

Visiting Professor, The University of Belgrade, Serbia

Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum





# Become an IAFOR Member

IAFOR provides an enriching personal and professional environment for academics and scholars of all ages and backgrounds to exchange and contribute to interdisciplinary and intercultural dialogue that informs and is informed by their own cultural and disciplinary background and experiences. We are able to do this thanks to our extraordinary network of individuals and institutions around the world who support our work and help shape our events globally. We particularly emphasise the nurturing and support for emerging academics from an array of different backgrounds, and aim to provide opportunities for them to seek advice, support and guidance, as well as offering mid-career and more established academics opportunities to forge working relationships beyond their traditional disciplinary ambitions.

In our current world where division and strife are often reinforced and played out 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 through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

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

To learn more about IAFOR membership, please visit:

**[iafor.org/membership](https://iafor.org/membership)**



# SEACE2025 Key Statistics

Date of creation: January 15, 2025

international  
intercultural  
interdisciplinary

iafor

# 214 DELEGATES FROM 37 COUNTRIES



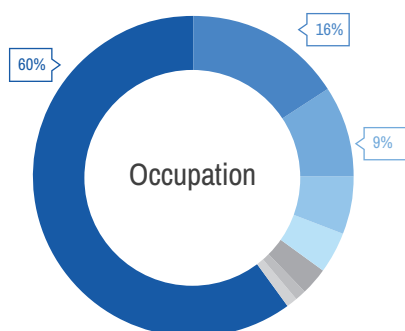
**133**  
Onsite  
Presentations



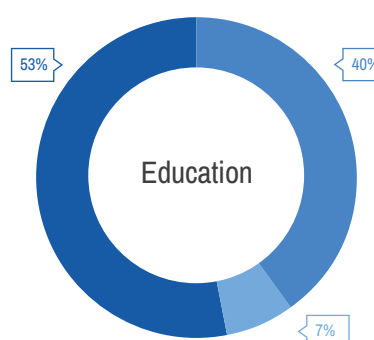
**52**  
Online  
Presentations



**166**  
Institutions and  
Organisations



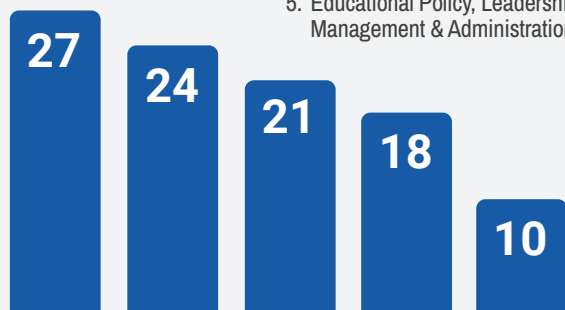
60% University Faculty  
16% Doctoral Student  
9% Public Sector/Practitioner  
6% Postgraduate Student  
4% Other  
3% Private Sector  
1% Independent Scholar  
1% Postdoctoral Fellow/Instructor



53% Doctoral Degree  
40% Masters Degree  
7% Bachelors Degree

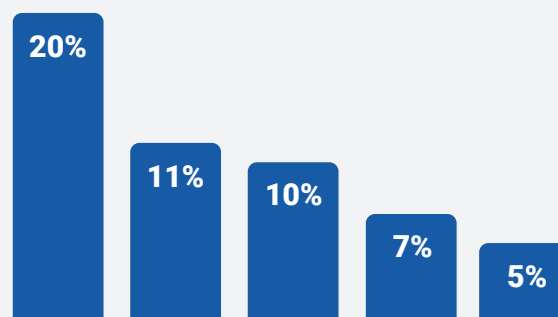
## Top Streams

1. Higher Education (27)
2. Teaching Experiences, Pedagogy, Practice & Praxis (24)
3. Learning Experiences, Student Learning & Learner Diversity (21)
4. Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) (18)
5. Educational Policy, Leadership, Management & Administration (10)



## Top Countries by Delegate Attendance

1. Japan (20%)
2. Taiwan (11%)
3. Philippines (10%)
4. Indonesia (7%)
5. Malaysia (5%)



**185**  
Total  
Presentations



**92**  
Hours of  
Content

## Multiple Authored vs. Single Authored Submissions

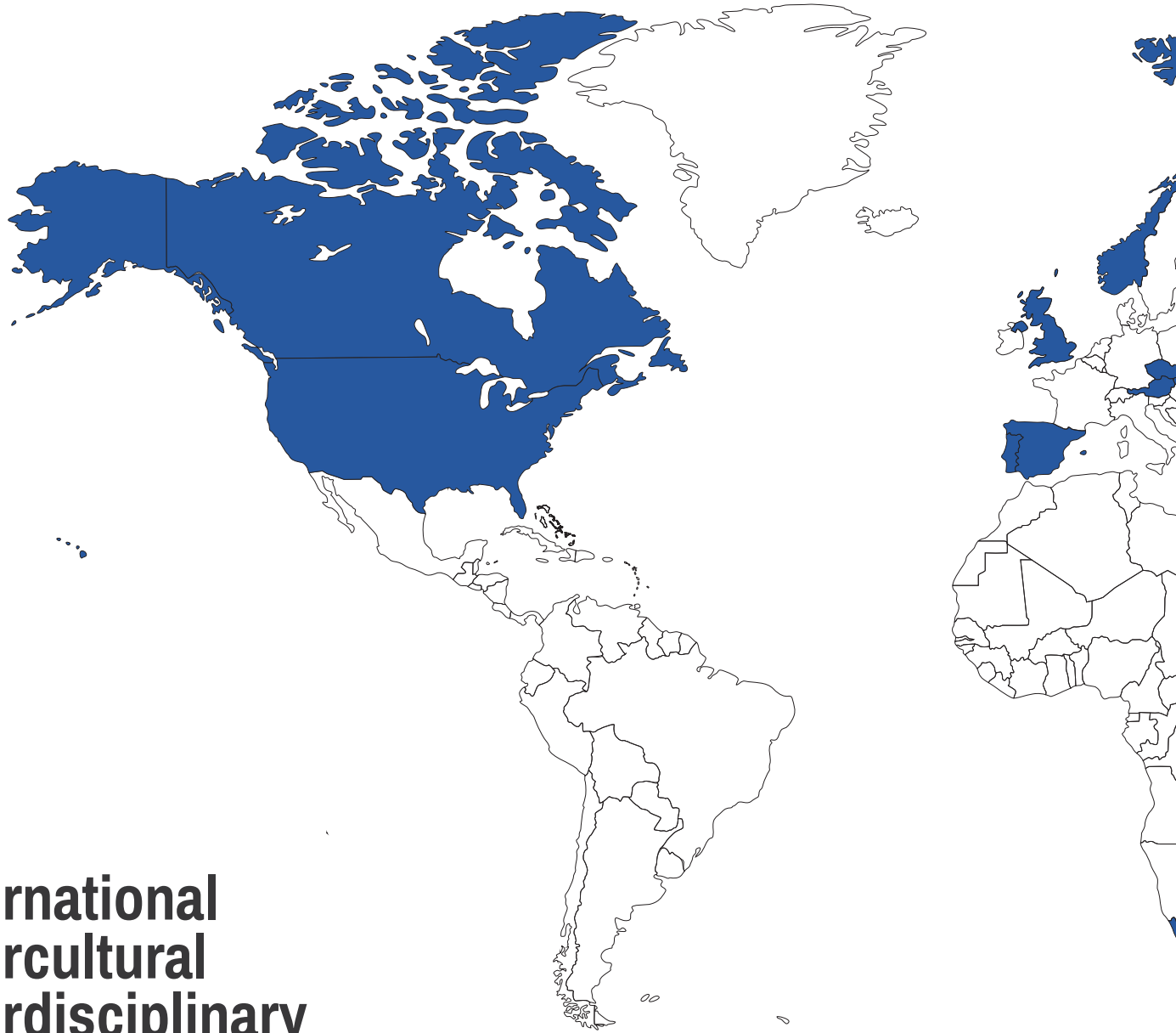
45%

55%

international | intercultural | interdisciplinary

# Inspiring Global Collaborations

*Date of creation: January 10, 2025*



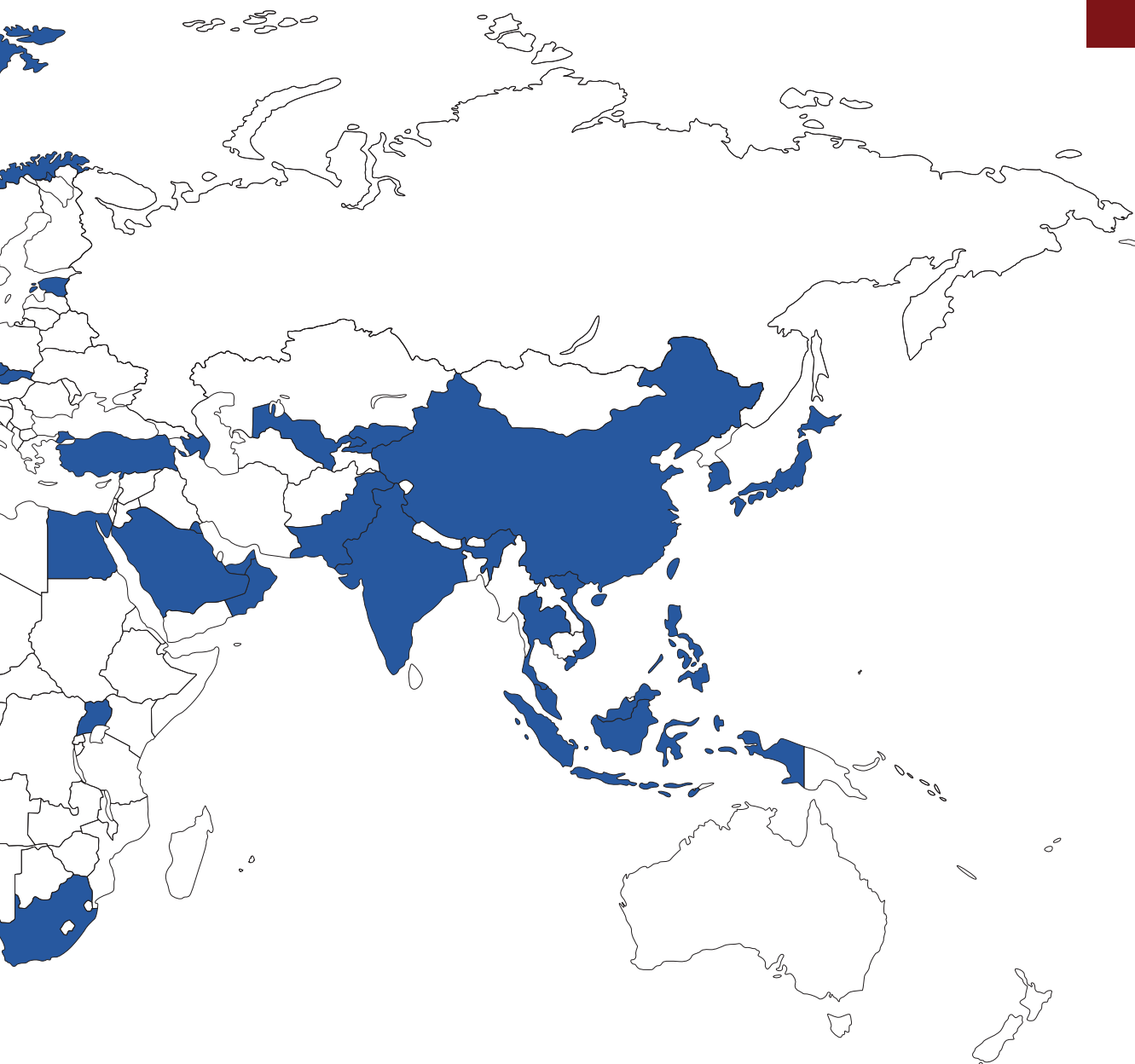
**international  
intercultural  
interdisciplinary**

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

## SEACE2025 has attracted 200+ delegates from 37 countries

Japan	43	Vietnam	5
Taiwan	25	South Africa	4
Philippines	22	China	3
Indonesia	15	Pakistan	3
Malaysia	11	Austria	2
Singapore	10	Canada	2
South Korea	10	Mauritius	2
India	9	Portugal	2
United Arab Emirates	9	Saudi Arabia	2
United States	9	Slovakia	2
Hong Kong	5	Thailand	2





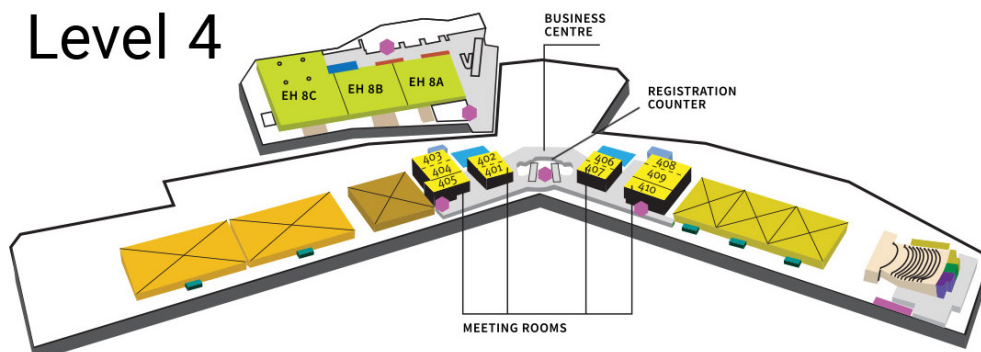
United Kingdom	2	Spain	1
Azerbaijan	1	Turkey	1
Czech Republic	1	Uganda	1
Egypt	1	Uzbekistan	1
Estonia	1		
Kuwait	1		
Kyrgyzstan	1		
Macau	1	<b>Total Attendees</b>	214
Maldives	1	<b>Total Onsite Presentations</b>	133
Norway	1	<b>Total Online Presentations</b>	52
Oman	1	<b>Total Countries</b>	37

Conference Venue: Friday, February 21 to Monday, February 24

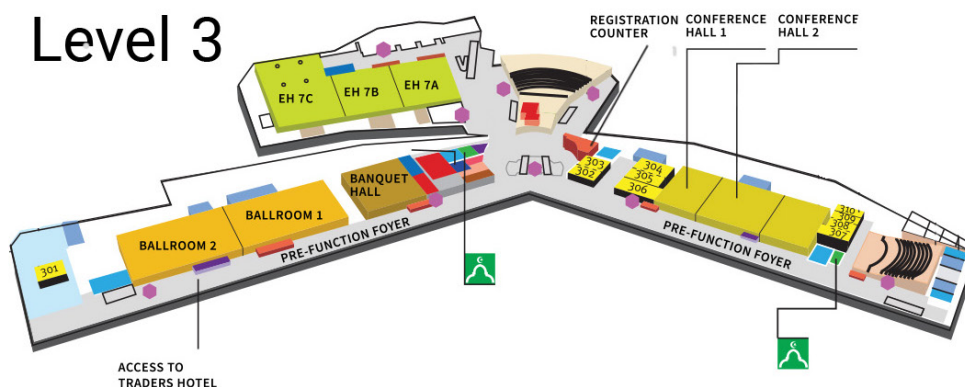
# Kuala Lumpur Convention Centre

Address: Kuala Lumpur City Centre, Kuala Lumpur, Malaysia

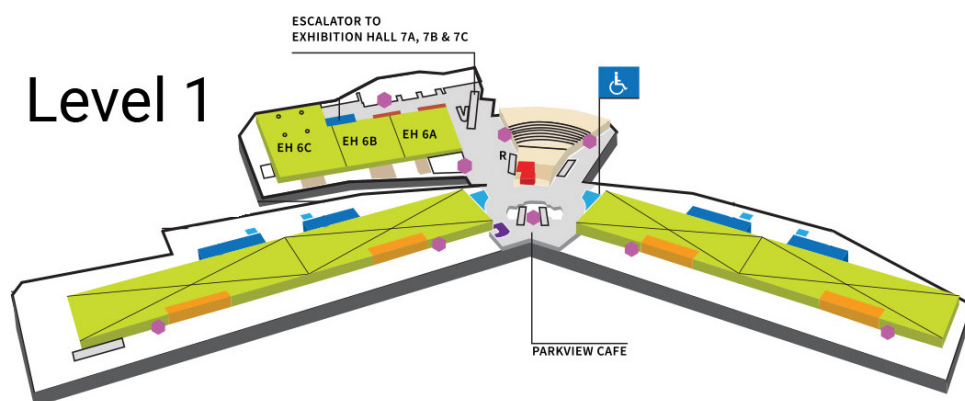
## Level 4



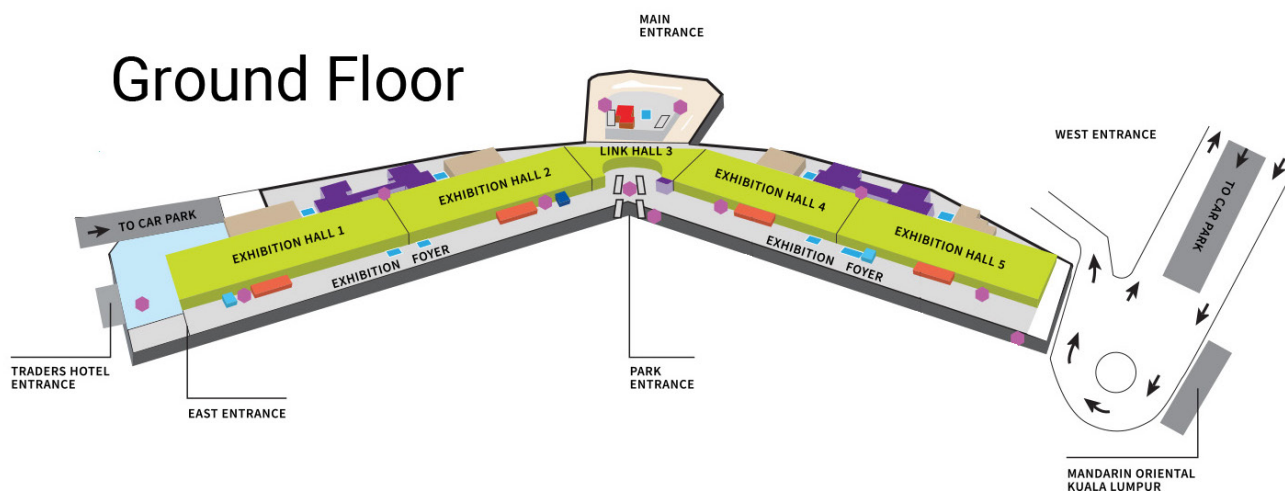
## Level 3



## Level 1



## Ground Floor





# Conference Venue: Friday, February 21 to Monday, February 24

## Kuala Lumpur Convention Centre

### Suggested Lunch Options

Please note that lunch is not provided during the conference.  
This lunch map offers suggestions and guidance on where to grab a bite in the area.



**Dolly Dim Sum**  
Type: Dim Sum Restaurant  
Walking Distance: 11 minutes



**JPteres**  
Type: Malaysian Restaurant  
Walking Distance: 10 minutes



**Restaurant Saravanaa Bhavan**  
Type: South Indian Restaurant  
Walking Distance: 14 minutes



**Chakri Xpress**  
Type: Thai Fusion Restaurant  
Walking Distance: 1 minute



**DIN by Din Tai Fung**  
Type: Taiwanese Restaurant  
Walking Distance: 4 minutes



**Gobo Chit Chat**  
Type: Buffet Restaurant  
Walking Distance: 4 minutes



**Chili's**  
Type: American Restaurant  
Walking Distance: 5 minutes



**Starbucks**  
Type: Coffee shop  
Walking Distance: 9 minute



**Sakana Japanese Dining**  
Type: Japanese Restaurant  
Walking Distance: 4 minutes



**CHAGEE@ Lot91**  
Type: Bubble Tea Store  
Walking Distance: 7 minutes



**Fuel Shack Aquaria Convex**  
Type: Fast Food Restaurant  
Walking Distance: 1 minute

Scan the QR code to explore even more restaurant options, including Google Maps directions.





A full-page background image of the Eiffel Tower in Paris, France, illuminated at night. The tower's golden lights contrast with the deep blue twilight sky. The base of the tower and some Parisian buildings are visible in the lower portion of the frame.

# *Ooh-La-La!*

IAFOR Paris Conference Series

June 10-14, 2025

Held at The Sorbonne University International Conference Center (CICSU), Paris, France, and Online

The 4th Paris Conference on Education (PCE2025)

The 4th Paris Conference on Arts & Humanities (PCAH2025)

**Abstract Submission Deadline: March 14, 2025**

Where will your ideas  
take you next?

Visit [iafor.org/conferences](https://iafor.org/conferences) for more  
information about our upcoming events

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## February 21 | All times are Malaysian Standard Time (UTC+8) Friday at a Glance

### 09:00-12:00 **Pre-Conference Cultural Event**

Batik Colouring and Tour of the Kuala Lumpur Craft Complex

*This is an optional ticketed event*

### Conference Venue: Kuala Lumpur Convention Centre (Level 3)

13:00-14:30 Conference Check-in | Level 3 Centre Core Registration

13:00-14:30 **Welcome Luncheon and Networking | Conference Hall 2**

14:35-15:20 **IAFOR Information Session | Conference Hall 1**

Apipol Sae-Tung, IAFOR, Japan

Matthew Chima, IAFOR, Japan

Michael Menchaca, University of Hawai'i at Mānoa, United States

15:25-16:25 **Featured Publishing Workshop | Conference Hall 1**

*Academic Publishing in the Era of Artificial Intelligence: Policies and Practice*

Michael Menchaca, University of Hawai'i at Mānoa, United States

16:30-17:30 **Cultural Event | Conference Hall 1**

*Malaysian Music and Dance Workshop*

The National Department for Culture and Arts, Ministry of Tourism Malaysia

*This is a free event open to all registered delegates*



## February 22 | All times are Malaysian Standard Time (UTC+8) Saturday at a Glance

### Conference Venue: Kuala Lumpur Convention Centre (Level 3)

09:00-09:45 Conference Check-in & Coffee | Level 3 Centre Core Registration

09:45-09:55 Announcements | Conference Hall 1 & Online

**09:55-10:10 Cultural Presentation | Conference Hall 1 & Online**

*Malaysian Music and Dance Performance*

The National Department for Culture and Arts, Ministry of Tourism Malaysia

**10:15-10:40 Welcome Address & Recognition of IAFOR Scholarship Winners |  
Conference Hall 1 & Online**

Joseph Haldane, IAFOR, Japan

**10:40-11:05 Keynote Presentation | Conference Hall 1 & Online**

*Rethinking Language Education: Lessons from Malaysia*

Stefanie Shamila Pillai, Universiti Malaya, Malaysia

11:05-11:15 Q&A

**11:20-12:20 Featured Panel Presentation | Conference Hall 1 & Online**

*Promoting Cultural Awareness in Artificial Intelligence for Sustainable Education:  
East-West Collaboration*

Mary Hattori, East-West Center, United States

Peter Leong, University of Hawai'i at Mānoa, United States

Ariana Eichelberger, University of Hawai'i at Mānoa, United States

Chih-Pu Dai, 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

Michael Menchaca, University of Hawai'i at Mānoa, United States

Seungoh Paek, University of Hawai'i at Mānoa, United States

12:20-12:30 Conference Photograph





## February 22 | All times are Malaysian Standard Time (UTC+8) Saturday at a Glance

### Conference Venue: Kuala Lumpur Convention Centre (Level 3)

12:30-14:00    Extended Break

**14:00-14:25    Featured Presentation | Conference Hall 1 & Online**

*Turning Hesitation into Action: Inspiring Rural Area Teachers to Embrace AI in Education*

Nurhasmiza Sazalli, Universiti Teknologi Malaysia, Malaysia

14:25-14:35    Q&A

**14:45-16:00    The Forum | Conference Hall 1 & Online**

*Human and Artificial Intelligence: Questions of Culture, Psychology, Ethics and Education*

Syed Mehboob Ali, Southern Methodist University, United States

Apipol Sae-Tung, IAFOR, Japan

**16:00-17:00    Conference Poster Session | Conference Hall 2**

**19:00-21:00    Conference Dinner | Bijan Bar & Restaurant**

*This is an optional ticketed event*





# Think Big.

IAFOR London Conference Series

July 10-14, 2025 | London, United Kingdom & Online

ECE/ECAH/EGen2025

The 13th European Conference on Education

The 13th European Conference on Arts & Humanities

The 5th European Conference on Aging & Gerontology

**Abstract Submission Deadline: April 18, 2025**

Where will your ideas  
take you next?

Visit [iafor.org/conferences](https://iafor.org/conferences) for more  
information about our upcoming events

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## February 23 | All times are Malaysian Standard Time (UTC+8) Sunday at a Glance

### Conference Venue: Kuala Lumpur Convention Centre (Level 4)

09:30-10:00    Conference Check-in | Level 4 Centre Core Registration

#### **10:00-11:40    Onsite Parallel Session 1**

Room 405 (4F): Leadership in Education

Room 406 (4F): Educational Policy, Professional Training & Concerns in Education

Room 407 (4F): Teaching & Learning of Communication Skills

Room 408 (4F): Counselling, Guidance & Adjustment in Education

Room 409 (4F): AI & Technology in Education

Room 410 (4F): Teaching & Learning Experiences

11:40-13:10    Extended Break

#### **13:10-14:50    Onsite Parallel Session 2**

Room 405 (4F): Teaching & Developing Multicultural Education

Room 406 (4F): Comparative Innovation in Education Management

Room 407 (4F): Foreign Language Education

Room 408 (4F): Inclusivity & Well-being in Education

Room 409 (4F): Technologies & Innovation in Education

Room 410 (4F): Multicultural Curriculum Design & Development

14:50-15:05    Coffee Break | Level 4 Centre Core Registration

#### **15:05-16:20    Onsite Parallel Session 3**

Room 405 (4F): Higher Education

Room 406 (4F): Interdisciplinary Research & Curriculum Development

Room 407 (4F): Self-recognition & Classroom Engagement

Room 408 (4F): Gender Studies in Practice

Room 409 (4F): AI & Technologies in Comparative Education

Room 410 (4F): Kindergarten Curriculum Design & Development





## February 24 | All times are Malaysian Standard Time (UTC+8) Monday at a Glance

### Conference Venue: Kuala Lumpur Convention Centre (Level 4)

09:30-10:00    Conference Check-in | Level 4 Centre Core Registration

#### **10:00-11:40    Onsite Parallel Session 1**

Room 406 (4F): Foreign Languages Education & Applied Linguistics

Room 407 (4F): Education & Sustainability Development

Room 408 (4F): Pedagogical & Institutional Management for Education Development

Room 409 (4F): Issues in Higher Education

Room 410 (4F): AI in Higher Education

11:40-13:10    Extended Break

#### **13:10-14:50    Onsite Parallel Session 2**

Room 406 (4F): Foreign Languages Education & Implementation

Room 407 (4F): Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Room 408 (4F): Online Teaching Experiences, Pedagogy, Practices & Praxis

Room 409 (4F): Mathematics Education

Room 410 (4F): The Role of AI in Education

14:50-15:05    Coffee Break | Level 4 Centre Core Registration

#### **15:05-16:20    Onsite Parallel Session 3**

Room 406 (4F): Innovative Technologies in Education

Room 407 (4F): Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Room 408 (4F): Teaching & Learning Experiences, Pedagogy, Practices & Praxis

Room 409 (4F): Comparative STEM Education

Room 410 (4F): Sustainable Development in Education

#### **16:25-16:45    Onsite Closing Session | Room 406 (4F)**



## February 25 | All times are Malaysian Standard Time (UTC+8) Tuesday at a Glance

### Conference Venue: Online via Zoom

10:55-11:00 Message from IAFOR

#### **11:00-12:15 Online Parallel Session 1**

Live-Stream Room 1: Special Topics in Education

Live-Stream Room 2: Higher Education

12:15-12:25 Break

#### **12:25-13:40 Online Parallel Session 2**

Live-Stream Room 1: Language Development & Literacy

Live-Stream Room 2: Blended Learning Practices

13:40-13:50 Break

#### **13:50-15:05 Online Parallel Session 3**

Live-Stream Room 1: Special Topics in Education

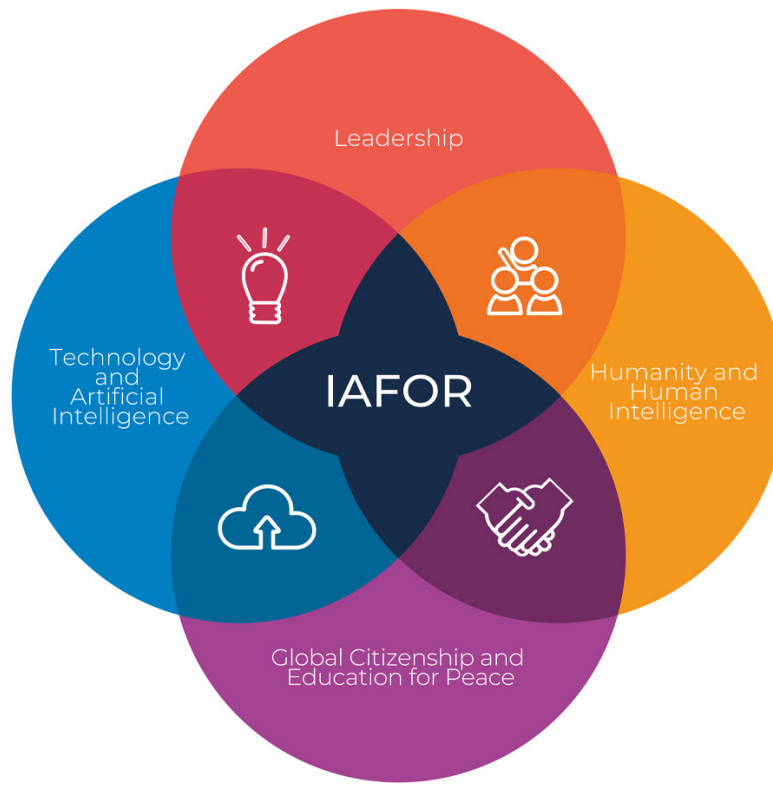
Live-Stream Room 2: AI in Education

**15:05-15:10 Closing Message from IAFOR**



# Introducing IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary



IAFOR's conference programme provides an essential comparative and contrastive space for people to engage in multidisciplinary research across borders of nation, culture, discipline, and professions. We encourage mixed approaches and methodologies, combining theory and practice between and across the disciplines, and we look to harness the collective intelligence of our International Academic Forum in addressing some of the most pressing issues of our time. Through the implementation of new formats in our conference programme over the last year, including Intelligence Briefings, Keynote Interviews, and The Forum, we gathered insights into what has been discussed at the theoretical and policy levels, identify the challenges, and the outlook for best practices in tackling global contemporary issues, which we have identified as the themes for 2025-2029. Our four themes can be seen as standalone themes, but they are also very much in conversation with each other. Themes may be seen as corollaries, complementary, or in opposition/juxtaposition with each other. The themes can be considered as widely as possible and are designed, in keeping with our mission, to encourage ideas across the disciplines.



## **1. Technology and Artificial Intelligence**

Our first theme examines the rapid pace of technological advancements, aided most particularly by those driven by artificial intelligence and its enormous and growing impact in all fields.

## **2. Humanity and Human Intelligence**

Our second theme asks us which principles, values, and attributes we wish to encourage, protect, and nurture and how we accomplish this. Technological advancements constantly ask us to reconsider and reimagine what it means to be human, including questions regarding communication, creativity, inclusivity, ethics, and care.

## **3. Global Citizenship and Education for Peace**

This theme prompts us to consider our existence and coexistence with each other, within our communities and places of belonging, and with peoples of different countries, cultures, and backgrounds, as well as with our environment and our planet. It includes engagement with enormous issues facing us beyond borders, such as peace and human security, climate change, etc.

## **4. Leadership**

The final theme recognises the continuing importance of leadership as a skill, particularly in light of difficult times, where recognising and encouraging best practices in leadership at all levels of society is critical. Encouraging leadership at the government level, in businesses, and within institutions of all sizes represents the engine of change.

## **Conference Themes in Theory, Policy, and Practice**

Many theories are born and initially tested in the academy, informing discussions in the public sphere that influence policy. IAFOR represents a unique combination of engagement emerging from the collaborative efforts of senior policymakers, administrators, and individuals working on the ground or in the field. IAFOR has made this rare combination of equitable theoretical and practical exchanges the standard for our organisation and represents a valuable model for how science should be done.

We will develop conference and institutional programmes and publications around these themes as well as capacity building sessions for our conference programme over the next five years. It is our aim with the implementation of these themes, alongside the implementation and continuing refinement of new formats, to best harness the unique arena IAFOR and its network have built in regards to pressing issues of today and the future.



# 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.

Conference Venue: Kuala Lumpur Convention Centre

Friday, February 21 | 13:00-16:30 – Level 3 Centre Core Registration

Saturday, February 22 | 09:00-16:30 – Level 3 Centre Core Registration

Sunday, February 23 | 09:30-16:00 – Level 4 Centre Core Registration

Monday, February 24 | 09:30-16:00 – Level 4 Centre Core Registration

Tuesday, February 25 | 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.

## Conference Schedule

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

## Online Sessions

Be sure to join us online on **Tuesday, February 25** for our live-stream parallel presentation sessions.

## Conference Survey

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



Schedule



Online Session Access



Conference Survey





# General Information

## Refreshment Breaks

Complimentary coffee, tea, water, and light snacks will be provided during scheduled coffee breaks. Please note that lunch will not be provided on **February 22, 23, or 24**. For dining options, please refer to our Lunch Map for suggestions of restaurants and eateries near the Kuala Lumpur Convention Centre.

## Prayer Space

Prayer spaces are available on Level 3 of the Kuala Lumpur Convention Centre.

## Name Badges

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

## Connecting to WiFi

Free WiFi is provided at the Kuala Lumpur Convention Centre. To log in on any of your smart devices, please use the network name **ConventionCtrFreeWIFI**. Please note that the WiFi is capped at 5 Mbps per device and speeds may vary, so do not rely on a live connection for your presentation and prepare a personal WiFi or data plan.

## 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](https://iafor.org/about/privacy-policy)

# Conference Networking Events

## Cultural Event – Kuala Lumpur Craft Complex

Delegates are invited to kick-start their conference experience with an immersive tour that showcases the diverse artistry of Malaysian culture housed within the Craft Complex. Regarded as the city's 'iconic art tourism destination', the Craft Complex highlights Malaysia's creative legacy and provides a hands-on art-making experience that connects visitors with the heart of Malaysian craftsmanship.

Time & Date: Friday, February 21, 2025 | 09:00-12:00

Registration Deadline: Friday, January 24, 2025

Availability: 50 persons

Ticket Price: **15 USD**

*This is a ticketed event. Only delegates with pre-purchased tickets are able to attend.*

## Welcome Luncheon – Kuala Lumpur Convention Centre

This networking event provides a great opportunity for delegates to network and get to know each other.

Time & Date: Friday, February 21, 2025 | 13:00-14:30

Location: Conference Hall 2 (Level 3), Kuala Lumpur Convention Centre

Ticket Price: Free to attend

*Admission is included in the conference registration fee and is only open to registered conference delegates.*

## Music & Dance Workshop – Kuala Lumpur Convention Centre

Join us in exploring Malaysian music and dance led by the National Department for Culture & Arts, Ministry of Tourism Malaysia dance troupe. This immersive experience is a chance for delegates to network, unwind, and experience Malaysia's dance traditions. Participants will learn the cultural history of Malaysian dance, as well as basic steps they can perform together under the troupe's tutelage.

Time & Date: Friday, February 21, 2025 | 16:30-17:30

Location: Conference Hall 1 (Level 3), Kuala Lumpur Convention Centre

Ticket Price: Free to attend

*Admission is included in the conference registration fee and is only open to registered conference delegates.*

## Conference Dinner – Bijan Bar & Restaurant

Join us after the plenaries for the Conference Dinner at Bijan Bar & Restaurant, where you can reconvene with fellow delegates and our keynote presenters to continue conversations over an authentic Malay meal.

Time & Date: Saturday, February 22, 2025 | 19:00-21:00

Availability: 30 persons

Ticket Price: **65 USD**

*This is a ticketed event. Only delegates with pre-purchased tickets are able to attend.*



# Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive ([papers.iafor.org](http://papers.iafor.org)). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Monday, March 31, 2025**, through the online system. The proceedings will be published on **Tuesday, May 6, 2025**.

## 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 **Friday, March 7, 2025**.

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 **Tuesday, March 25, 2025**.

## 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.





An aerial photograph of Barcelona, Spain, with the Sagrada Família in the center. The city's dense urban landscape is visible, with many buildings and a few construction cranes around the cathedral. The text is overlaid on the top half of the image.

# “One of the most hideous buildings in the world”

GEORGE ORWELL

The 6th Barcelona Conference on Education (BCE2025)  
The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

September 30-October 4, 2025 | Held in Barcelona, Spain, and Online

**Abstract Submission Deadline: July 4, 2025**

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# IAFOR Journals

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

## How are papers submitted?

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

## How does IAFOR ensure academic integrity?

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

## Where are the journals indexed?

IAFOR Journals are indexed in Web of Science, 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 & Web of Science Indexed)

*IAFOR Journal of Literature & Librarianship* (Scopus indexed)

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

# Academic Grant & Scholarship Recipients

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

## SEACE2025 Scholarship Recipients

### **Fortunate Cindi (Oral Presentation)**

85725 | *Pressure or Support? Reviewing the Leadership Practices of District Officials in Improving Teaching and Learning in Public Schools, South Africa*

Ms Fortunate Cindi is currently teaching in the Gauteng Department of Education while pursuing her PhD with a focus on school district leadership at the University of the Witwatersrand, South Africa.

### **Meera Gungea (Oral Presentation)**

87653 | *Digital Literacy and Older Adults – Adoption and Usage Barriers*

Ms Meera Gungea is an academic at the Open University of Mauritius, Mauritius.

### **Maria Digi Anna Mance-Avila (Oral Presentation)**

87929 | *Translanguaging Practices of Multilingual Teachers and Students During Face-to-face and Online Mathematical Discourse: A Comparative Analysis*

Ms Maria Digi Anna Mance-Avila is currently a full-time scholar pursuing a PhD in Mathematics Education at Ateneo de Manila University, Philippines.



# IAFOR Global Fellows 2024/2025

IAFOR is delighted to announce the IAFOR Global Fellows for 2024/2025 as a part of its Global Fellowship Programme initiative. This fellowship programme is a wonderful opportunity for researchers to engage with IAFOR and its international network and collaborate together as fellows themselves to strengthen their research capacity and broaden their connections. In the inaugural 2024/2025 Programme, we proposed a theme of 'independent voices' with a focus on East Asian topics, selecting a cohort of up-and-coming researchers in the field to contribute to building a broader knowledge within the region where IAFOR operates. The selected fellows have shown their outstanding capacity and commitment to represent independent voices from various perspectives, be it the arts, culture, or politics. Members of the IAFOR community can look forward to engaging with the fellows through upcoming conferences and their publications.

IAFOR Global Fellows will be correspondingly appointed Fellows in the IAFOR Research Centre at Osaka University's School of International Public Policy (OSIPP) for the duration of their Fellowship.

We received a large number of applications and are proud to introduce the five successful fellows for the 2024/2025 cohort as follows:

## **Hongmin Ahn, South Korea**

Hongmin Ahn is a student at the Inter-University Center for Japanese Studies in Yokohama, Japan (2024-25). He holds a Master of Theological Studies from Harvard Divinity School, United States and a Bachelor of Arts in Religion from Bard College, United States. As an interdisciplinary scholar, Mr Ahn focuses on modern transnational religions in Korea and Japan, with a particular emphasis on Zainichi – the Korean diaspora in post-colonial Japan. His research explores the transnational networks of Zainichi religions that connect Korea, Japan, and the global Korean diaspora.

## **Azusa Iwane, Japan**

Azusa Iwane is the vice-project manager and editor at Global News View (GNV), an independent media outlet introducing the Japanese audience to international news overlooked by domestic mainstream media. She conducted a series of field studies in Zambia to better grasp the effective poverty experienced by mining communities with the collaboration of the Dag Hammarskjöld Institute for Peace and Conflict Studies, Copperbelt University.

## **Sheng-Hsiang Lance Peng, Taiwan**

With his recent PhD completion from Cambridge University's Education Faculty, Dr Sheng-Hsiang Lance Peng is an early career research fellow at IAFOR. In his current monster(s) project, Lance uses monstrous perspectives of othering to reimagine narratives from the periphery of Japanese society.

## **Shuqi Wang, China**

Dr Shuqi Wang just earned her doctorate degree from Nanyang Technological University, Singapore. Her research focuses on international relations and foreign policy analysis. She currently explores the historical influences on foreign policy preferences within US alliance systems.

## **Yanhua Zhou, China**

Dr Yanhua Zhou is currently a Professor of Art History at the Research Center for Visual Art, Sichuan Fine Arts Institute, China. She is also affiliated as a Professor with the Department of East Asian Studies at University of Arizona, United States. Her research focuses on the issue of art and geographic politics of contemporary art in Asia, global socially engaged art in a transnational context, affective infrastructural studies, and non-human agency in art.

Find out more about the IAFOR Global Fellowship Programme at  
<https://iafor.org/iafor-global-fellowship-programme/>



# Where tradition and innovation inspire

## IAFOR Kyoto Conference Series

November 04-08, 2025 | Held at the Kyoto Research Park, Kyoto, Japan, and Online

The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)

**Abstract Submission Deadline: August 01, 2025**



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# Keynote & Featured Presentations

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



# IAFOR events are among the most **diverse** on Earth

Bridging divides of **nation**, **culture**, and **discipline**; informing and shaping ideas, research, practice, and policy in a comparative and contrastive space, IAFOR encourages the sharing and nurturing of diverse ideas.

Over the past year, more than 5,000 delegates from more than 120 countries have participated in an IAFOR event.



**5,000+**  
Delegates



**120+**  
Countries

Inspiring global collaborations, this diversity of peoples, nations, voices, cultures, and ideas is at the heart of what we do.

**It is our greatest strength. Join us.**





**Featured Publishing Workshop: Michael Menchaca**

# **Academic Publishing in the Era of Artificial Intelligence: Policies and Practice**

**Friday, February 21, 2025 | 15:25-16:25 | Conference Hall 1 (Level 3), Kuala Lumpur**

**Convention Centre**

In this workshop, Professor Michael Menchaca, Editor of the Technology in Education issue of the IAFOR Journal of Education, will introduce the Journal and draw upon his expertise in discussing academic publishing and Artificial Intelligence (AI). The workshop will include journal guidelines, submission deadlines, key statistics, current indexes, and manuscript considerations, with a particular focus on current manuscript consideration areas: Artificial Intelligence, frameworks, author vs. editor responsibilities, and contemporary content. The workshop will allocate ample time for questions and answers, encouraging delegates at all levels of publication experience to participate.



## **Michael Menchaca**

Professor Michael Menchaca is a Professor in the Department of Learning Design and Technology at the University of Hawai'i at Mānoa, United States. He specialises in distance education, and has designed, implemented, and coordinated online and hybrid programs for over 20 years. He serves as editor for the IAFOR Journal of Education: Technology in Education Edition. He was an IT specialist for many years in the public and private sector. As an educator,

he teaches and conducts research in the areas of online learning, technology integration, and social justice with technology.





# Keynote Presentation: Stefanie Shamila Pillai

## Rethinking Language Education: Lessons from Malaysia

Saturday, February 22, 2025 | 10:40-11:05 | Conference Hall 1 (Level 3), Kuala Lumpur

Convention Centre & Online

In many cases, apart from the language used as the medium of instruction (usually an official language of the country), other languages offered in the education system tend to veer towards the world's lingua franca, English – even in multilingual contexts. This may be due to the legacy of colonisation or changing global trends. Such practices can lead to a largely monolingual society, one that places more value on particular languages at the expense of its local languages. The latter consequence will eventually affect the survival of these local languages.

This keynote presentation explores these points by looking at the impact of language and language education policies on language practices in Malaysia, a linguistically diverse country with over 130 living languages. These include the national language, Malay, and its various regional and social varieties; the country's many indigenous languages, as well as Chinese and Indian languages and Malaysia's own variety of English. Apart from Malay, however, the main languages present in the education system are English, Mandarin, Tamil, and also Arabic. Throughout the last six decades, changes in terms of the languages of instruction and language education have influenced the language practices of Malaysians. This keynote will not only explore these influences, but also discuss how (or if) languages in education can strike a balance between emphasising official and selected languages as well as provide equitable access to education, taking into account the various linguistic and cultural backgrounds of Malaysians.



## Stefanie Shamila Pillai

Dr Stefanie Shamila Pillai is a Senior Professor in the Faculty of Languages and Linguistics at the Universiti Malaya (UM), Malaysia and is an Adjunct Professor at the Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand. She was previously Dean of this Faculty and headed UM's Social Advancement and Happiness Research Cluster and Centre for Industry and Community Engagement. Professor Pillai is currently a member of UM's Board of Directors. Professor Pillai's research focuses on language

use in multilingual contexts, including the use of English in Malaysia and language education. She is known for her work on Melaka Portuguese (Papia Kristang), an endangered language in Malaysia, digitally archiving this language and works with community representatives to develop materials and programmes to encourage its use. Both her scholarly output and knowledge-sharing activities have caught the attention of government agencies overseeing languages, museums and archives, along with local and international media.

Professor Pillai has been actively involved in capacity-building and mentoring programmes, having been recognised as one of the pioneering members who developed a three-part leadership training programme for new deans at local universities in Malaysia. She was part of the Asia Pacific Women in Leadership Programme. She has developed and conducted a research training programme for early career researchers partly funded by the Association of Commonwealth Universities. She also organised workshops to build capacity for the language documentation of endangered languages as part of her Newton grant with Professor Emeritus Dr Peter K. Austin. Professor Pillai has received a number of accolades for her work, including recognition as a Fellow of the Academy of Sciences Malaysia and a 2024 Top Research Scientist Malaysia and as a Mercator Fellow in the recently funded research unit on Convergence on Dominant Language Constellations: World Englishes in their local multilingual ecologies (CODILAC) at the University of Hamburg, Germany. She was previously an Ian Gordon Fellow at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.



**Featured Panel Presentation: Mary Hattori, Peter Leong, Ariana Eichelberger, Chih-Pu Dai, Daniel Hoffman, Shamila Janakiraman, Michael Menchaca, Seungoh Paek**

# **Promoting Cultural Awareness in Artificial Intelligence for Sustainable Education: East-West Collaboration**

**Saturday, February 22, 2025 | 11:20-12:20 | Conference Hall 1 (Level 3), Kuala Lumpur Convention Centre & Online**

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

Education and sustainability are central to diverse and developing nations. Grounded in the United Nations' Sustainable Development Goals (SDGs), with the specified goal of Quality Education in mind, this panel will discuss artificial intelligence (AI) initiatives focusing on workforce education, culturally-relevant technology education, and regional empowerment. This panel will discuss recent collaborations and initiatives addressing AI and its potential in sustainable education between the University of Hawai'i-Mānoa's College of Education and the East-West Center, which promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific. Highlighted initiatives include integrating cultural awareness into AI-driven initiatives such as AI implementation, AI professional development, AI course development, and AI virtual agent development.



## **Mary Hattori**

Dr Mary Therese Perez Hattori is a daughter of Guåhan (Guam), of the clan Familian Titang, born to Paul Mitsuo Hattori of Kalihi, O'ahu, Hawaii and Fermina Leon Guerrero Perez of the village of Chalan Pago, Guam. She currently serves as Director of the Pacific Islands Development Program (PIDP) with the East-West Center and previously enjoyed a long career in various technology and education-related positions. PIDP is a regional organisation, a founding member of the Council of Regional Organisations of the Pacific and secretariat of the Pacific Islands Council of Leaders.

Dr Hattori is also affiliate graduate faculty in Pacific Studies, Learning Design and Technology, and several Educational Doctorate programs, a community organiser, advocate for Pacific Islanders in the United States, public speaker, author, and poet. She is co-founder and co-organiser of cultural events such as the Cultural Animation Film Festival and the Celebrate Micronesia Festival, both held annually in Honolulu. She serves the state of Hawaii as a member of the Board of Education and Associate Member of the Consular Corps of Honolulu.



## Peter Leong

Dr Peter Leong is the Chair of Learning Design & Technology at the University of Hawai'i-Mānoa, United States. 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.



## 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.



## 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.





## Daniel Hoffman

Dr Daniel Hoffman is an Associate Professor of Learning Design & Technology (LTEC) at the University of Hawai'i at Mānoa, United States. He is the principal investigator of the Advancing Culturally-Relevant Computing project and the president of the International Division of the Association for Educational Communications and Technology. A former classroom teacher, his research focuses broadly on the complex relationships between education and technology. In addition to his research, he enjoys working as an Associate Editor for the *IAFOR Journal of Education - Technology*

in Education issues.



## Shamila Janakiraman

Dr Shamila Janakiraman is an Assistant Professor in Learning Design & Technology (LTEC) at the University of Hawai'i at Mānoa, United States. 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. She 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.

## Michael Menchaca

(see page 33 for bio)



## Seungoh Paek

Dr Seungoh Paek is a Professor in the Department of Learning Design and Technology at The University of Hawai'i at Mānoa, United States. Her research primarily explores children's interactions within digital learning environments, with a focus on enhancing their comprehension of abstract concepts in mathematics, science, and computer science. Dr Paek has served as a co-investigator on two grant projects funded by the United States' National Science Foundation (NSF). One project evaluates innovative strategies for improving engagement, diversity, and retention in undergraduate computer science programmes, while

the other focuses on fostering research and practises in culturally-relevant computing to support school teachers teaching computer science in Hawaii's public schools. In addition to her research, Dr Paek teaches a range of undergraduate and graduate courses covering topics such as instructional design, instructional technology for K-12 (in-service and pre-service teachers), cognitive science, and research methodology. Her work as both an educator and researcher bridges educational theory and practical application in both teaching and research contexts.



# Yokoso!

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

November 23-28, 2025

Held at The Toshi Center Hotel, Tokyo, Japan, and Online

The 17th Asian Conference on Education (ACE2025)


Abstract Submission Deadline: August 22, 2025

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**Featured Presentation: Nurhasmiza Sazalli**

# **Turning Hesitation into Action: Inspiring Rural Area Teachers to Embrace AI in Education**

**Saturday, February 22, 2025 | 14:00-14:25 | Conference Hall 1 (Level 3), Kuala Lumpur**

**Convention Centre & Online**

Generative AI has emerged as a transformative tool in education, offering innovative ways to enhance teaching and learning processes. Since 2024, efforts to train in-service teachers in Malaysia, particularly in rural areas, have focused on equipping them with practical skills to integrate generative AI into their daily responsibilities. These training programs aimed to empower teachers to streamline lesson planning, create engaging learning materials, and deliver effective feedback, ultimately improving classroom experiences.

The primary challenge in these training initiatives lies not in technological barriers but in attitudinal resistance. Many teachers attend sessions under administrative direction and are often hesitant to engage with unfamiliar tools. To address this, training programs were meticulously designed to align with their practical needs and responsibilities in mind. By employing andragogical principles, workshops prioritised hands-on activities, interactive learning, and individualised support to ensure participants understood and could apply acquired skills in the classroom. Small-group facilitation and a slower pace further enhanced the learning experience, fostering confidence and competence among participants.

This keynote presentation will explore the strategies employed to overcome attitudinal challenges, highlighting the importance of relevance, engagement, and personalised guidance in generative AI training for educators. It will also discuss the broader implications of these efforts in transforming rural education, where teachers have begun to embrace AI for more efficient and creative teaching practices. The session aims to provide valuable insights for educators, trainers, and policymakers seeking to implement effective AI training programs in similar contexts, emphasising the potential of generative AI to bridge educational disparities.




## Nurhasmiza Sazalli

Dr Nurhasmiza Sazalli has over 22 years of experience in education. She holds a PhD in Education from the University of Exeter, United Kingdom, specialising in AI tools training, mobile learning, and design thinking. She also holds three master's degrees, including an MBA in Digital Entrepreneurship. As the CEO@Faculty Fellow at McDonald's Malaysia, she developed mobile app content for onboarding new employees and designed the company's Talent Development Programme, enabling McDonald's staff

to pursue MBAs at Universiti Teknologi Malaysia. An advocate for digital learning, Dr Sazalli has trained school teachers, university academics, and McDonald's employees in mobile learning since before the COVID-19 pandemic. Her workshops emphasise design thinking and aim to create future-ready educators capable of delivering engaging, meaningful training. She also leads the Bijak Lestari University Social Responsibility (USR) team, offering AI training for educators, STEM activities for students, leadership workshops, and parenting skills programs.

Passionate about collaboration, Dr Sazalli has worked with institutions such as the Okayama University of Science, Tokyo University of Agriculture and Technology, and McDonald's Malaysia. Currently, she leads the PhD and Master in Education TESL programs at Universiti Teknologi Malaysia, supervising 15 PhD students. The courses taught by her include 'Innovations in Education', 'Materials and Syllabus Design', 'Second Language Acquisition', and 'English for Professional Communication'.



A woman with glasses and a patterned top is speaking into a microphone. The background is dark and out of focus, showing other people in an audience.

# The Forum: Human and Artificial Intelligence: Questions of Culture, Psychology, Ethics and Education

**Moderators: Syed Mehboob Ali, Apipol Sae-Tung**

**Saturday, February 22, 2025 | 14:45-16:00 | Conference Hall 1 (Level 3), Kuala Lumpur**

**Convention Centre & Online**

The proliferation of Artificial Intelligence (AI) has had an enormous psychological impact on society in terms of how we view ourselves and others, our relationship with technology, and how we communicate with each other. The personification of AI and overreliance on its output can blur the boundaries between humans and machines, in turn impairing empathy, reducing real-world interaction, and worsening mental health. AI literacy is, therefore, extremely important if humans are to leverage the strengths of this accelerating technology.

Discussions around AI literacy almost certainly involve AI ethics: What should AI do – and not do – in order to preserve human communication and protect mental health? The design and behaviour of AI systems are tied to their potential psychological consequences, making mental health an ethical issue central in ongoing AI discussions and its use. Current theories on AI ethics are predominantly Western, using concepts of either utility maximisation or prioritising intrinsic values, such as fairness, dignity, and human agency. While teaching these principles in culturally homogeneous contexts is already challenging, this becomes far more complex in multicultural settings: how does one define and measure fairness, dignity, and whether the public good is served when culturally diverse students have a different understanding of these concepts? How can we train AI algorithms that go beyond borders to understand multicultural definitions of ethics?

Addressing these challenges requires introducing a multicultural approach to ethics that counters what scholars call 'Western colonialism in the technical and conceptual architecture of AI'. At SEACE2025, IAFOR invites delegates to engage in critical discussions on the intersection of AI, mental health, and education in multicultural contexts.



## Syed Mehboob Ali

Syed Mehboob Ali is a doctoral candidate at Southern Methodist University, United States. His research interests focus on mental health, cultural intelligence, Islamic psychology, and technology. His doctoral work aims to develop a culturally competent, proactive mental wellness framework that addresses modern challenges, including the impact of AI and mobile technology on human behaviour and relationships.

In addition to his academic endeavors, Mr Ali is a seasoned global leader with extensive experience driving innovation and leading strategic initiatives, including the successful launch of global technology-led programmes for Fortune 500 companies.

Mr Ali is also a Licensed Professional Counselor who is passionate about bridging the worlds of technology and mental health. After earning a master's degree in Clinical Counseling and Mental Health, he deepened his expertise through the study of culturally informed approaches to mental wellness and counseling.

Through this unique intersection of corporate leadership and counseling, Mr Ali offers a dual perspective on human behaviour. He is dedicated to fostering meaningful discussions on the integration of technology, mental health, and cultural understanding to meet the evolving needs of today's global community.



## Apipol Sae-Tung

Apipol Sae-Tung is an Academic Coordinator at IAFOR, where he contributes to the development and execution of academic-related content and activities. He works closely with the Forum's partner institutions and coordinates IAFOR's Global Fellowship Programme. His recent activities include mediating conference reports for the Forum's international conference programme and facilitating the IAFOR Undergraduate Research Symposium (IURS).

Mr Sae-Tung began his career as a Program Coordinator for the Faculty of Political Science at Chulalongkorn University, Thailand. He was awarded the Japanese Government's MEXT Research

Scholarship and is currently pursuing a PhD at the Graduate School of International Development, Nagoya University, Japan. His research focuses on government and policy analysis, particularly on authoritarian regimes.

Mr Sae-Tung holds an MA in International Relations and Diplomacy from Thammasat University, Thailand, where he studied foreign policy analysis and Thailand-China relations. He also holds a BA in History from the same institution.



# Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

For more information about the IAFOR Research Centre visit:  
[www.osipp.osaka-u.ac.jp/iaforresearchcentre/](http://www.osipp.osaka-u.ac.jp/iaforresearchcentre/)



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# Saturday Poster Presentations

**16:00-17:00 | Conference Hall 2 (3F)  
Saturday Poster Session**

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



# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Adult, Lifelong & Distance Learning

89963 | *The Impact of Individual Factors on Health Literacy: the Critical Role of Health Behavior Efficacy in Elderly Care*  
Wan-Chen Hsu, National Kaohsiung University of Science and Technology, Taiwan

This study explores the mediating role of health behavior efficacy on the relationship between individual factors and health literacy in elderly populations. Using the Integrative Model of eHealth Use (IMeHU), this research examined how demographic variables such as age, gender, and health status influence health literacy through the lens of health behavior efficacy. A sample of 553 elderly participants was surveyed using standardized questionnaires assessing health behavior efficacy (focusing on psychological well-being, physical activity, and health responsibility) and health literacy (covering the dimensions of accessing, understanding, applying, and communicating health information). Results revealed that health behavior efficacy significantly mediated the relationship between individual factors and health literacy. Psychological well-being played a mediating role in the relationships between health concerns and both the acquisition and application of health information. Health responsibility also mediated the relationship between health concerns and the ability to communicate health information. These findings suggest that enhancing psychological well-being and health responsibility could empower elderly individuals to access, understand, and use health information more effectively, contributing to better health outcomes. The study's insights highlight the need for tailored interventions to improve health literacy among the elderly by focusing on strengthening health behavior efficacy.

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

90210 | *A Longitudinal Mediation Analysis of Job Crafting Among Chinese Inclusive School Teachers of Students with Special Education Needs*

Zhengli Xie, The Hong Kong Polytechnic University, Hong Kong  
Xinhua Zhu, The Hong Kong Polytechnic University, Hong Kong  
Yuan Yao, The Hong Kong Polytechnic University, Hong Kong

Job crafting is a kind of teachers' proactive work behavior that is conducive to better accommodating students' special needs and improving the quality of inclusive education. This study aims to examine the influence of teachers' attitudes towards inclusive education and perceived principals' leadership on inclusive school teachers' job crafting and the mediating role of work motivation in the relationships. A total of 666 Beijing primary school teachers whose classrooms had students with special education needs participated in the survey twice within a six-month interval. A series of confirmatory factor analyses were performed to examine the construct validity of all research variables, and longitudinal measurement invariance was examined for work motivation and job crafting. The main hypotheses were examined through longitudinal path analysis. The results showed that attitudes towards inclusive education at time 1 positively predicted both controlled motivation and autonomous motivation at time 2; transformational leadership at time 1 positively predicted autonomous motivation at time 2; autonomous motivation at time 2 positively predicted job crafting at time 2. Moreover, autonomous motivation fully mediated the positive effect of attitudes towards inclusive education on job crafting, and it also fully mediated the positive effect of transformational leadership on job crafting. The findings enrich the existing literature and provide practical implications for inclusive school teachers, principals, and educational authorities.

90227 | *Supporting Families of Preschool Children Who Are Deaf and Hard-of-Hearing in Japan*  
Masatomo Motegi, Tohoku Fukushi University, Japan

In Japan, DHH (Deaf and Hard-of-Hearing) children are able to choose their learning environment, regular school or special school for DHH, between the ages of 3 to 17 years, depending on their educational needs. Additionally, special schools for DHH provide educational support for infants, toddlers, and their families. In this research, we collected the data from 32 (26.9%) of 119 schools for DHH in Japan over the three-year period, 2022-2024, to investigate the number of infants and toddlers who receive educational support, and what kinds of support they receive. While the total number of children (3- to 17-year-old) enrolled in the 32 schools was 1,235, the number of DHH infants and toddlers (0- to 3-year-old) who received educational support was 500. Of those infants and toddlers, 71 were wearing at least one cochlear implant, 386 were wearing hearing aids or other devices, and 43 had not yet started wearing hearing aids or other devices. This research found that the parents visited the schools for DHH and received counselling from various aspects, including the anatomy and physiology of the hearing mechanism, developmental characteristics of DHH children, hearing compensation and communication support, etc. If they did not understand the explanations given at medical institutions or rehabilitation facilities, additional and parent-friendly explanation was provided by the teachers at special schools for DHH. These findings suggest that Japanese schools for DHH play an important role as an institution for the encouragement and empowerment of parents who have DHH children.

89370 | *Evaluating the Effect of Video-Modeling on the Social Skills of Children with Developmental Disabilities*  
Khalid Abu-Alghayth, King Khalid University, Saudi Arabia

A lack of social skills among children with developmental disabilities can be an indicator of complex life challenges. The aim of this study was to evaluate the effect of video-modeling on the social skills (initiating conversation with peers and response to discussions) of children with developmental disabilities. According to Horner et al. (2005), "Single-subject designs may involve only one participant, but typically include multiple participants (e.g., 3 to 8) in a single study" therefore, a total of three children with developmental disabilities participated in this current study. A multiple probe design across behaviors was used to answer the following research questions: (a) what is the effect of video-modeling on the acquisition of social skills among the three children? (b) what is the effect of video-modeling on the maintenance of social skills among the three children? The results demonstrated that the intervention had an effect on both the acquisition and the maintenance of the social skills of the children. The effect of the intervention was noticed across all behaviors among the three children. Based on the findings of the study, it is recommended that video-modeling and other evidence-based practices to be used with children with developmental disabilities.

# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Educational Policy, Leadership, Management & Administration

85992 | *Future Opportunities for Saudi Universities at Expo 2030 in Riyadh*  
Abdulaziz Alqahtani, King Khalid University, Saudi Arabia

This study explores the future opportunities for Saudi universities at Expo 2030 in Riyadh, by identifying those future opportunities and the forces and factors affecting them. The researcher adopted the Delphi method through an investigation of the proposed scenarios by a sample of experts and specialists in the field of future opportunities. Those experts have experience implementing mechanisms for future opportunities for Saudi universities at Expo 2030 in Riyadh, in addition to their teaching experience. The number of participants in the first round reached 25 academics and administrative leaders. The researcher approved the contributions of only 13 of them because they volunteered to participate. The proposed scenarios for future opportunities for Saudi universities at Expo 2030 in Riyadh were classified as reference, reformist, and innovative. Three alternative futures were predicted according to the scenarios.

### Educational Research, Development & Publishing

88875 | *Reflective Practices Among Postgraduate Medical Students to Improve Their Learning Outcomes: A Qualitative Exploratory Study*  
Mubashira Sahar Mufti, Khyber Medical University, Pakistan

Background: Reflective practice among postgraduate medical students has been found to contribute in the development of personal and professional skills, and improve clinical competence, critical thinking, and problem-solving abilities with the ultimate goal of promoting lifelong learning and self-awareness among postgraduate students, resulting in overall growth

Objective: The primary objective of this review is to illustrate the elements that affect postgraduate students' adoption of reflective learning and its significance towards their professional and personal growth.

Methods: A Qualitative study was conducted. Semi-structured interviews were carried out with a purposive sample of nine postgraduate students. All the interviews were audio recorded and transcribed onto otter.ai. Confidentiality and anonymity were guaranteed due to the sensitive nature of the data. Thematic analysis was done and primary codes were obtained. Coding was done manually. The codes merged to create categories and themes. To achieve analytical triangulation, the codes and themes were discussed with the supervisor and were agreed upon.

Results: The results of this qualitative study shed light on the transformative potential of reflective writing in a variety of contexts.

Three themes along with eight sub-themes were identified from data analysis. Individuals perceived reflective writing as a tool for self-improvement through documenting personal growth and learning. Reflective practice has encouraged the participants to re-think their own thoughts, beliefs, and experiences in a more meaningful and structured manner

Conclusion: This study concluded that reflective writing is an effective tool that can enhance postgraduate students' learning outcomes and personal and professional development. However, it is important to be cognizant of the challenges associated with RP and to provide students with the assistance they require to be successful.

87902 | *The Body Mass Index (BMI) of the BPEd Students of a CICM-HEI in Nueva Vizcaya*

Ronda Navalta, Saint Mary's University, Philippines

Jea Rica Gawayen, Saint Mary's University, Philippines

Magno Brixen, Saint Mary's University, Philippines

Simangan Ma. Layra Junet, Saint Mary's University, Philippines

Sabado Jayson Jake, Saint Mary's University, Philippines

Niño Baldonado, Saint Mary's University, Philippines

Students undergo significant personal and academic development during college, but this period can also lead to increased stress, irregular routines, and lifestyle changes. This study investigates the Body Mass Index (BMI) of BPEd students at a CICM Higher Education Institution in Nueva Vizcaya, aiming to develop an exercise program tailored to their needs. Utilizing a Descriptive Pre-experimental Pre-test Post-test Group Design, the researchers assessed the BMI of nine BPEd students before and after implementing the exercise program. A survey questionnaire served as a secondary tool to guide the development of the program. The pre-test results identified students in various BMI categories: normal weight, overweight, and obese. Post-test results showed a reduction in BMI among the students, indicating the effectiveness of the exercise program. Statistical analysis revealed a significant difference in BMI before and after the intervention. Based on these findings, a personalized exercise program was designed, with specific routines for normal weight, overweight, and obese categories. The study suggests that the exercise program should be incorporated into the physical education classes and training sessions of BPEd students, athletes, and PE teachers at Saint Mary's University. This tailored approach aims to enhance students' physical well-being and address the challenges of maintaining a healthy lifestyle during college.



# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Foreign Languages Education & Applied Linguistics

87930 | *An Attempt to Develop an Automated Evaluation System for L2 Writing: Analysis of Comparisons Between a Machine Learning System and ChatGPT*

Kaoru Mita, Jissen Women's University, Japan

Atsuko Shimoda, Jissen Women's University, Japan

After the release of ChatGPT at the end of 2022, L2 language learning has entered a new era of human and generative AI coexistence. Its widespread use has brought about significant changes in the research, teaching, and learning of foreign languages. The authors had been developing an automatic evaluation system to measure the "quality of content" of writing by machine learning for two years (Mita & Shimoda, 2023a, 2024). The developed automated evaluation system has a 59.7% agreement rate with the teacher's assessment and a correlation coefficient of .433\*\*. When the old model was used by students for writing preparation, it was found to contribute significantly to the quality of the content (Mita & Shimoda, 2023b). One drawback, however, is that our study collected less data than is desirable for machine learning (1611 essays), limiting its ability to increase the degree of agreement. ChatGPT was released during our development of the automatic evaluation system, and we introduced it into our model, resulting in a higher agreement rate (69.8%) and correlation coefficient (0.684\*\*) than the previous model. In the presentation, we will compare the old model using machine learning and the new model introducing ChatGPT, and discuss new possibilities for English writing evaluation using generative AI.

88160 | *Development of a Generative AI-Driven Vocabulary Learning App and Educational Program for Simultaneous Learning of Japanese and English*

Misa Otsuka, Jissen Women's Junior College, Japan

Kaoru Mita, Jissen Women's University, Japan

Vocabulary is the foundation of language proficiency, and acquiring a large vocabulary and the ability to use it effectively is crucial for improving language skills (Webb & Nation, 2017). However, it has been pointed out that Japanese university students lack sufficient vocabulary in both their native language, Japanese, and their second language, English. With the advent of generative AI, tasks such as writing and translation are being automated, and the significance of language acquisition is being reevaluated. In addition to simply knowing vocabulary (receptive vocabulary), the ability to produce and respond quickly (productive vocabulary, fluency) is becoming increasingly important, and the ability to keep up with generative AI is required. To address this issue, we developed a vocabulary learning material that allows Japanese native speakers to learn Japanese and English vocabulary in tandem, and conducted a pilot study with first-year university students at our university. We focused in particular on developing materials that enable learners to acquire a vibrant vocabulary with "breadth," "depth," and "fluency" through learning at the sentence and text level, rather than just at the word level. In the pilot study, we used a story creation task that involved creating a story using three vocabulary words per trial, and used generative AI to analyze errors and provide feedback to each student. In this presentation, we will report the results of the pilot study and the questionnaire responses from the participants, and discuss the challenges.

### Higher Education

87927 | *Learning Outcomes of Japanese University Graduates Based on a Meta-Analysis of Questionnaires to Employers*

Susumu Shibui, National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan

Ayaka Noda, National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan

Asuka Kaneko, National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan

There has been much interest in visualizing students' learning outcomes and many studies have been conducted globally, but most of them have measured student abilities through tests or students' self-assessment. In this study, from the standpoint of emphasizing learning outcomes as a societal expectation of higher education, we analyzed which abilities were highly evaluated by the companies employing graduates and which were not. As a method, we conducted a meta-analysis of questionnaires submitted by 85 universities from 2019 to 2023, targeting companies that employ graduates. These questionnaires were collected by universities as supporting data for accreditation in Japan. The results showed that the abilities most valued and appreciated by employers were common sense, manners & integrity, disciplinary knowledge and skills, general knowledge, and basic academic skills. On the other hand, while employers had high expectations for graduates' English proficiency, global awareness, leadership, and communication skills, they were relatively dissatisfied with the current level of these abilities. When we compared these results with a similar analysis conducted from 2012 to 2018, we found no significant changes. Despite the evolving societal expectations for student learning outcomes driven by accelerated globalization and technological innovation over the past decade, the study did not observe significant shifts in graduates' abilities. The study highlights a challenge for Japanese higher education in effectively preparing graduates with the employability and competencies required by today's society.

# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Implementation & Assessment of Innovative Technologies in Education

90665 | *An Initial Exploration of Coding Qualitative Research Interview Transcripts Based on Large Language Models*

Tzren-Ru Chou, National Taiwan Normal University, Taiwan

Chih Chang Yang, National Taiwan Normal University, Taiwan

Shu Wei Liu, National Taiwan University of Science and Technology, Taiwan

Interviews have long been a crucial data source in qualitative research. By analyzing interview transcripts, researchers can gain deep insights into participants' experiences, perspectives, and emotions. Among various analytical approaches, coding is one of the most commonly employed methods. However, current manual coding processes are not only time-consuming and labor-intensive but also prone to inconsistencies due to differing viewpoints among researchers. Furthermore, prolonged, high-intensity coding tasks can impose significant emotional and psychological burdens. To address these challenges, this study proposes a module based on Large Language Models (LLMs) that employs Content Analysis for meaningful segmentation of texts. By leveraging prompts and contextual conditions, the model is designed to interpret semantic nuances accurately and automatically match appropriate codes. To evaluate the usability of this approach, we applied it to interview transcripts from educational research and compared the automated coding results with those generated by professional researchers through manual coding. Cohen's Kappa coefficient was used to assess the consistency between the two. Preliminary findings indicate that LLM-based automated coding demonstrates strong agreement with manual coding conducted by experts, suggesting a shared perspective on coding. These results highlight the potential of LLMs in analyzing and coding qualitative interview data.

90391 | *Design and Preliminary Evaluation of a Generative AI-Supported Scenario-Based Travel Planning Training Game with Simulated Dialogues*

Yen-Ting Ho, Ming Chuan University, Taiwan

Chih-Chung Chien, 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

In tourism education, developing the professional skill of customer demand-oriented travel planning is essential. However, the diverse and complex nature of customer needs often makes it challenging to simulate realistic customer service scenarios in the classroom due to limitations in classroom space, a lack of realistic role-playing, or restricted interaction time. Therefore, this study designs an online scenario-based interactive simulation game that utilizes scenario-driven Generative AI (GAI) Non-Player Character (NPC) technology to create two highly interactive NPC customers with personalized needs. Learners can interact with these two NPCs through dialogue to understand different customer needs. The above design is expected to enhance the realism and challenge of the dialogues, to strengthen students' learning experience in the simulated environment. The study participants were 21 college students, all aged 20 or older, from a university in Taiwan. Quantitative data results indicated that learners' scores for flow experience, learning motivation, and perceived game fidelity were significantly higher than the median (i.e., 3) on a 5-point Likert scale, and their activity anxiety scores were lower than 3. In addition, qualitative feedback showed that 61% of learners found the dialogue content of GAI NPCs to be realistic, and 57% of learners interacting with GAI NPCs helped them understand the needs of travelers. The two AI characters in the game exhibited high realism, surpassing the authenticity of general-purpose GPT models. The realistic nature of the two AI characters made learners feel as if they were interacting face-to-face with real travelers, enhancing their sense of immersion.

90014 | *The Effectiveness of the Project to Promote COVID-19 Vaccination for Residents of Long-term Care Institutions*

Yen Ju Chen, St. Joseph Hospital, Taiwan

Pei-Yu Lee, Cheng Shiu University, Kaohsiung City, Taiwan

Shu-Lan Chen, St. Joseph Hospital Nursing Home, Taiwan

The global COVID-19 pandemic presents various clinical symptoms, mainly fever, dry cough, and fatigue, often with lung involvement. While the World Health Organization provides infection control guidelines, elderly residents in long-term care institutions (LTCI), many with chronic illnesses, often rely on family members for health decisions. Vaccination remains the most effective method of disease prevention. This project collaborated with government health units to create a vaccination process for LTCI residents, considering their limited mobility and bedridden status. To minimize the risk of infection during hospital visits and reduce institutional staff burden, two LTCI in southern Taiwan worked with their contracted hospitals to formulate a vaccination plan. The process included advocacy, surveys on willingness, implementation, and observation, over three months. Out of 141 residents, 119 families consented to the first dose, achieving an 84.4% vaccination rate. However, after the first dose, 35 residents (29.4%) experienced high fevers, and 3 (2.5%) had severe adverse reactions. As a result, families of 38 residents refused the second dose, failing to meet the 80% target set by health authorities. Additionally, 81% of LTCI in southern Taiwan did not meet the second-dose target, highlighting the need for improved vaccine promotion. It is crucial to continue encouraging vaccination in LTCI, regardless of prior infection or vaccination status, as COVID-19 variants pose a reinfection risk. Educating families and holding regular sessions on infection prevention and vaccination can foster positive attitudes and informed consent for vaccination.



# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

90015 | *A Hospital Has Intervened in a Multi-faceted Strategy to Improve the Effectiveness of Staff Administering the COVID-19 Vaccine*  
Yen Ju Chen, St. Joseph Hospital, Taiwan  
Pei-Yu Lee, Cheng Shiu University, Kaohsiung City, Taiwan  
Shu-Lan Chen, St. Joseph Hospital Nursing Home, Taiwan

This study was conducted at a regional teaching-hospital in southern Taiwan, aiming to increase COVID-19 vaccination rates among healthcare workers and prevent nosocomial cluster infections. The majority of the patients are elderly with multiple chronic conditions, making them highly susceptible to infections and severe illness. To prevent large-scale hospital outbreaks, Taiwan's Central Epidemic Command Center emphasized the necessity for individuals to receive two doses of the vaccine to ensure adequate protection. The hospital employed multiple promotional strategies to encourage staff vaccination, including the development of a COVID-19 vaccine educational program. Hospital supervisors led by example by receiving the vaccine and sharing photos on social media, daily reports on vaccination progress were submitted, and a "Vaccine-watch" system was established to regularly report any adverse reactions to the government. Data collection occurred from March 17-22, 2021, and a Google-Form survey was used to assess healthcare workers' willingness to be vaccinated. Only 58 individuals participated in the educational program, with a vaccination rate of just 3.25% in the first month. After six months of continuous promotion, the vaccination rate among staff reached 99.71%. Approximately 33.3% of staff reported localized discomfort, headaches, or urticaria post-vaccination, but most felt well. The results demonstrate that increasing vaccination rates can effectively reduce the risk of nosocomial transmission, lessen the severity of illness among patients, and reduce the overall healthcare burden, thereby mitigating clustering and mortality risks. The success of this project can serve as a reference for other hospitals in formulating educational guidelines for infectious disease prevention.

## Innovation & Technology

88950 | *The Design and Preliminary Evaluation of a Bartending Skills Training Game Combining Generative AI-based NPCs and Contextual Simulation Mechanisms*  
Yu-Cheng Lin, Chihlee University of Technology, Taiwan  
Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Bartending skills in practice emphasize the ability to respond to customer demands. However, the training approach in technical and vocational education in the past has focused on memorization of materials and the operation of bartending techniques, with learners lacking the capability to apply the skills in real situations. In contrast, a generative AI (GAI) simulation-based scaffolding can help learners to solve problems in the communication process by responding to customer demands, and facilitate students' reflection through a real-time diagnostic mechanism. Therefore, this study designed a GAI module-based bartending skill simulation game, in which learners play the role of a bartender and must actively ask questions to the customer played by the GAI to collect key clues and determine the correct cocktail to satisfy the customer demands. This empirical study was conducted with a total of 20 participants. The results of the study showed that the learners had significant improvements in the three dimensions of basic bartending knowledge, bartending components, and situational application, and showed higher engagement in all dimensions of the flow. In terms of the perception of fidelity, the GAI contextual fidelity, role-play fidelity, and operational fidelity dimensions all showed high fidelity; meanwhile, learners had high intrinsic cognitive load and high germane cognitive load, as well as lower extrinsic cognitive load. It is suggested that various strategies and potentials of GAI for bartending knowledge and skills training can be further analyzed in the future.

90717 | *Development of an ASR-based Subtitle Generation System for Lecture Videos to Improve Searchability*  
Koichi Yoshizaki, Oita University, Japan

Video is often used in online learning. However, video materials generally lack searchability, which is a major problem, especially for learning that involves videos with long playback times or multiple video files. In this study, I have developed a function to automatically generate subtitles to lecture videos uploaded by teachers. The subtitles were created using an automatic speech recognition (ASR) system. Specifically, OpenAI Whisper, an open-source ASR software, is used for recognizing speech in this study. The generated subtitle data is stored in a database and becomes the search target when learners perform keyword searches for lecture videos. In addition, the user interface is designed to display the generated subtitle data in sync with the video playback within the learning management system which I have developed. By adding these functions to the already developed learning management system, the accessibility and usability of lecture video materials were improved. Furthermore, this system allows learners to quickly locate specific information within lengthy videos, enhancing their learning efficiency and engagement.

# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Learning Experiences, Student Learning & Learner Diversity

87827 | *Systematic Review of Student Engagement Instruments in Higher Education: Evaluating Reliability, Applicability, and Comprehensive Coverage Across Diverse Factors*

Jieyu Pang, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia  
Aziman Abdullah, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

Numerous student engagement instruments have been introduced in higher education, yet selecting an instrument that address the key areas of student engagement, including behaviour, thinking, emotions, social interactions, and active participation, remains a challenge. This paper aims to examine the recent research on student engagement instruments in higher education, identifying their strengths and weaknesses through a PRISMA guidelines. Literature search conducted in the Scopus and Web of Science databases resulted in the inclusion of 27 articles. These articles traced back 18 different types of instrument questionnaires to their original sources, which were then examined. The analysis reveals that 88% of the instruments exhibit high reliability and are suitable for both male and female students. Additionally, 59% are appropriate for university-level education, and 44% are suitable across various faculties. However, significant weaknesses were identified, with 83% of the instruments not usable across all course modalities and 33% not applicable to all age groups. Only 11% of the instruments were found to be fully inclusive, applicable across all course modalities, age groups, and educational contexts. Among the reviewed instruments, one stands out for its inclusiveness, effectively supporting students of all ages, genders, subjects, faculties, and course modalities at the university level while comprehensively covering the five dimensions of student engagement. This review highlights the need for more inclusive and adaptable instruments in higher education to ensure comprehensive measurement of student engagement across diverse contexts.

90594 | *Fostering the Preservation of Intangible Cultural Heritage in Higher Education: An Art-Based Action Research Approach*

Mei Yu Yao, The Hong Kong Polytechnic University, Hong Kong  
Kam Leung Chan, The Hong Kong Polytechnic University, Hong Kong

In educational settings, cultivating a profound comprehension of cultural heritage is crucial for enhancing students' awareness of their identities and their relationship with society. The transmission of intangible cultural heritage (ICH) encounters considerable challenges stemming from the forces of globalization and modernization. In the absence of proactive measures to incorporate ICH into educational systems, these cultural practices are at risk of being marginalized and ultimately lost. This study contends that integrating the preservation of intangible cultural heritage into higher education curricula can augment students' sense of cultural belonging and social responsibility. The study investigates the application of art-based action research as an alternate pedagogical method for ICH education. This study analyzes Barbola embroidery, a traditional art form, as a case study to explore how interactive workshops, based on practical artistic experiences, can function as an effective educational instrument. The findings indicate that these workshops facilitate sustainable ICH conservation through three primary mechanisms: 1) stimulate student engagement by igniting curiosity and interest in traditional arts; 2) provide experiential learning opportunities that enhance students' comprehension of the art form and its cultural context; and 3) motivate students to actively participate in the preservation and promotion of ICH. This research emphasizes the capacity of art-based action inquiry to enhance cultural education in higher education institutions. Integrating ICH into the curriculum via participatory art experiences enables educators to enhance appreciation for cultural heritage and empower students to aid in its continual preservation.

88189 | *Enhancing Multicultural Coexistence Education Through Junior College Seminar Activities: An Examination Based on Initiatives Through School Festivals*

Misa Otsuka, Jissen Women's Junior College, Japan

To deepen the understanding of multicultural coexistence in junior college seminars, it is crucial to determine the most effective activities and methods for introducing them. Additionally, we need to consider how to measure the outcomes and visualize individual growth. One of the significant challenges in promoting multicultural coexistence in Japan is communication support, which includes multilingualism, Japanese language education, and the use of "Easy Japanese" (a simplified form of Japanese for non-native speakers who face difficulties in understanding and communicating in Japanese). Over the past two years, the presenter has introduced "Easy Japanese" activities in the junior college seminars. The main activities consisted of two key components: (1) rewriting articles from women's web magazines into "Easy Japanese" for sharing with peers, and (2) reporting on the activities and interacting with visitors during the school festival. In the 2023 academic year, the presenter compiled and presented an e-book introducing local restaurants in "Easy Japanese" to festival attendees. In the 2024 academic year, multiple workshops were organized and managed by the students, including quizzes and card game creation, which significantly raised awareness about multicultural coexistence among almost all participants. Furthermore, many students demonstrated growth aligned with the university's Diploma Policy. This presentation aims to report on the outcomes of these initiatives over the past two years and discuss the research questions posed at the beginning in light of the university's Diploma Policy.



# 16:00-17:00 | Conference Hall 2 (3F)

## Saturday Poster Session

### Mind, Brain & Psychology

90718 | *The Views of Young Persons with Suicidal Tendencies on Suicide*  
Fan-Ko Sun, National Taiwan University, Taiwan  
Chun-Ying Chiang, I-Shou University, Taiwan

Introduction: Suicide is a critical public health issue affecting adolescents globally, with its impact being profound and increasingly severe.

Aim: To explore the perspectives and experiences of young persons with suicidal tendencies.

Method: A purposive sampling with a phenomenological research design was conducted. Forty-six young persons with mood disorders were selected from hospitals and clinics across Taiwan. In-depth, semi-structured interviews were conducted. Data were analyzed using Colaizzi's seven analysis steps.

Results: The results of this study are presented under four main themes and 17 sub-themes. (1) The impact of multiple external pressures: the trauma of being bullied, high-pressure family atmosphere, academic pressure, interpersonal relationship stress, and emotional stress. (2) The struggle with internal negative self-perception: fragile and sensitive personality traits, accumulation of worry and anxiety, a sense of hopelessness about life (3) The external environment support: create a friendly and bullying-free environment, create a harmonious family atmosphere, give the power of warmth, strengthen school publicity and guidance, seeking medical and social resources (4) Inner self-adjustment: constructing mindful cognition, strengthening one's abilities, finding an emotional outlet, transitioning to stress-relieving environments.

Conclusion: The findings highlight the need for a detailed understanding of suicide among youth, emphasizing the importance of personalized, empathetic approaches in both prevention and intervention strategies.

Implication for practice: Nursing professionals should design targeted intervention strategies that address the specific needs of young person with suicidal thoughts, taking into account their circumstances and personal experiences.

### Teaching Experiences, Pedagogy, Practice & Praxis

90534 | *Development and Implementation of a Humanities-Play Integrated Education Program for Elementary School Students*  
Song Yi Yang, Kangwon National University, South Korea

This study aims to develop and evaluate the educational significance of a humanities-play integrated education program designed for elementary school students residing in the border regions of South Korea. Cheorwon, Gangwon-do, the program's site, is a border area experiencing urban decline in terms of physical, social, and economic functions, with lingering security concerns among residents. Therefore, a practical approach considering socio-cultural aspects is needed to improve the quality of life for these residents. The humanities-play integrated program introduced in this study combines humanities texts with various play activities designed to stimulate physical and cognitive engagement, supporting healthy self-identity formation among elementary students in border areas. During the development phase, the program was structured to connect humanities values and play activities through elements of creativity, spontaneity, simplicity, repetition, and real-life relevance. Since 2022, a total of seven program sessions have been conducted, with survey satisfaction rates ranging from 87% to 99%. The findings indicate that integrating humanities and play promotes positive self-recognition and confidence among students, receiving high engagement and positive feedback. In conclusion, the humanities-play integrated program demonstrates an educational effect in fostering healthy self-identity in elementary students from border areas.

90503 | *Research on the Learning Effect of the Finite Element Method Course Through Inquiry-Based Learning*  
Shyh-Chour Huang, National Kaohsiung University of Science and Technology, Taiwan

The aim of this study is to investigate the impact of Inquiry-Based Learning (IBL) on students enrolled in the mechanical engineering course, Finite Element Method (FEM). FEM is known for its complexity, incorporating mathematical and physics concepts that students have encountered in previous courses. Traditional teaching approaches typically begin with mechanics formulas and conceptual explanations, often involving abstract ideas and numerous mathematical equations. In contrast, this study employs the Inquiry-Based Learning (IBL) method to explore its effectiveness in teaching the Finite Element Method course. The research findings indicate that the integration of IBL into the FEM curriculum significantly improved student learning outcomes. Specifically, students demonstrated a greater willingness to engage with the material, proactively sought out real-world applications of FEM, enhanced their problem-solving and innovative thinking skills, and experienced improved interactions with both peers and instructors.



# Sunday, February 23

## Parallel Sessions

**All times are Malaysian Standard Time (UTC+8)**

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



10:00-11:40 | Room 405 (4F)

# Sunday Onsite Parallel Session 1

## Leadership in Education

### Session Chair: Chien Chih Chen

#### 10:00-10:25

85725 | *Pressure or Support? Reviewing the Leadership Practices of District Officials in Improving Teaching and Learning in Public Schools, South Africa*

Fortunate Cindi, University of the Witwatersrand, South Africa

Xoliswa Mdabe, University of the Witwatersrand, South Africa

The role of district leadership involves ensuring compliance with policies and regulations, whilst simultaneously providing support to schools. Balancing these two aspects continues to be a challenge as the tendency to lean on bureaucratic and hierarchical structures still remains a leading dynamic when district officials visit schools. Recent literature concurs that the inclination of school leaders to execute reforms in a manner that prioritises adherence to rules and regulations rather than focusing on substantial enhancements to teaching methods has become an ongoing source of frustration in educational research. This interpretivist and qualitative small scale study adopted a case study design, in which data was generated through semi-structured interviews comprising of the following participants: Ten district officials, three school principals and seven teachers (a total of twenty participants). The findings of the study revealed that district officials were prone to adopting a top-down approach when providing support to teachers and principals, the superior logic concerning their role positioned them to impose solutions, rather than embracing professional autonomy and allowing ideas from the ground. This paper calls for a bottom-up approach in which district leadership practices respond and cater to the needs of teachers and principals to improve learner outcomes.

#### 10:25-10:50

90597 | *Transformational, Transactional and Lasallian Identity Leadership Behaviors: Effects on Employee Performance*

May Maricel de Gracia, La Salle Green Hills, Philippines

Janel Concepcion Cinches, La Salle Green Hills, Philippines

Kyle Martin Ilagan, La Salle Green Hills, Philippines

Leadership plays a crucial role in educational institutions, influencing both organizational success and the attainment of institutional goals. This study examines the leadership behaviors of school administrators at La Salle Green Hills. It focuses on the dimensions of transformational leadership, including vision articulation, role modeling, goal alignment, high-performance expectations, individualized support, and intellectual stimulation. Additionally, it addresses transactional leadership characterized by contingent rewards. The study explores how these behaviors influence employee performance, particularly regarding timeliness, diligence, collaboration, and proactiveness. As a Catholic institution, the study also investigates the Lasallian identity, emphasizing core values such as faith, service, and communion, to understand their impact on employee commitment and goal achievement. Using a quantitative research design, the study utilized an adapted and modified 37-item leadership behavior assessment (N1=282) and a 25-item self-rating questionnaire (N2=164), both administered online to employees. Correlation and regression analyses were conducted to evaluate the relationships and influences of leadership behaviors on employee performance. Results indicate that the administrators are perceived to have high expectations for employees' performance, however, providing individualized support and empathy are less frequently observed. Also, transformational leadership behaviors significantly enhance employees' proactiveness while transactional behavior has a positive relationship with the employee's core value of communion. Overall, there is a strong positive relationship among transformational, transactional, and Lasallian identity leadership behaviors, all of which are key motivators for employees, fostering collaboration and proactive engagement in the workplace. By strengthening these leadership practices, the school can significantly improve employee performance and achieve its goals.

#### 10:50-11:15

82641 | *Digital Pedagogy and Digital Leadership Practices*

Cashandra Mara, University of Johannesburg, South Africa

Introduction: Digital literacy as a competence for lifelong learning enhances social inclusion and appropriate leadership is required to navigate these challenges and the digital transformation process. Digital leadership is one current leadership approach receiving international attention. Methodology: Secondary qualitative desktop research was conducted to examine literature on the use of technology in school education and the leadership required during and since the disruption caused by the Covid19 pandemic.

The findings revealed that conventional leadership practices and conventional mind sets persist, which hamper the potential for digital pedagogy, digital leadership, and social inclusion. The sudden requirement of digital transformation imposed on South African schools again highlighted the marginalization of certain populations nationally.

Conclusion and Recommendations: The findings support the need for principals and teachers to expand their knowledge of digital pedagogy and digital leadership to inform their practice. A system-wide change across the South African education sector is needed to support principals in the transformation of schools to an authentic digital age learning environment.

#### 11:15-11:40

89301 | *Exploring the Impact of Power Distance on Teachers' Perceptions of Principals' Technology Leadership*

Chien Chih Chen, National Taipei University of Education, Taiwan

This study investigates the relationship between teachers' perceptions of principals' power distance and technology leadership. Power distance refers to the perceived inequality in authority within an organization. When the power distance is more significant, it may suppress teachers' autonomy and innovation, affecting their attitudes and behaviors toward technology adoption. The primary objective of this study is to understand how teachers perceive the current state of technology used by school leaders and whether the level of perceived power distance impacts principals' technology leadership. Additionally, the study examines how various background factors, such as gender, teacher age, years of service, and school size, influence perceptions of principals' technology leadership.

This research targeted elementary school teachers in New Taipei City, Taiwan, using a Likert five-point scale for the survey. After data cleaning, a total of 1,308 valid samples were obtained. Results indicated that teachers' perception of principals' power distance was relatively low, with an average score of 2.093, suggesting that power disparity was not highly perceived. However, teachers generally evaluated principals' technology leadership highly, with an average score of 4.037, particularly in supporting technological infrastructure (4.191). Further analysis revealed a significant negative correlation between power distance and technology leadership (standardized coefficient = -.307), indicating that higher power distance was associated with lower evaluations of principals' technology leadership. Additionally, male teachers reported higher recognition of principals' technology leadership than female teachers. Based on these findings, future research should further explore how to mitigate the impact of principals' power distance on teachers' acceptance of technology.

**10:00-11:40 | Room 406 (4F)**

# **Sunday Onsite Parallel Session 1**

**Educational Policy, Professional Training & Concerns in Education**

**Session Chair: A. Michael Riskus**

**10:00-10:25**

90730 | *Explorations of Culturally Relevant Computing: Shaping Teachers' Beliefs and Knowledge in CS Education*

Daniel Hoffman, University of Hawai'i, United States

Rochelle Ka'aloa, University of Hawai'i, United States

Peter Leong, University of Hawai'i, United States

Seungoh Paek, University of Hawai'i, United States

In response to calls to broaden participation in Computer Science (CS) education, this study investigated a professional development (PD) program aimed at providing educators with the training needed to integrate CS into their classrooms. The central premise of the study was that PD in culturally relevant computing (CRC) would support teachers who have little prior knowledge of CS content and pedagogical methods. The project argued that CRC is a way to help students learn the concepts and practices of CS while applying them in ways that promote cultural competence and critical consciousness. Integrating CS education standards with outcomes from a Hawaiian cultural framework, the project created five CRC instructional modules and a corresponding three-day PD workshop. In turn, a mixed-methods study was conducted with in-service teachers (n = 60). Using quantitative and qualitative data from pre-workshop and post-workshop surveys and focus groups, the project assessed the workshop's impact on teachers' knowledge and beliefs. Results indicated significant positive changes in their knowledge and beliefs in areas such as CS Knowledge and Skills, Equity and Inclusion, and Classroom Practice. Taken together, the findings underscore the potential of culturally relevant initiatives to broaden participation in CS education and other STEM-related areas. The presentation will discuss the strategies used to design the CRC instructional modules and the PD workshop and how these design decisions may have impacted teachers' experiences and perceptions. An exploration of the project's implications for practitioners and researchers, as well as suggestions for future research, will end the session.

**10:25-10:50**

89451 | *A Study on the Recognition and Performance of Social Responsibility Leadership Among University Teacher Education Students in Taiwan*

Wen Chuan Chang, National Dong Hwa University, Taiwan

Social responsibility has become an important issue internationally and in Taiwan, where integrating it into teacher education has become a key policy focus. Social responsibility leadership among university teacher education students is a concept that combines social responsibility, teacher preparation, and educational leadership. It plays a crucial guiding role in applying educational knowledge to practical contexts and can also be seen as a foundation for developing future school administrators. Thus, social responsibility leadership is essential for cultivating social responsibility competencies in teacher education students. This study surveyed 500 university teacher education students in Taiwan to analyze their recognition and actual performance of social responsibility leadership. The findings reveal that aspects such as commitment to responsibility, collaborative cooperation, and a sense of community are widely acknowledged, while areas like civic literacy, shared goals, and public change are less developed. Moreover, the study found that while collaborative cooperation is highly recognized, its practical performance remains relatively low. Based on these results, the study further explores specific directions for teacher education programs to sustain their efforts and improve the promotion of social responsibility.

**10:50-11:15**

85222 | *Examining the Correlation Between Wanting to Teach in a Canadian Middle School and Positive Teacher Student Connections*

Kenneth Reimer, University of Winnipeg, Canada

This presentation highlights a (2022) qualitative study conducted to better understand strategies that Canadian middle school classroom teachers (n=4) put into practice in order to positively connect with their middle school students. Using a narrative inquiry approach, this study was conducted in a similar manner to earlier studies with (n=9) high school teachers (Reimer, 2014) and (n=8) elementary school teachers (Reimer, 2020). The participants who consented to participate in the study met individually with the researcher via zoom due to COVID-19 restrictions which limited opportunities to meet in person or as a focus group. As a result, the sample size of this research is admittedly small and therefore limited in terms of generalizability of the findings. Participants still provided several unique and creative practices in which they attempted to achieve these approaches. Participants spoke of ways and provided a rationale for building classroom community, creating opportunities for students to connect with each other, and the importance of classroom structure, routines, and boundaries. They also highlighted their belief that the most effective middle school teachers tended to be those who especially want to teach in middle school. They further highlighted that the best middle school teachers tended to be those who embraced the "middle school" model. In this presentation teacher responses are compared and contrasted with prior research conducted by the presenter with high school and elementary teachers, and recent literature on this topic.

**11:15-11:40**

88946 | *Professional Learning Communities: a Better Way for Teacher Development*

A. Michael Riskus, Rabdan Academy, United Arab Emirates

Effective professional development (PD) is critical to enhancing instructional practices and student achievement. Conventional PD often falls short because of limited duration, passivity, and lack of personalization. In response, Professional Learning Communities (PLCs) offer a dynamic alternative, promoting collaborative, ongoing, and job-embedded learning. This presentation explores an alternative approach to PD which has the potential to revolutionize teacher growth. Conventional PD models have demonstrated limited impact on teaching practices and student learning. To address these challenges, PLCs have emerged as a promising solution. These communities foster collaborative inquiry and action research among educators, grounded in the belief that continuous learning for teachers drives improved student outcomes. Key to PLCs' success is their commitment to principles such as active participation, coherence, sufficient duration, and teacher autonomy. Research has supported these principles, laying the foundation for PLC effectiveness. PLCs encourage teachers to collaboratively analyze student data, set specific goals, develop targeted strategies, and engage in ongoing reflective practices. The impact is profound: PLCs empower teachers, enhance teaching expertise, and align classroom practices with student needs. Through hands-on practice and shared decision-making, teachers take ownership of their professional growth. This transformative journey is characterized by its focus on learning, supportive relationships, and continuous improvement. PLCs thrive on shared goals, regular meetings, and a cyclical process of action research. They stimulate dialogue, experimentation, and reflection. This presentation invites educators to consider PLCs as an approach to professional growth and to embrace this dynamic model that fosters sustainable improvements in teaching and learning.



10:00-11:40 | Room 407 (4F)

# Sunday Onsite Parallel Session 1

## Teaching & Learning of Communication Skills

### Session Chair: Mark Blohm

10:00-10:25

87646 | *The Effect of Directed Reading Thinking Activity (DRTA) Learning Model on Students' Reading Comprehension Ability*

Dede Mardiah, Universitas Pendidikan Indonesia, Indonesia

Neneng Hayatul Milah, Universitas Pendidikan Indonesia, Indonesia

Isah Cahyani, Universitas Pendidikan Indonesia, Indonesia

Students' reading comprehension ability in elementary schools is still a substantial problem. This finding is supported by interviews with grade 5 teachers at SDN Purwadadi 1, who stated that students' reading interest still needs to be improved; besides that, students' vocabulary is still lacking, making it difficult to understand reading. One way that can be done to improve students' comprehension ability is by using an effective learning model. This study aims to determine the effect of the Directed Reading Thinking Activity (DRTA) learning model on students' reading comprehension ability at SDN Purwadadi 1. The research method used is quantitative with an experimental Non-Equivalent control group design with 43 fifth-grade students as research subjects. Samples were collected using random sampling techniques, containing 22 students in the experimental class and 21 students in the control class. The results of the study based on the results of the independent sample t-test obtained a Sig (Two-Sided P) value of  $0.016 < \alpha = 0.05$  (5%), which means that  $H_0$  is rejected and  $H_1$  is accepted, it is concluded that there is a significant difference in reading comprehension ability between students in the experimental class and the control class. The DRTA model can be used as a reference to improve students' reading comprehension skills while still adjusting to the context and needs of students.

10:25-10:50

82479 | *Aboard Practices of Maritime English in Asia Waterways and Beyond: Real Performances of Indonesian Global Mariners*

Sri Sartini, Universitas Negeri Yogyakarta, Indonesia

Baiq Suprpti Handini, Universitas Negeri Yogyakarta, Indonesia

Engaging with international seafaring was in fact challenging for several seafarers. The current study was purposefully conducted to find out how the maritime English mastery of Indonesian seafarers joining foreign-flag vessel lining up in international waterways such as in Asian, European, African, American waterways affected their working performances, as well as to identify the common challenges found in communication among officer onboard vessel regarding interactional communicative competence. Employing a method of survey by distributing online questionnaire in total to 32 Indonesian ocean-going seafarers, the descriptive statistics revealed that maritime English proficiency and mastery gave positive impact on the working performances especially dealing to navigational operation on bridge. There were found that more than 20 identified tasks might helped officers to conduct their duties better using maritime English. It was also revealed that due to officers coming from different nations, they used different languages with different accent, pronunciation, with different cultural background. It confirmed that communication to people across national cultural borders might involve understanding on interactional competence. The study implied that language learning on maritime English especially in Indonesia was crucial and it should accommodate interactional communicative competence as the pivotal tools for maritime communication.

10:50-11:15

83789 | *A Bibliometric Analysis of Student Interpersonal Communication Over 2 Decades: Current Status, Development, and Future Research Directions*

Nining Maizura, Universitas Negeri Malang, Indonesia

Henny Indreswari, Universitas Negeri Malang, Indonesia

Khairul Bariyyah, Universitas Negeri Malang, Indonesia

During the past ten years, concerning the study of student interpersonal communication has steadily expanded. This research aims to identify worldwide trends in scientific production on cross-cultural creativity over 23 years (1964-2023). Bibliometric analysis was conducted on 900 articles from the Scopus database and was visualized using co-occurrence analysis and thematic mapping techniques using VOSviewer and bibliometrix software. The research findings indicate an increased interest in this topic, with the USA playing a significant role in contributing to the literature. The "journal of autism and developmental disorders" stands out as a major contributor among the top 10 sources, having published 49 articles. The most influential author, Yoon Soo Park, has made significant contributions to subjects like patient-centered communication, integration of social media in problem-based learning, and cost-conscious communication skills. Topics, such as intelligence quotient, communication skill, social skill and intellectual impairment hold significant potential for further exploration and represent promising avenues for future research. Additionally, these findings can aid educational practitioners in creating and applying strategies to enhance the understanding of student interpersonal communication across different cultures and countries.

11:15-11:40

90216 | *Visual Aids and Multicultural Instruction in Bilingual Teaching: Action Research to Reduce 1st-Year Taiwanese University Student Speaking Anxiety*

Mark Blohm, National Chi Nan University, Taiwan

Many students in tertiary English-medium courses in Taiwan still don't feel confident in basic English communication. Visual aids are a useful tool to aid students' further development of English fluency. As mentioned by Macwan, H. J. (2015), use of visual aids may enhance skills critical thinking, debates and group discussions. Also, as mentioned by Alshahrani, T. (2017), teachers can summarize important information. Thus, 1) how much anxiety do literature students continue to have in basic English communication? and 2) does a short instruction with a focus on use of visual aids and cultural-linguistic understanding reduce student anxiety and improve self-efficacy about communicating in English? Sixteen first-year students studying English literature were given a two-hour instruction about how to use visual aids for English communication. The six visual aids are 1) the pyramid approach, 2) the five grammar patterns approach, 3) the quantum question chart, 4) the article color chart, 5) the 5W question chart and 6) the storytelling chart. Afterwards, they completed a questionnaire with open ended questions adapted from a self-efficacy scale (the Generalized Self-Efficacy Scale) and an anxiety scale (the Zung Self-Rating Anxiety Scale). 15 students responded to the survey. Every one of the 15 said they feel more confident speaking English after the 2-hour lesson, while 13 of the 15 said they feel less anxious speaking English. The results suggest that this type of instruction effectively increases student self-efficacy and reduces anxiety regarding their English speaking ability and is a useful tool for bilingual educators.

**10:00-11:40 | Room 408 (4F)**

# **Sunday Onsite Parallel Session 1**

**Counselling, Guidance & Adjustment in Education**

**Session Chair: Nurzarimah Binti Jamil**

**10:00-10:25**

90205 | *The Development of the Skills Training Program for Filipino Counselors in Telecounseling*

Mark Joseph Lorenzo, De La Salle University - Dasmariñas, Philippines

Paulito Hilario, De La Salle University - Dasmariñas, Philippines

The study investigates the challenges and practices of Filipino counselors utilizing telecounseling and aims to design, develop, implement, and evaluate a skills training program tailored to enhance the necessary competencies while addressing cultural, ethical, technical, informational, and communication factors that influence these practices. Employing the ADDIE model as a conceptual framework, the analysis phase involved a needs assessment with 30 Filipino counselors to identify specific challenges and training requirements. Key challenges revealed included technological barriers, ethical dilemmas in digital settings, difficulties interpreting nonverbal cues, and maintaining counselor well-being. Effective practices highlighted were self-care, empathetic engagement, proficient communication, and crisis intervention readiness. The training program incorporated technical training on secure internet usage and managing counselees' emotions, alongside interpersonal skills development in empathic engagement and active listening. The program's implementation led to significant improvements in counselor competencies, supported by pretest and posttest assessments. Counselors expressed the program's practicality and relevance, recommending features like self-paced modules and gamification to accommodate diverse schedules. The findings underscore the need for comprehensive, flexible training programs that bolster both technical and interpersonal skills in the counseling profession, ensuring ethical and effective telecounseling practices that enhance service quality and client outcomes.

**10:25-10:50**

82750 | *Self Esteem and Self Compassion: Effect the Idea of Suicide Among Adolescents in Indonesia*

Siti Arifah, Universitas Negeri Malang, Indonesia

Im Hambali, Universitas Negeri Malang, Indonesia

Santy Andrianie, Universitas Negeri Malang, Indonesia

Setyorini Setyorini, Universitas Negeri Malang, Indonesia

According to data from the Polri National Criminal Information Center, between January 1 and December 15, 2023, the suicide rate in Indonesia reached 1,226. On average, at least three people commit suicide every day. Adolescence is the most important time for personal development and integration. Self-esteem and self-compassion are crucial, especially in adolescence, in influencing the idea of suicide. The study aims to identify and describe the influence of self-esteem and self-compassion on the idea of adolescent suicide in Indonesia. This research uses an explanatory quantitative systematic approach, so that this methodology works, we collect data using online surveys through Google Form. The instruments used are self-esteem, self-compassion and suicide ideas. The subjects involved in the study were individuals between the ages of 18 and 21. To analyze it, we used the RASCH model to categorize levels of Self Esteem, Self Compassion and suicide ideas among teenagers in Indonesia. The online survey was given to 536 students consisting of 260 male students and 276 female students from colleges across Indonesia. The findings obtained from this investigation reveal that self-esteem is in the low category, while self-compassion and suicide ideas are in the middle category, so it is necessary services to improve self-esteem, self compassion among teenagers in Indonesia to minimize suicide.

**10:50-11:15**

89452 | *Parental Academic Comparisons of Siblings and Adolescent Well-Being: A Longitudinal Study from Taiwan*

Wei-Lin Chen, National Sun Yat-sen University, Taiwan

Jen-Hao Chen, National Chengchi University, Taiwan

In East Asian societies, academic achievement is highly prized and parents often compare siblings' academic performance as a strategy to push achievement. Few studies, however, have examined how this practice affects adolescents' well-being. This study leveraged data from 1,464 subjects in the Taiwan Youth Project to examine how parental academic comparisons affect adolescents' development, drawing data from two points in time when participants were 15 and 18 years old. The descriptive statistics indicate that parental academic comparison is a prevalent parenting practice, with nearly three-quarters of Taiwanese adolescents reporting at least some intensity of parental academic comparison between siblings. Both random-effects and fixed-effects models reveal that frequent perceived parental comparisons correlate with adolescent well-being, i.e., mental health and aggressive behavior. Notably, results revealed that for female adolescents, the frequency of parental academic comparison is associated with challenges in adolescent mental health, whereas for male adolescents the association is non-significant. The study finds that parents' comparisons of their children's academic performance are predictive of increased aggressive behaviors and deteriorated mental health as young people move through adolescence. These findings underscore the potential adverse effects of a common parenting practice across East Asian contexts. These insights have significant implications for parents and professionals, guiding them toward parenting strategies that enhance children's well-being in Taiwan and other East Asian countries.

**11:15-11:40**

87602 | *The Connection Between Mental Health and Well-Being Among Polytechnic Students in Malaysia*

Nurzarimah Jamil, Polytechnic METRo Johor Bahru, Malaysia

The mental health and well-being of polytechnic students in Malaysia are essential determinants of their academic performance, personal growth, and future career prospects. This study examines the complex relationship between mental health and well-being within this demographic, emphasizing the prevalence of mental health challenges and their impacts on students' quality of life and academic outcomes. Using a mixed-methods approach, the research incorporates quantitative data from a survey of 300 polytechnic students, selected through stratified sampling, along with qualitative insights from semi-structured interviews with a subset of 20 students. This comprehensive approach enables an in-depth exploration of key issues such as academic pressure, financial stress, social relationships, and access to mental health resources. Findings reveal a significant correlation between mental health and well-being, showing that high stress and anxiety levels adversely affect students' overall quality of life and academic success. Additionally, while some students benefit from supportive networks and available institutional resources, many face barriers to accessing mental health support, including stigma, limited awareness, and insufficient services. The study's focus on polytechnic students was chosen due to the unique academic and vocational pressures experienced within this group, which may differ from those faced by students in other educational settings. This research underscores the importance of destigmatizing mental health support, promoting awareness, and enhancing access to resources within polytechnic institutions. Future research is recommended to explore targeted interventions and develop sustainable strategies for maintaining and enhancing mental health and well-being in this and similar educational contexts.



10:00-11:40 | Room 409 (4F)

# Sunday Onsite Parallel Session 1

## AI & Technology in Education

### Session Chair: Spencer Benson

10:00-10:25

90871 | *Challenges to the Use of Generative AI in Teaching and Learning Among Students and Faculty*

Nagayuki Saito, Sendai University, Japan

Chiaki Hashimoto, Sendai University, Japan

Yasumasa Yamaguchi, Sendai University, Japan

Hidetaka Uchino, Sendai University, Japan

Today, generative AI is creating disruptions in education, urging schools and universities to reconsider their lesson designs. If generative AI has the potential to reshape education and learning, swift action is required to prepare for this transformation. This study examines the impacts of generative AI on students and teachers, its potential future influence, and the educational challenges it poses. A web-based survey collected responses from 8,769 participants, including 5,942 students and 2,827 teachers from Japanese high schools and universities. After excluding invalid responses, 6,939 valid responses were analyzed (4,323 from students and 2,616 from teachers). As of March 2024, 30.3% of students had used generative AI, leaving about 70% yet to adopt it. Among teachers, the usage rate was 19.3%, 11 percentage points lower than that of students. Notably, 27.8% of students who used generative AI admitted copying AI-generated outputs into their assignments. Furthermore, 50% of high school students using generative AI reported uncertainty about what constitutes academic misconduct. These findings highlight the urgent need for ethics education aligned with institutional guidelines to prevent academic misconduct. Such education should address risks like dishonesty while fostering proper use and citation of generative AI. Additionally, it is crucial to introduce positive applications of generative AI in education. For teachers, specialized training programs should cover the basics of generative AI, strategies for integrating it into teaching, and approaches to revising assessment methods. These measures are essential for effectively addressing the challenges posed by generative AI in education.

10:25-10:50

90707 | *Deeper Learning: Solving the Problems Educators Often Face when Assessing Student Abilities*

Phillip Rowles, Tokyo University of Science, Japan

Deep learning is a form of machine learning without the aid of human interaction. Computer networks quickly teach themselves to understand concepts by performing large numbers of multiple calculations repeatedly on huge datasets. Even though many people see deep learning as the only future we face, people have the potential to understand concepts without machine learning. This can be achieved through the deeper learning capabilities of human beings. Educators who want to assess their students objectively can do so by applying a modern measurement methodology in the form of Rasch model analyses. The purpose of this presentation is to introduce Rasch model measurement to a new audience. Rasch analyses facilitate the construction of two independent parameters—person ability measures and item difficulty calibrations. This construction is achieved by making mathematical logarithmic transformations. After these two independent parameters are constructed, they can be brought together on a common continuum using an interval level scale. The resulting map of the person and item locations can be used to make graphic comparisons of the dataset. Therefore, probabilities of each individual person's success and failure on each specific item can be visualized graphically. Alternatively, the probabilities can be calculated from numerical output tables. As these measures are on an interval level scale, the fundamental assumption of conducting parametric statistical procedures have been met. Therefore, these common quantitative analyses may be confidently conducted, presented, published and defended. This building of measurement literacy is a positive learning opportunity for all educational assessment stakeholders involved.

10:50-11:15

87080 | *AI in Education: An Ethical Framework and Rubric in Action*

Janette Hughes, Ontario Tech University, Canada

Laura Morrison, Ontario Tech University, Canada

Christopher Craig, Ontario Tech University, Canada

Since the launch of ChatGPT in 2022, Artificial Intelligence (AI) has become ubiquitous in workplaces, education, and social spheres (Baidoo-Anu & Owusu Ansah, 2023; Carolus et al., 2023; Marr, 2023; Tan et al., 2023). Consequently, educators and students must understand the technoethical considerations associated with AI (Krutka et al., 2021). Students require dedicated opportunities to engage in critical reflection on their daily technology usage (Krutka et al., 2021), while educators must acquaint themselves with AI to scrutinize its applications and ramifications in education (Baidoo-Anu & Owusu Ansah, 2023; Su & Yang, 2023). Informed by critical theory (Ryoo & McLaren, 2010) and pedagogy (Freire, 1970; Giroux, 2020), this qualitative inquiry leverages an AI ethical framework and rubric devised by the researchers to examine the popular AI image-generation tool, Midjourney, for its use in education. Our framework and rubric were constructed based on AI ethical guidelines sourced from key stakeholders, including governmental bodies, industry leaders, and international organizations (i.e., UNESCO, the Ontario Government, The White House, Google, amongst others).

11:15-11:40

88126 | *Journey Without Maps: Integrating AI in Higher Education Teaching and Learning*

Spencer Benson, University of Maryland/Education Innovations International Consulting, LLC, United States

The recent emergence and widespread use of Generative AI (GenAI) requires educators to reconsider their approaches to teaching, learning, assessment, writing, research, work, and student preparedness for the future. To be future-ready, students must understand the capabilities, applications, and limitations of GenAI, as well as the social and ethical challenges surrounding its use—in other words, they need to develop GenAI competency. This presentation will explore how to effectively integrate GenAI into 21st-century teaching, enabling new modalities for learning, creativity, and student development. It will also examine why it is essential for all students to become GenAI-competent. The presentation will offer an overview of current and emerging uses of GenAI from both faculty and student perspectives. Examples will illustrate how GenAI can enhance self-regulated learning, support authentic assessments, boost student motivation, and contribute to student well-being. While GenAI presents exciting opportunities for fostering new ways of learning, it also raises concerns about its potential for facilitating academic dishonesty. This has sparked ongoing discussions about GenAI's role in academic integrity both within and beyond academia. To address this issue, we will ask: "When does the use of GenAI constitute cheating?" The goal of this presentation is not to provide a comprehensive review of GenAI in higher education. Instead, it aims to provoke thoughtful discussion and discourse on how best to harness the power of GenAI to shape the current educational landscape and help students navigate their journey in an increasingly technological, AI-driven world.

10:00-11:40 | Room 410 (4F)

# Sunday Onsite Parallel Session 1

## Teaching & Learning Experiences

### Session Chair: Mary Grace Bulatao

10:00-10:25

90698 | *The Effect of the Pre-Employment Card on Employment Outcomes in West Java, Indonesia: Insights from the COVID-19 Period and Beyond*  
Yuniasih Purwanti, Kobe University, Japan

The Pre-Employment Card (Kartu Pra-Kerja) program, introduced by the Indonesian government in early 2020 amidst the COVID-19 pandemic, aimed to enhance workforce competencies and mitigate unemployment by providing access to training programs. This study investigates the program's impact during and after the pandemic, focusing on employment and income outcomes using a Difference-in-Differences (DiD) methodology. The analysis is restricted to individuals whose highest education level is either General High School (SMA) or Vocational High School (SMK). Data from the National Labor Force Survey (SAKERNAS) conducted by Statistics Indonesia (BPS) in August 2020 and August 2023 serve as the basis for the study, with a particular focus on West Java—an area with the highest number of SMK graduates and unemployed individuals in Indonesia. The dependent variable is participation in and completion of the training program by SMK graduates, while the independent variables include sociodemographic factors such as gender, age, residential location (urban or rural), school type (public or private), and marital status (married or unmarried). The findings reveal that participation in the program significantly improved employment rates for graduates post-COVID-19 but had no significant effect on income levels.

10:25-10:50

90721 | *The Rise of International Schools in Malaysia: Analyzing the Privatization of Education*  
Jezamine Wee, Peking University, China

This qualitative study examines how institutional logics at the national level shape the development of Malaysia's education sector, with a particular focus on the rise of international schools as both a practice and identity within this landscape. Applying neo-institutional theory, this research explores the competing logics of state-driven priorities—emphasizing national identity and equity—and market-driven forces that promote privatization and globalized education models. Through thematic analysis of policy documents and interviews, the study investigates how these forces influence the practice of international schooling and redefine its identity within Malaysian education. Findings reveal that the alignment of state and market-oriented logics with parental preferences for global curricula and English-medium instruction has helped establish the international school as a legitimate educational practice, reflecting a shift in the identity of the sector toward privatization. This research offers insights into how institutional logics transform educational practices and identities, providing insights into the broader social and cultural implications of educational privatization in Malaysia.

10:50-11:15

89146 | *Preferences in Pursuing a Career: The Case of Public Senior High School Students*  
Eunice Garcia, Visayas State University, Philippines

In the K to 12 Curriculum, the Senior High School (SHS) tracks are designed to provide students with the opportunity to select a specialization according to their career preferences. Several studies reported mismatch or misalignment in the careers pursued by students after senior high school graduation attributed to the interplay of various influences in one's career decision-making over time. This study examines how students select their SHS track and the reasons behind their preferences in pursuing a career. To meet the objectives of the study, the researcher utilized qualitative case study research design. The participants of the study were students enrolled in a public senior high school selected through purposive sampling. Thematic analysis was used to analyze data. This study reveals that students select their SHS track based on its alignment to their preferred college course, its availability in the school within reach, and their interests and skills in the field. Financial rewards, outcome expectations, suggestions from circle of influence, skills and interests, and financial capacity highly influence students' preferences in pursuing a career. The findings of this study magnify the relevance of providing career information as support to students in the process of career decision-making before, during, and even after their Senior High School years.

11:15-11:40

87903 | *Status of Students' Post-Pandemic Physical Fitness: Towards a Functional Institution-based Intervention Program*  
Mary Grace Bulatao, Saint Mary's University, Philippines  
Niño Baldonado, Saint Mary's University, Philippines  
Ronda Navalta, Saint Mary's University, Philippines  
Michael Gabriel, Saint Mary's University, Philippines  
Zayda Asuncion, Saint Mary's University, Philippines

According to DECS Order No. 58, s. 1990, college students are required to enroll in physical education as part of their degree program. Physical education is crucial for promoting the comprehensive development of individuals through carefully chosen physical activities. This study aimed to evaluate the post-pandemic performance levels of freshman college students enrolled in FIT HW for AY 2023-2024, focusing on their fitness in terms of speed, trunk flexibility, leg power, muscular strength, agility, and endurance. The study also sought to assess the effectiveness of intervention activities in improving these fitness metrics. Using a descriptive approach, data were analyzed with the Standard Physical Fitness Test Transmutation Table, and frequency counts and percentages were employed to describe the respondents' age, sex, BMI, somatotype, physical activity readiness, and overall fitness performance. The results showed that the respondents excelled in flexibility, with notable improvements in leg strength, power, and agility. Their performance in basic planking indicated excellent general endurance. However, their results in tests assessing speed, arm strength, abdominal strength, leg strength, and balance varied from fair to very poor, highlighting areas needing improvement. To foster student growth and development, the study recommends implementing daily intervention activities. Physical fitness tests and related activities should extend beyond PATH FIT classes and become part of students' regular self-help routines. Therefore, developing a module for self-help physical activities is essential for supporting students' fitness and well-being both inside and outside the classroom.



13:10-14:50 | Room 405 (4F)

# Sunday Onsite Parallel Session 2

## Teaching & Developing Multicultural Education

### Session Chair: Regan Tyndall

13:10-13:35

84144 | *The Internationalization and Multicultural Challenges and Adaptation of I-Kuan Tao: A Case Study on the Curriculum Design and Practical Experience*

Lim Pey Huan, National Cheng Chi University, Taiwan

The main focus of this study is to explore how the religious curriculum of I-Kuan-Tao adapts to the younger generation of diverse ethnic groups in the new era. This study aims to explore the effectiveness, challenges, and coping strategies of designing and teaching a multicultural religious education curriculum, using the Five-Year Research Class of Fayi Chongde (I-Kuan-Tao) as an example. It investigates the relationship between the promotion of religious education in different countries and the curriculum of the Five-Year Research Class of Fayi Chongde in adapting to the latest possibilities of religious globalization. During the process of addressing the challenges and solving the problems encountered in the research action process, the researcher and the research participants can gain reflection and professional growth. Based on the research results, the researcher provides suggestions on how the Five-Year Research Class of Fayi Chongde can design the curriculum, implement teaching practices, and determine research directions in response to the major changes of the new generation.

13:35-14:00

90711 | *School Support Matters: Interplay Between Teacher Multicultural Self-efficacy and School Culture*

Karolin Mae, Tallinn University, Estonia

Meril Ümarik, Tallinn University, Estonia

As worldwide many teachers feel unprepared to teach culturally diverse learners, we must understand how to cultivate supportive conditions. Self-efficacy is an essential belief associated with academic success, good classroom climate, and the teacher's willingness to implement innovative strategies. This research focuses on multicultural self-efficacy, a teacher's perceived ability to use various strategies and activities to influence learners and achieve the desired outcome in a multicultural classroom. The interplay between school culture and teacher multicultural self-efficacy is analysed using semi-structured interviews (N=20) with Estonian basic school teachers with experience teaching in culturally diverse classrooms. Previous studies have indicated that teacher self-efficacy varies significantly across countries, suggesting a need to explore contextual factors. Estonia provides a unique context as there is a high level of teacher autonomy, and diversity is a novel aspect for most teachers to consider in classrooms. Four different teacher profiles related to their perceived multicultural self-efficacy, previous experience with diversity, teaching strategies, collective efficacy, school culture, and whole-school approach to diversity were identified. Collaborative school culture, with a support network for teachers, plays a substantial role in the development of teacher self-efficacy. Research suggests ideas for cultivating a school culture supporting teachers' multicultural self-efficacy.

14:00-14:25

88812 | *Critical Race Theory and Anti-Racism for Grade-School Teachers*

Regan Tyndall, Tokyo University of Foreign Studies, Japan

Critical Race Theory's (CRT) distortion in American popular media has made it dangerous territory in teacher training and in grade-school content. This, in an era when racialized incidents and the importance of "anti-racism" garner ever greater attention. To this end, I will briefly outline the actual concept of CRT, as well as racial literacy. Next, I will discuss a survey and interview process I engaged in with 29 teacher candidates at universities in Canada on the topics of CRT and racial literacy. The purpose of this was to determine whether teacher candidates' beliefs and values are in accordance, or not, with CRT and racial literacy. I also analyzed the data in terms of white teacher-candidates and non-white teacher candidates for perceived differences (or lack of) based on racial-ethnic differences. The data suggests that Canadian teacher candidates – both white and non-white – do generally have values that accord with CRT and (especially) racial literacy. However, there are some minor exceptions, largely to do with whites' mixed perception of their own unique status. This has implications for racial-ethnic policies in any highly diverse location (including Malaysia). Finally, I suggest one progressive Canadian school district's equity initiative as a way forward for educators who are interested in pursuing anti-racism lessons with school-age students.

**13:10-14:50 | Room 406 (4F)**

# **Sunday Onsite Parallel Session 2**

## **Comparative Innovation in Education Management**

### **Session Chair: Aishath Sana Shareef**

**13:10-13:35**

88095 | *Development of Comprehensive Framework of Teaching Approaches and Methods for Group Counselling Laboratory Course in Higher Education Institution*

Nor Mazlina Ghazali, Universiti Malaysia Sarawak, Malaysia

Dayang Azra Awang Mat, Universiti Malaysia Sarawak, Malaysia

Edris Aden, Universiti Malaysia Sarawak, Malaysia

Mohammad Nur Azhar Mazlan, Universiti Malaysia Sarawak, Malaysia

Aina Razlin Mohammad Roose, Universiti Malaysia Sarawak, Malaysia

Nur Hanis Fakhru Nizam, Universiti Malaysia Sarawak, Malaysia

The study was conducted to develop a comprehensive framework of teaching methods and approaches for group counseling courses. It was carried out in two phases. The objectives of this study were: (i) to identify comprehensive teaching approaches and methods for group counseling courses, and (ii) to develop a structured framework for these teaching approaches and methods. This study utilized a mixed-method research design involving former and current students who had taken the Group Counseling Laboratory course. The results of the needs assessment analysis and group interviews with past students revealed that effective approaches include constructivism (a student-centered approach) and cognitivism (a teacher-centered approach). Additionally, the effective teaching methods identified for learning group counseling courses include interactive lectures, guided instruction, just-in-time teaching, experiential learning, case-based learning, role plays, and simulations, which are categorized as teacher-centered approaches. For the student-centered approach, the effective methods identified were fieldwork and clinical methods. The impact of these teaching approaches and methods was reflected in student performance, with 11 students obtaining an A, eight earning an A-, five receiving a B, and two earning a B-, out of a total of 26 students. Post-test feedback from the majority of students described the clarity of objectives, engagement, feedback on tasks, classroom management, assessment, differentiation of instruction, materials and learning plans, as well as the integration of technology presented in this course. In conclusion, the comprehensive framework of teaching approaches and methods for the Group Counseling course requires the integration of constructivism and cognitivism approaches, alongside teaching method.

**13:35-14:00**

89964 | *Leveraging Game-based Learning for Enhanced Knowledge Retention and Collaborative Learning Among Novice Computer Science Students*

Tevya Letchumanan, University Malaya, Malaysia

As novice students start learning the concepts of computer science, they struggle to master the content immediately. Even when they have eventually gained some understanding of the subject matter, students tend to have low knowledge retention especially as the classroom lessons progress to other chapters. This causes fragmented understanding and poor academic performance. Additionally, the lack of peer cohesion and collaborative engagement also hinders ideas exchange, teamwork and subsequently results in limited problem-solving strategies. The literature review strengthens the role of gamification in improving engagement and academic performances and that student engagement and interest are key factors in enhancing learning outcomes. Technology is highlighted as a valuable tool for creating authentic learning environments, diversifying learning experiences, and promoting active learning. This study aims to develop an interactive learning tool that integrated education with play, enhancing conceptual understanding and student engagement while promoting peer collaboration, underpinning the constructivism framework. The game-based learning model deployed in this study is called 'Tech Traverse', modified from the Snake and Ladder game and the concept of scoresheet adapted from chess game. A phenomenological qualitative study was conducted where participants answered open ended questions anonymously via Google Form. The qualitative data was then analysed thematically to identify common trends, insights and areas for enhancement in the game design. Four major themes emerged from the data analysis: Learning Experiences, Engagement and Enjoyment, Game Structure and Mechanics, and Collaboration and Teamwork. Study findings state that Tech Traverse has improved information recalling and retention, teamwork and engagement.

**14:00-14:25**

88252 | *Students Perception of Alternative Assessment in a Large Undergraduate Biological Science Unit*

Suk Kuan Teng, Monash University Malaysia, Malaysia

Juwaini Abu Bakar, Monash University Malaysia, Malaysia

Assessment is an important aspect of higher education in evaluating learners' knowledge and providing opportunities for learning and practising necessary skills for future life and work. Summative assessments (SA) are the main assessment format used to evaluate the learning process in many fundamental biological science courses. This is due to the nature of the study, which requires students to memorise many biological terms and concepts. However, there have been increasing reports of unpleasant experiences with SA, which may negatively impact learners' performance. Therefore, there is a transition from summative to alternative assessment (AA), that provides a more comprehensive assessment of knowledge and higher-order skills. A study was conducted to evaluate student experiences in a first-year biological science unit that has replaced the final examination with alternative assessments. Students were recruited on a voluntary, anonymous basis to obtain their feedback and experience with AA. More than 90% of the respondents preferred having an AA over the final examination. The agreement rates about the effectiveness of AA in increasing engagement with biological content, enhancing understanding and applicability, assessing learning, and providing feedback for improvement for future assessments are high. Students' perceptions about the advantages of AA can be summarized into a few key themes based on their written feedback: knowledge gain and enhanced understanding, time management, skill development and emotional well-being. Despite low responses, students who preferred the final examination expressed the need to have various forms of assessment to better evaluate the learning process.

**14:25-14:50**

90628 | *Scenario Based Learning (SBL) in Developing Supervision and Mentoring Skills Among Nursing Students*

Aishath Sana Shareef, The Maldives National University, Maldives

Background: SBL is a structured approach based on critical thinking and problem solving skills, which describes a situation realistically. SBL can be used as an effective method to develop supervision and mentoring skills among nursing students to promote a supportive clinical learning atmosphere. Aim: The current study aimed to understand the impact of SBL as a teaching strategy to develop supervision and mentoring skills among nursing students. Methodology: The current study employed a quantitative descriptive design. After blanket approval from the Maldives National University (MNU) Ethics Committee, an intervention program on "Basic clinical teaching/Supervision strategies" was conducted using SBL strategy among 19 final-year nursing students at the School of Nursing (SN), MNU. After conducting the program, 2 reflective clinical supervision scenarios (1 individual and 1 group reflective scenario) were administered and were descriptively analyzed. Results: Lowest scores were identified from questions related to reflection of students' own experience of reflective clinical supervision, indicating that most students did not have relevant experience. 79.2% of the students were able to critically analyze the first reflective clinical supervision scenario while 76.8% were able to critically analyze the second reflective clinical supervision scenario. Hence, it shows that more than 75% of the students who participated in the program developed supervision and mentoring skills. Conclusion: SBL as a teaching strategy has shown a positive impact on developing supervision and mentoring skills among nursing students. However, further studies are required with larger sample and pre-and-post tests to determine the significance of the current findings.



13:10-14:50 | Room 407 (4F)

# Sunday Onsite Parallel Session 2

Foreign Language Education

Session Chair: Kolawole Olagboyega

**13:10-13:35 (This presentation has been cancelled)**

90592 | *Research Study on Striking Equilibrium Between Global English Language Standards and Oman Cultural Contexts in ELT Curriculum of Oman HEIs (UTAS)*

Hind Al Mahrouqi, University of Technology and Applied Sciences - Ibri, Oman

Priya Mankara Vijayan, University of Technology and Applied Sciences - Ibri, Oman

Globalization has immensely impacted the education sector of Oman over the years. One of its remarkable impacts is the integration of English as a foreign language in higher educational institutions. This research study investigates the equilibrium between global English language standards and Omani cultural contexts in the English language curriculum of Oman HEIs (UTAS) in line with the goals of Oman Vision 2024. The vision aims to build Oman into a competent, knowledge-based country. Therefore, the importance of English as a global language is paramount. However, conservation and fostering of Oman culture in ELT curriculum is equally essential. Based on sociocultural theories, this study stresses Vygotsky's assertion that "human behavior results from the integration of socially and culturally constructed forms of mediation into human activity" (Lantolf, 2000, p.8). Moreover, Vygotsky's theory on internalization emphasizes the "convergence of thinking with culturally created mediational artifacts" (Lantolf 2000, p.13), recommending a curriculum that promotes social communication incorporating Omani cultural contents in ELT curriculum. Through a mixed-methods approach, including surveys and interviews with educators and students, this study investigates the challenges that hinder effective implementation of measures within Oman UTAS to integrate Omani cultural contents in ELT curriculum. This integration would enhance students' motivation and facilitate them with better learning outcomes. The results of the study would orient the stakeholders, policy makers, and educators with recommendations and suggestions to frame ELT resources in Oman UTAS to amalgamate Omani cultural contents with global English language standards, nurturing a more comprehensive and effective educational ambience.

**13:35-14:00**

88675 | *Disruptive Behaviour in EFL Classroom: Teachers and Students' Perspectives*

Linh Huong Tran, FPT University, Vietnam

The current study examined students' perspectives about misbehaviour in the English as a foreign language (EFL) classroom in Vietnam. Data were collected through a questionnaire completed by three hundred seventy-nine students (N = 379) from a public university in the South of Vietnam. The most common misbehaviours in the EFL classroom reported by Vietnamese university students were using a cell phone, laptop or iPad inappropriately, forgetting to do homework, and being late for class. However, these behaviours were described as the least troublesome. The most problematic behaviours reported by students were taking a rebellious attitude and giving negative comments on teachers. No significant correlation was found between the frequency of student misbehaviour and their perceived impact of misbehaviour on teachers and their teaching. Students reported that the extent to which they evaluated how misbehaviour might affect teachers, and their teaching did not regulate their frequency of misbehaviour. The study also found that there was a relationship between students' motivation for English language learning and their frequency of engaging in misbehaviour. Students who were highly motivated to learn English would be less likely to engage in unwanted behaviour during the lesson. Practical implications and suggestions for future research are also discussed.

**14:00-14:25**

88127 | *Deployment of Deictic Expressions to Initiate Explanation Sequences: The Interface of Grammar in Second Language Guided Tours*

Yuri Hosoda, Kanagawa University, Japan

David Aline, Kanagawa University, Japan

This presentation demonstrates how the emergence of grammar during real time interaction is inseparably connected with body movements and gestures in second language guided tours in English by presenting data on how tour guides deploy the deictic expressions "this is ~" and "that is ~" to set up extended explanations. Through the research method of conversation analysis, we examine the interactional practices through which guides prepare visitors to attend to explanations that present information on focal objects. When communicating new information, it is essential for speakers to prepare listeners to receive the information as new and significant (Terasaki, 1976) and to create the interactional space necessary for extended turns (Sacks, 1972). Researchers have studied explanation sequences in L1 tours (Burdelski & Fukuda, 2019; De Stefani & Mondada, 2014), but few have explored these sequences in L2 tours (Hosoda & Aline, 2021, 2024). The current study demonstrates how the emerging lexis and fixed syntactic formats are fitted to local activity trajectories that initiate explanation sequences. Guided tours from Thailand, Japan, Belgium, South Korea, New Caledonia, and Cambodia were video-recorded and transcribed for a total of 800 minutes of analyzed data. The findings show how the trajectories of embodied activities shape the routinized patterns of vocal and bodily conduct in interaction with grammatical forms. We conclude our presentation with a discussion about how the constructed grammar is employed in interaction for creating explanation scenarios for tourists. We then propose application of these findings to teaching English in the field of tourism.

**14:25-14:50**

87648 | *"Japanese English": A Descriptive Grammar of the Educated Written English in Japan*

Kolawole Olagboyega, Tsuru University, Japan

As an attempt to conflate the existing pedagogical concept of "Standard English" and the emerging theoretical notion of "standard non-native varieties of English", this study provides a descriptive grammar of English written by "educated Japanese". It looks at the stability of the claimed "characteristic" forms of "Japanese English", examines their incidence in a corpus of English written by "educated Japanese" and shows the statistical likelihood of their occurrence in particular syntactic and semantic environments. The realization of the grammatical categories that are typically associated with the constituents of the noun phrase (NP), the verb phrase (VP) etc., are examined in the English written by "educated Japanese". The environments where persistent patterns and tendencies emerge are described and tabulated with a view to determining the extent to which the patterns may be said to represent stabilized usage based on a specifically Japanese syntax and semantics as opposed to (American) Standard English practice. The study is intended to demonstrate to those concerned with teaching English in Japan, particularly at the Universities, Colleges, High Schools and Junior High Schools the linguistic circumstances in which "Japanese" forms are typically produced, and to give some account of the reasons for this variation and how to set about correcting it whenever they occur in the classroom.

# 13:10-14:50 | Room 408 (4F)

## Sunday Onsite Parallel Session 2

### Inclusivity & Well-being in Education

#### Session Chair: Sittie Zhaynab Ali

**13:10-13:35**

87421 | *Psychoeducation to Increase Self-Harm Literacy in Magetan Middle School Students*

Triana Wulandari, University of Airlangga, Indonesia

Nur Azizah, University of Airlangga, Indonesia

In November 2023, the Magetan District Health Service reported 870 cases of self-harm among middle school students in Magetan. These acts of self-harm involved teenagers cutting their hands with sharp objects. This study aims to analyze the effectiveness of psychoeducation in improving self-harm literacy among middle school students. The research employed a pre-experimental design using a one-group pre-test and post-test approach. A total of 50 junior high school students in Magetan, aged 12–14 years, participated in the study and were randomly assigned to the experimental group. Data collection was conducted using a multiple-choice self-harm literacy test. The analysis utilized a paired t-test (dependent t-test) to determine the significance of the intervention's effects, with the criterion for significance set at a p-value of  $<0.05$ . The results indicated a p-value of  $<0.05$ , demonstrating that the intervention had a significant effect. It was concluded that psychoeducation effectively improved self-harm literacy in the experimental group. Furthermore, the R-square value exceeded 0.5 (50%), indicating a strong influence of psychoeducation on enhancing self-harm literacy. These findings affirm that psychoeducational interventions play a substantial role in increasing students' awareness and understanding of the dangers of self-harm.

**13:35-14:00**

90699 | *Preventing Online Harassment: Discipline in the Digital World*

Alexa Clarisse Loberes, De La Salle University Manila, Philippines

John Paulo Doroteo, De La Salle University Integrated School Laguna, Philippines

One of the most significant concerns facing educational institutions nowadays is the issue of online harassment, which poses a significant threat to the well-being of students and educators. To analyze its prevalence and underlying roots, a scoping review was conducted, sourcing 386 articles using EBSCO and Scopus databases. After rigorous screening, 52 articles were considered significant from 2014 to 2024. Three key themes emerged: the dynamics and nature of online harassment, its impact on individuals and the school community, and technology's role in facilitating and preventing it. The researchers noticed and established relationships between themes through a systematic literature review and thematic analysis. Findings from this suggest that educational institutions must formulate and implement targeted programs addressing the underlying factors of online harassment. This emphasizes the need for comprehensive strategies leveraging technology in preventing and addressing online harassment. Given the rapid development of technology, continuous observation of the nature of online harassment, and the development of timely and relevant interventions and policies focused on digital citizenship in educational institutions are crucial in ensuring a safe and positive online environment for students and educators.

**14:00-14:25**

89304 | *The Locomotor Skills of Pupils with Syndrome 21 Through Rhythmic Exercises*

Michael Gabriel, Saint Mary's University, Philippines

Jasper Ivan V. Nazarro, Ifugao State University - Lamut Campus, Philippines

Bryan F. Ricardo, Saint Mary's University Senior High School, Philippines

Grace C. Asio, Saint Mary's University, Philippines

Pupils with syndrome 21 are the individual who deviates from the normal ones. Regarding physical movements or gestures, they are poor in performing physical activities such as basic locomotor skills. These are movements that allow individuals to move accordingly. And in our world, these skills are fundamental to people who cannot do things properly or perform poorly. They have conditions that hinder them from performing well. But then, we normally must help them instead of isolating them from us. This study presented the use of Rhythmic Exercise in improving the locomotor skills of pupils with Down syndrome. It used a descriptive-comparative type of research. The tools used in measuring the students' performance were pre-test and post-test, which were crafted by the researchers. The results of the pre-test and post-test did not meet the expectation level. The study indicated that among the five locomotor skills to be improved, there was only 1 which has a significant difference. Thus, there is a need for future researchers to help improve the locomotor skills of pupils with Down syndrome or any condition because that would be helpful and beneficial to them.

**14:25-14:50**

90389 | *An Eye on Bullying: An Intervention Program*

Sittie Zhaynab Ali, Mindanao State University - Marawi City, Philippines

An Eye on Bullying: An Intervention Program is addressed to all teachers and non-teaching personnel whose primary objective is to create a friendly and bullying-free school environment through which learners communicate with themselves positively, respond with respect and politeness and avoid negative verbal and nonverbal expressions. This program has been designed based on the findings and conclusions of the author on her dissertation paper entitled A Psycholinguistic Analysis of Bullying in Mindanao State University-Integrated Laboratory School (MSU-ILS). It contains strategies and intervention activities in dealing with the bully and the bullied and preventive programs where the collaboration of parents, teachers, students, and community members are highly significant. This intervention program is divided into two categories. First is the linguistic category where it gives emphasis on the utterances and verbal expressions that indicate bullying. It is primarily concentrates on developing polite and positive languages to create a positive environment in the school. Second category is the psychological category that highlights on the conceptual development of values, morals, and positive inner self of the individual. It supports the idea on developing the social skills of the children, discovering their personalities, and encouraging them to develop a positive attitude among themselves. There is a provided overview and mechanics of the given intervention activity for each category. The writer encourages suggestions and recommendations for the improvement and enhancement of this intervention program.



13:10-14:50 | Room 409 (4F)

## Sunday Onsite Parallel Session 2

### Technologies & Innovation in Education

#### Session Chair: Hassan Tairab

13:10-13:35

87233 | *Predictors of Intention to Use Artificial Intelligence Technology for Plant Identification by Undergraduates in Uganda's Public Universities*

John Bukenya, Makerere University, Uganda

Paul Muyinda Birevu, Makerere University, Uganda

Ghislain Maurice Nobert Isabwe, University of Agder, Norway

Godfrey Mayende, Makerere University, Uganda

James Kalema, Makerere University, Uganda

The lengthy and laborious process of plant identification and the perceived difficulty of botanical nomenclature demotivates undergraduate students from majoring in botany. With artificial intelligence (AI) technology however, botanical nomenclature has been automated. To examine the predictors of behavioural intention (BI) to use AI technology, a research instrument was developed using the unified theory of acceptance and use of technology and administered to 477 students after one month of using PictureThis AI application. Structural equation modeling (SEM) partial least squares (PLS) was employed to analyse the data using SmartPLS4 software. Assessment of the structural model's path coefficients showed that performance expectancy ( $\beta = 0.119$ ,  $t = 2.776$ ,  $p = 0.006 < 0.05$ ), hedonic motivation ( $\beta = 0.157$ ,  $t = 3.876$ ,  $p = 0.000 < 0.05$ ), perceived risk ( $\beta = 0.175$ ,  $t = 4.550$ ,  $p = 0.000 < 0.05$ ) and learning culture ( $\beta = 0.358$ ,  $t = 7.726$ ,  $p = 0.000 > 0.05$ ) had a positive, significant effect on BI to use PictureThis. Effort expectancy ( $\beta = 0.009$ ,  $t = 0.239$ ,  $p = 0.811 > 0.05$ ), facilitating conditions ( $\beta = 0.009$ ,  $t = 0.248$ ,  $p = 0.804 > 0.05$ ), habit ( $\beta = 0.053$ ,  $t = 0.365$ ,  $p = 0.828 > 0.05$ ), price value ( $\beta = -0.008$ ,  $t = 1.357$ ,  $p = 0.828 > 0.05$ ) and social influence ( $\beta = 0.047$ ,  $t = 1.357$ ,  $p = 0.175 > 0.05$ ) had negative, insignificant influence on BI to use PictureThis app.

13:35-14:00

89422 | *Factors Influencing UAE High School Chemistry Students' Learning of Organic Qualitative Analysis: a Qualitative Case Study*

Manal Almahdawi, UAE University, United Arab Emirates

Ahmad Qablan, UAE University, United Arab Emirates

Chemistry is one of the core science subjects taught in secondary schools across the United Arab Emirates (UAE). Among the many topics covered in chemistry classes, the analysis of chemical compounds is particularly important, with two primary types: qualitative analysis, and quantitative analysis. However, many UAE students struggle with key chemistry concepts such as Organic Quantitative Analysis (OQA), as evidenced by the nation's poor performance in international assessments like PISA. This case study focuses on Rawaa (Pseudonym), a 12th-grade student, to explore the factors influencing students' learning of Organic Quantitative Analysis (OQA). A qualitative research approach was employed to gain a deeper understanding of the challenges faced by 12th grade students in learning OQA. Data was collected through observations, interviews, and an analysis of Rawaa's study materials, including journals, notebooks, and worksheets. Rawaa's case stood out because of her unique background and perspective, which brought fresh insights into the study. She highlighted how language barriers affected her understanding and engagement with the subject. Moreover, Rawaa identified the influence of teacher-student relationships and peer interactions as key elements in her learning process. Thematic analysis revealed that students face several obstacles when learning OQA, including limited resources for practical instruction, misalignment between curriculum and instructional methods, and low teacher motivation. Rawaa's case emphasizes the need for better academic support, both inside and outside the classroom, to bridge these gaps. Recommendations include incorporating more hands-on learning, improving teacher professional development, and fostering an environment that enhances student well-being and engagement.

14:00-14:25

90501 | *The Design of Game-based Field Geology Guide Training Combines Spherical Video-based Virtual Reality (SVVR) and Contextual Clues*

Tung-Ta Chiang, National Taiwan University of Science and Technology, Taiwan

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

Attending field geology class can help learners develop the skills to observe rock layer sequences and infer geological history and tectonics. This training is typically supported by class guides who possess geological expertise and can effectively lead students enhancing learning effect and safety. However, there are variables in the wild field influenced by factors such as unexpected situations faced by students, physical fitness levels, weather conditions, and geological structures that have been affected by weather. These reasons make class guide training crucial. To create a simulation-based online training environment, this study integrates spherical video-based virtual reality (SVVR) to design a field geology situation that showcases the geology of a sea coast in Taiwan. With contextual clues as scaffolding in game-based learning design, learners can thoroughly explore the local geological environment within a safe and controlled immersive setting. Additionally, they can practice responding to unexpected situations that arise for students in various scenarios. It not only enhances their geological knowledge, but also the manage skills of student conditions. The study involved 16 participants, and the results indicated that learners demonstrated significant improvements in their learning effectiveness. They exhibited a high level of flow, accompanied by low level of anxiety. In terms of cognitive load, learners experienced high germane cognitive load, while lower levels of intrinsic cognitive load and extrinsic cognitive load. This suggests that the geological exploration design with SVVR and contextual cues effectively supported to learning. This research may provide innovative teaching strategies for geology education.

14:25-14:50

88254 | *Assessment of Chemistry Teachers' and Students' Views About the Utility of Graphically Enhanced Teaching Strategy: Advantages and Challenges of Implementation*

Hassan Tairab, United Arab Emirates University, United Arab Emirates

Shaikha AlZaabi, United Arab Emirates University, United Arab Emirates

Alya Alshehi, United Arab Emirates University, United Arab Emirates

Technological advancements, accelerated by the COVID-19 pandemic, have transformed education, prompting the exploration of innovative strategies to address challenges in chemistry education. This study examines the impact of the Graphically Enhanced Teaching (GET) strategy on Cycle 3 Chemistry education by exploring the perceptions of chemistry teachers and students regarding the perceived advantages, and challenges, and, exploring the impact of gender-specific teacher preferences and student educational paths. The study employs an exploratory, descriptive design approach to investigate the perspectives of chemistry teachers and students in U.A.E. public schools regarding the (GET). The findings suggested that teachers generally rated the effectiveness of (GET) highly, with a mean score of 4.23, though they also reported moderate challenges (mean = 3.86) in its implementation. The study found no statistically significant gender differences in perceived effectiveness, but male teachers perceived fewer challenges than their female counterparts, with a moderate effect size indicating a potential gender discrepancy in views on the barriers to (GET). Students also viewed (GET) positively, with an average perceived effectiveness score of 4.35. However, they reported moderate challenges (mean = 3.09). Students in the Advanced stream perceived greater benefits from (GET) compared to those in the General stream, though both groups reported similar levels of challenges. The findings suggest that while (GET) is seen as beneficial in enhancing student engagement in chemistry, challenges related to skill development and implementation persist, varying by gender and educational path. These insights underscore the need for targeted support to maximize the effectiveness of (GET).

**13:10-14:50 | Room 410 (4F)**

# **Sunday Onsite Parallel Session 2**

## **Multicultural Curriculum Design & Development**

### **Session Chair: Niño Baldonado**

**13:10-13:35**

82567 | *Building Bridges, Not Walls: A Comprehensive Study on Cultural Intelligence in Academic Environments*

Laily Soejanto, State University of Malang, Indonesia

Khairul Bariyyah, State University of Malang, Indonesia

Santy Andrianie, Universitas Sebelas Maret, Indonesia

Restu Dwi Ariyanto, Universitas Nusantara PGRI Kediri, Indonesia

Setyorini Setyorini, Satya Wacana Christian University, Indonesia

Students from diverse cultural backgrounds congregate at universities, which presents specific opportunities and problems in the complex world of cross-cultural relationships, particularly in the global age. Universities, on the front lines of the globalization wave, play a critical role in providing students with a compass that helps them navigate the multiplicity of cultures around the world. This compass is known as cultural intelligence. This study investigates how universities can act as incubators for the growth of cultural intelligence. A survey of 376 students was conducted using "The Cultural Intelligence Scale," established by Linn Van Dyne, Soon Ang, and Christine Koh, which measures students' cultural intelligence across four dimensions: cognitive, metacognitive, action, and motivational. The study used the Rasch model to assess and analyze how university students navigate, interact with individuals from different cultural backgrounds, and integrate their cultural experiences. The results of the study not only show variations in cultural intelligence among university students but also offer new insights into how the relationships between dimensions of cultural intelligence interact. This study emphasizes the importance of offering valuable insights into the development of curriculum and learning strategies that support multicultural competence. The study's findings are expected to not only enrich the academic literature on cultural intelligence but also to provide practical recommendations for higher education institutions in designing and implementing effective programs to improve cultural intelligence among university students, preparing them for success in an increasingly integrated global environment.

**13:35-14:00**

90143 | *Contextualizing and Problem Centering Social Studies Instruction in Basic Education*

Normon Laurista, University of San Agustin, Philippines

Social studies education aims to promote civic engagement, thus learning experiences must be geared towards this goal. Grounded in constructivism, this study aims to evaluate contextualization and problem-centered strategies in teaching social studies in basic education. This study uses a multi-method qualitative methodology that includes comprehensive document reviews of curriculum maps, learning plans, assessments, and in-depth interviews with teachers to gain insights into instructional practices. Results were generated through content analysis, framework analysis, and thematic analysis as data analysis methods. Findings reveal that while aligning curriculum with real-world contexts fosters more profound understanding and promotes collaborative learning, many students demonstrate limited knowledge of social issues and appear detached from reality. Assessment results indicate that students need a more open conceptual understanding of the problems affecting their communities. The results of this study highlight the relevance of teacher preparations in implementing these pedagogical approaches and understanding students' awareness of social realities. Furthermore, this study contributes to social studies instruction discourse and offers recommendations to enhance learning designs.

**14:00-14:25**

90520 | *Multicultural Education in Korean Higher Education: A Case Study for Advancing Global Citizenship in Southeast Asia*

Chung Anh Nguyen, Vietnam Japan University, Vietnam

Seri Yoon, Waseda University, South Korea

In 2023, South Korea launched the "300K Project," an initiative aiming to attract 300,000 international students to Korean universities by 2027. While this project has boosted the number of students remarkably, the long-term impacts on students choosing to study in South Korea still remained. Without a strong emphasis on multicultural education, stakeholders risk undermining international students' ability to effectively integrate, succeed academically, and develop essential competencies. This gap may not only hinder their educational experience but also impede their capacity to cultivate global citizenship skills and thrive in an increasingly interconnected world. By employing James A. Banks' framework on multicultural education theory, this research aims to assess how knowledge about multicultural education has been integrated and disseminated in Korean higher institutions through the lenses of international students and explore how this can support them in Korean universities. Using a mixed-methods approach, the research incorporates surveys of 150 international students from different universities who have already had at least 6 months living and learning in South Korea. After that, the research employed in-depth interviews with a number of students to delve deeper into their lived experiences, noticing some challenges including language barriers, cultural adaptation struggles, and the inconsistent provision of multicultural support. This case study provides valuable insights for other developing nations, such as Vietnam, the Philippines, and Indonesia, as they navigate similar efforts to balance expanding international enrollment with the cultivation of inclusive, globally connected academic environments for students from all over the world.

**14:25-14:50**

86222 | *Development of a Learning Manual in Philippine Folk Dances for Junior High School*

Niño Baldonado, Saint Mary's University, Philippines

This study aims to develop a learning manual for Philippine folk dances for Junior High School Students, addressing four key objectives: evaluating the adequacy of current learning materials, assessing awareness of fundamental dance positions, gauging performance proficiency, and creating a learning manual based on the results. The descriptive research design, utilizing survey questionnaires, facilitated systematic data collection and analysis. Key findings indicate that television (M=4.25), PowerPoint (M=4.35), and chalkboard (M=4.23) are the most adequate instructional materials, with an overall rating of very adequate (M=3.53). Awareness levels of fundamental arms and feet positions are rated good, with an 80-85% awareness range. Performance assessments reveal that 46.7% of students have a very good mastery level, 44.2% exhibit very good poise and grace, 46.7% demonstrate good timing and rhythm, and 55.0% show fair interpretation of literature. The developed manual, titled "BAYLE", aims to enhance students' performance and skills in Philippine folk dances. It integrates multimedia resources to boost engagement and provides drills to improve rhythm, precision, and execution. Validity assessments show high content, format, and accuracy scores, with a perfect score of 5. The manual's readability scores—Flesch Reading Ease (68.9), Flesch-Kincaid Grade Level (6.3), Gunning FOG (7.4), SMOG Index (7.1), and Coleman-Liau Index (9)—indicate it is accessible for students from sixth to ninth grade.



15:05-16:20 | Room 405 (4F)

# Sunday Onsite Parallel Session 3

## Higher Education

### Session Chair: Ridvan Cinar

15:05-15:30

90531 | *Reforming the Perspectives of International and Domestic Higher Educational Rankings*

Péter Miklós Kórmives, University of Debrecen, Hungary

Veronika Fenyves, University of Debrecen, Hungary

Enikő Erzsébet Pergéné Szabó, University of Debrecen, Hungary

László Erdey, University of Debrecen, Hungary

Higher educational institutions (HEIs) serve as pivotal agents in social development by disseminating academic and practical knowledge and acting as research, development, and innovation catalysts. The current challenge lies in the limitations of existing ranking systems that predominantly focus on academic performance and accreditation procedures, emphasising quality assurance in education and research. These systems often overlook critical aspects such as social mobility.

From various viewpoints, first, it is necessary to develop a self-evaluation tool and then a higher educational ranking system that incorporates the overlooked elements like social mobility or knowledge transfer. By focusing not only on academic reputation but also on social mobility and knowledge transfer, we can provide a more comprehensive assessment of HEIs. This approach is timely as universities seek to enhance their performance and societal impact in the need for more inclusive educational practices.

In our presentation, we will introduce the methodology of the planned self-evaluation tool and ranking system. The methodology under development in the case of social mobility intends to include the investigation of the students' district of residence GDP results, the highest educational attainment of parents, the drop-out rates of student layers with different educational-social backgrounds, etc. In the case of knowledge transfer, the planned methodology aims to investigate the institutions' third mission activities, the impact of the scientific and business clubs maintained by the universities, etc. In academic reputation, the planned methodology primarily investigates the institutions' publication, citation, and intellectual property issues.

15:30-15:55

83321 | *Academic Burnout of Students Working in Metropolitan Cities: RASCH Model Analysis*

Maria Oktasari, Universitas Negeri Malang, Indonesia

Hayu Stevani, Universitas Negeri Malang, Indonesia

Herul Wahyudin, Universitas Negeri Malang, Indonesia

Monalisa Monalisa, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

During the Covid-19 pandemic, all movement spaces in the community were limited, including online learning. In the online learning process, the number of learning targets that must be achieved results in burnout. This study identified academic burnout students who worked in the city of Jakarta, Indonesia. The data used as a pilot study used by the authors to measure student academic burnout tests. This research method is a survey using RASCH modeling analysis, with a sample of 451 people which fills out using google forms that are spread through WhatsApp messages. Instruments used by School burnout inventory (SBI) (Salmela, et al., 2009). The results obtained as many as 17% of students are in the low academic burnout category, the rest are in the medium category 59%, and high 24%. Thus, it can be concluded that working students experience academic burnout, therefore counseling is needed in reducing academic burnout of students who work in metropolis.

15:55-16:20

87652 | *Steering Universities for Sustainability Transitions: The Role of Isomorphic Pressures and Institutional Carriers*

Ridvan Cinar, Western Norway University of Applied Sciences, Norway

Lars Coenen, Western Norway University of Applied Sciences, Norway

An increasing number of stakeholders demand that higher education institutions should contribute to sustainability transitions in places where they are located. While there is an abundant literature indicating how a higher education institution can transform into a more sustainable organization, dynamics of inter-university collaboration geared towards sustainability in a specific place has received less attention. This article therefore examines whether universities can be collectively mobilized for sustainability transitions and explores how they can play a differentiated yet complementary role. We draw upon 31 semi-structured interviews carried out with members of three universities located in Bergen, Norway and 18 secondary sources to deepen our understanding of enabling factors for sustainability as well as managing the balance between differentiation and complementarity. The findings suggest that multiple coercive isomorphic pressures have acted as a catalyst in rendering very different universities be moderately similar, which was sufficient to trigger close collaboration. Furthermore, we also demonstrate that negotiation of different tasks and assuming a complementary role is enabled by means of certain institutional carriers. We therefore argue that non-conflicting policy demands could be useful in triggering inter-university collaboration for sustainability transitions in a very diverse higher education landscape while certain institutional carriers in various forms are key to maintaining differentiation and complementarity.

**15:05-16:20 | Room 406 (4F)**

# **Sunday Onsite Parallel Session 3**

## **Interdisciplinary Research & Curriculum Development**

### **Session Chair: Rika Nakagawa**

**15:05-15:30**

89662 | *Promoting Action Research Through a Sustainable Research Capability and Productivity (ReCaP) Building Program: A Mixed-Methods Study*

May Maricel de Gracia, La Salle Green Hills, Philippines

Janel Concepcion Cinches, La Salle Green Hills, Philippines

Action research (AR) plays a vital role within an institution, enabling educators to reflect and assess their own practices. Given its significant impact, this study was conducted to evaluate the activities undertaken from the development, implementation, and evaluation of the Research Capability and Productivity (ReCaP) Building Program. ReCaP is composed of a series of webinar-workshops that provide opportunities to acquire knowledge, tools, and necessary skills to conduct AR. Employing an action research design with a mixed-methods approach, this study includes N1=26 volunteer educators who attended the webinars and N2=260, colloquium attendees. Furthermore, the study uses the Perceptions on Action Research Questionnaire (PARQ) to assess educators' views on AR, researcher-made tools to gather feedback on the conduct of each program session, and to assess the program's culmination, the colloquium. Findings show that PARQ is a reliable instrument to measure the AR views of educators and is useful in developing AR training programs. ReCaP has also demonstrated the value of the Plan-Do-Study-Act (PDSA) cycle as a research paradigm. Additionally, the commitment and passion of the participants in completing the program, along with the positive colloquium feedback, affirm that ReCaP can enhance the research capabilities of educators and foster a research-oriented community. These results are instrumental in establishing the ReCaP framework, ensuring the long-term sustainability of the program.

**15:30-15:55**

88163 | *Effects of a Group Project for Japanese Pre-Service Elementary Teachers on Their Learning About Cross-Curricular Lessons*

Masataka Kasai, Kansai Gaidai College, Japan

In response to a world-wide phenomenon called "globalization", global education was born in the U.S. in the late 1960s and aimed at developing students' global perspectives. Ministry of Education, Culture, Sports, Science and Technology in Japan (2021) currently maintains importance of cross-curricular instruction to educate global perspectives. To meet these needs, an evidenced-based teacher education course was designed and presented at SEACE2024. The teacher education course (14 lessons / 90 min. per lesson) was taught to 28 Japanese pre-service elementary teachers. The first seven lessons focused on development of their global perspectives, while the remaining seven on enhancement of their learning about teaching global perspectives across multiple subjects. In the last four lessons, a group project was implemented to enhance their abilities to design and implement cross-curricular global education lessons. The group project consisted of both individual work to identify common global topics from the approved textbooks and group work to prepare for and implement lesson plans to teach the topics. The purpose of this study was to investigate the effects of the group project on their learning regarding designing and teaching cross-curricular lessons. A questionnaire, reflective notes, and students' work were collected and analyzed quantitatively and qualitatively. A major finding was that the group project seemed to provide the students with opportunities to acquire knowledge and skills to design and implement cross-curricular lessons to some extent, but they recognized relative difficulty of identifying common teaching topics across different subjects.

**15:55-16:20**

89955 | *Empowering Undergraduate Students from Other Majors with Practical Knowledge of Cross-Border Transactions*

Rika Nakagawa, Aoyama Gakuin University, Japan

This study introduces a pedagogical framework designed to cultivate deeper interest in global trade among undergraduate students from non-economics disciplines. Situated within the educational context of Japan, this approach aims to address a critical challenge: conveying complex economic concepts without mathematical formulas, which often hinder comprehension for students lacking foundational knowledge in Microeconomics and Macroeconomics. The instructional model is structured into two segments. In the initial segment, key economic theories related to cross-border transactions are presented through numerical illustrations, eschewing mathematical formalism to facilitate accessibility. The subsequent segment incorporates active learning methodologies, including group discussions, presentations, and individual research focused on imported goods in students' immediate environments. This dual structure not only enhances conceptual grasp but also fosters individual exploration, rendering the subject pertinent and engaging for diverse audiences, including educators and learners across Southeast Asia. Methodologically, the course integrates supplementary materials—such as news articles, multimedia resources, and a term paper assignment—to deepen understanding and encourage independent inquiry into global commerce. The effectiveness of this pedagogical model has been evaluated, demonstrating positive student engagement and an enriched understanding of international trade's benefits, thus aligning well with both academic motivation and interest. These results indicate the model's potential for broader application within international educational settings. Building on these insights, the instructor plans to further refine this approach based on evaluative feedback, enhancing its efficacy in teaching cross-border transactions.



15:05-16:20 | Room 407 (4F)

# Sunday Onsite Parallel Session 3

## Self-recognition & Classroom Engagement

Session Chair: Dipannita Chand

15:05-15:30

83415 | *Unveiling High School Student Engagement: A Comprehensive Exploration Using the Rasch Model*

Laelatul Arofah, Universitas Negeri Malang, Indonesia

Fattah Hanurawan, Universitas Negeri Malang, Indonesia

M Ramli, Universitas Negeri Malang, Indonesia

Tutut Chusniyah, Universitas Negeri Malang, Indonesia

High school student engagement has become a significant concern in the educational setting in Indonesia. Student engagement refers to the physical and psychological energy that students invest during classroom activities. In reality, many students in Indonesia are still less engaged in the learning process in the classroom. The results of the Programme for International Student Assessment (PISA) report indicate that the literacy level of Indonesian students in reading is relatively low. This report serves as an indicator that students are indirectly less engaged in the learning process in the classroom. If this situation is left unaddressed, it will undoubtedly impact students' academic achievements. Students with lower engagement levels are more likely to experience academic failure. There are many factors contributing to students' lack of engagement in classroom activities, both internal and external. Student engagement in the classroom is assessed based on cognitive, emotional, behavioral, and agentic dimensions comprising 22 items. This research aims to identify and describe the engagement of high school students during learning activities. Data collection involved 314 high school students conducted online using Google Forms. The data were analyzed using the Rasch Model. The results of this study indicate the extent of student engagement in the classroom. Additionally, it was found that there are differences in student engagement between males and females. The findings of this research are expected to serve as a reference for developing programs and creating a conducive learning environment to support high student engagement.

15:30-15:55

86829 | *Relationship Between Students' Personality Traits and Cognitive Apprenticeship: A Case Study at School of Engineering, Institute of Technical ITE Education*

William Choy, Institute of Technical Education, Singapore

See Yew Lim, Institute of Technical Education, Singapore

Siew Foong Candice Chin, Institute of Technical Education, Singapore

Kelly New, Institute of Technical Education, Singapore

Abdul Khair Abdul Jabar, Institute of Technical Education, Singapore

This study explores the influence of students' Myers-Briggs Personality Type Indicator (MBTI) traits on the selection of teaching strategies by lecturers at the School of Engineering, College Central, Institute of Technical Education (ITE). It is hypothesized that by understanding the relationship between students' personality traits and teaching strategies, lecturers can enhance lesson facilitation and improve student engagement. The research employs the Cognitive Apprenticeship Approach and utilizes a mixed-methods design, combining qualitative data from Focus Group Discussions with lecturers and lesson observations, and quantitative data from online student surveys. Thirty-eight students participated in the study, categorized as Explorers (n=16) and Non-explorers (n=22) based on their MBTI profiles. Analysis revealed significant differences ( $p < 0.001$ ) between the two groups across all aspects of their learning experiences, highlighting distinct preferences and responses to the Cognitive Apprenticeship Approach. These findings suggest that recognizing students' personality traits allows lecturers to tailor their teaching strategies, thereby enhancing lesson interactivity and student engagement. In conclusion, integrating students' MBTI profiles into educational practice enables educators to adopt more effective and personalized teaching strategies, fostering a more interactive and engaging learning environment. This research underscores the importance of incorporating personality assessments in educational settings to optimize teaching practices and support diverse learner needs.

15:55-16:20

90719 | *Social Media as a Platform of Learning About 'Self': Exploring the Concept of 'Cyber Self' Among Adolescents*

Dipannita Chand, Indian Institute of Technology (ISM) Dhanbad, India

Rupsha Chakraborty, Indian Institute of Technology (Indian School of Mines), India

Ram Chandra Jena, R.S. More College, India

Conceptualization of 'self' and construction of 'social self' is a part of conventional learning process through several agents of socialization like family and peer group. However, in this highly technologized society, digital platform and social media have taken over social interaction and resulted in curation of 'cyber self', especially among the adolescents. The present work intends to explore and understand the concept of 'self' and 'cyber self' among undergraduate students of an engineering institute. The first objective was to explore their perception towards conventional methods of learning about 'self' through social interaction with family and friends. Secondly, the study contextualizes the role and influence of social media platforms in construction of their 'cyber self'. The study involved 108 students of different disciplines and administered online semi-structured questionnaire for data collection. The responses were coded in order to identify the broad themes, showing the role of social media in construction of 'self' among adolescents. The study revealed that, unlike real life where people learn through playing several roles and maintaining their social relations; in social media platform the social relationship is compromised due to their multiple digital selves. Also, a few of them agreed that they rarely or never portray their true self and maintain anonymity. Learning and constructing self was also influenced by features like profile pictures, bios, avatars etc. It can be concluded that while digital society and social media applications are becoming defining aspects of self-perception, the conventional agencies of socialization and learning about 'self' are sometimes blurred.

# 15:05-16:20 | Room 408 (4F)

## Sunday Onsite Parallel Session 3

### Gender Studies in Practice

#### Session Chair: Kheyene Molekandella Boer

15:05-15:30

82470 | *The Dual Struggle of Student Workers: A Gender Analysis of Work-Family Conflict Dynamics*

Hayu Stevani, Universitas Negeri Malang, Indonesia

IM Hambali, Universitas Negeri Malang, Indonesia

M. Ramli, Universitas Negeri Malang, Indonesia

Imanuel Hitipeuw, Universitas Negeri Malang, Indonesia

Maria Oktasari, Universitas Negeri Malang, Indonesia

Monalisa Monalisa, Universitas Negeri Malang, Indonesia

Work-family conflict (WFC) is a situation where the demands of work and family are contradictory, making it difficult for an individual to fulfill roles in both areas simultaneously. This research explores work-family conflict (WFC), specifically examining how this dynamic affects working students. With a total of 129 working student respondents, the data analysis in this study utilized the RASCH model and JASP. The study identifies significant differences in how work-family conflict is perceived, broken down into three aspects: Time-based conflict (average 4.039), Strain-based conflict (average 5.209), and Behaviour-based Conflict (average 9.752), with an overall average outcome of WFC being 68% in the moderate category, 18% low, and 14% high. Further analysis reveals a striking gender disparity, with female working students reporting higher levels of WFC (0.289) compared to their male counterparts (0.281) across all aspects. This finding provides important insights into the specific challenges faced by working students in juggling their academic commitments and jobs, often leading to conflict between work and family responsibilities. Its implications for their well-being and academic success highlight the urgent need for more contextually and gender-sensitive intervention strategies. By understanding the nuances of WFC in the context of working students, this research paves the way for the development of more effective policies and support programs that take into account the unique needs and challenges faced by this group of students who are both working and studying.

15:30-15:55

87394 | *Child Marriages and Female Education: Examining the Impact on Learning Opportunities in Pakistan*

Maria Janjua, University of Wah, Pakistan

Anila Kamal, Rawalpindi Women University, Pakistan

This research investigates the profound effects of child marriages on female education and learning in Pakistan, focusing on how patriarchal beliefs and religious misconceptions contribute to this issue. Deeply entrenched patriarchal mindsets and traditional values perpetuate gender discrimination, leading to a high incidence of child marriages that adversely impact the educational opportunities and development of young girls. This study explores the relationship between these socio-cultural factors and their detrimental effects on the education and mental health of 118 participants, including 79 girls and 39 boys married before the age of 18. The girls were disproportionately more in the sample, as child marriage practice is more common in girls as compared to boys. The research used a qualitative research design consisting of in-depth interviews for rigorous information about the topic of investigation. Thematic analysis was conducted to explore the major findings from the transcripts of interviews. Findings reveal that child marriages significantly hinder educational attainment, resulting in lower academic performance and reduced school attendance among affected girls. The research highlights gender-specific disparities, with girls experiencing greater educational setbacks compared to their male counterparts. These findings underscore the urgent need for targeted interventions to promote gender equality and improve educational outcomes for girls. By fostering accurate religious understanding and challenging regressive norms, this study aimed to contribute to the ongoing efforts to dismantle patriarchal paradigms and enhance the quality of life for girls impacted by early marriage in Pakistan.

15:55-16:20

89305 | *Unlocking Potential Woman-Headed Family (PEKKA) in Indonesia: Innovation in Technology-based Entrepreneurship Education Through Digital Literacy and Knowledge Management*

Kheyene Molekandella Boer, Universitas Mulawarman, Indonesia

Poppy Alvianolita Sanistasya, Universitas Mulawarman, Indonesia

Annisa Wahyuni Arsyad, Universitas Mulawarman, Indonesia

Rosyid Nurrohman, Universitas Mulawarman, Indonesia

Adinda Dyah Pitaloka, Universitas Mulawarman, Indonesia

The emergence of digital literacy capability in the disruptive era 4.0 is one of the most influential sectors to deal with women headed-family (PEKKA). Rapid and radical digital environment, it is critical for entrepreneurs to embrace the digital revolution in order to innovate and grow. Womanpreneur empowerment is supported by technology to overcome potential barriers and provide innovative learning processes by considering digital literacy and knowledge management. Knowledge exploitation phase, is analyzed to define a suitable process for SMEs to acquire and exploit the most valuable and relevant knowledge for any new business need. Through an exploration research, we used a quantitative-method approach, Utilizing SEM-PLS analysis and purposive sampling method, 150 female-headed family (PEKKA), were thoughtfully selected to ensure relationship between variables in depth and comprehensively. Our findings shed light on generally positive results of the entrepreneurial education-based technology and innovation as a learning system approach with subtle and surprising interactions between digital literacy and knowledge management. The practice of experimentation develops more easily with a learning preference for active experimentation; however, it is also a key entrepreneurial skill that can be developed through education, coaching and practice. Entrepreneurial education can continue to adopt experiential teaching methods to better simulate the environment and to encourage and develop the skills to experiment with an idea, both socially and digitally. This research has original value in redesigning the digital literacy framework specifically tailored to the needs of Women Heads of Households (PEKKA) in Indonesia, a group that is often marginalized in access to technology.



**15:05-16:20 | Room 409 (4F)**

# **Sunday Onsite Parallel Session 3**

## **AI & Technologies in Comparative Education**

### **Session Chair: Hesborn Ondiba**

**15:05-15:30**

90923 | *Artificial Intelligence and the Modern Student*  
Syed Ali, Southern Methodist University, United States

The rise of digital technology and Artificial Intelligence has created unprecedented connectivity, especially with mobile device use. While these advancements enhance productivity, lifestyle, and global reach, they also present challenges to relationships and mental wellness. Research highlights complex effects of technology on emotional, mental, and physical health, raising concerns about its long-term impact on connection and communication. As digital technology becomes central to daily life, its influence on relationships continues to evolve, particularly among young people in educational settings. This presentation introduces CALM, a framework designed to teach students balanced, mindful digital engagement. CALM, which stands for Culturally Sensitive, Awareness Driven, Learning Paths, and Managing Use, was developed by a licensed professional counselor and senior technology program manager with experience working in Silicon Valley. Integrating insights from both mental health and technology, CALM employs a mixed-methods approach, including literature reviews and data analysis on device use, mental health, and relationship dynamics. Findings indicate that while technology increases accessibility and social connection, it is also linked to heightened anxiety, distraction, and social isolation—issues that can be mitigated through culturally sensitive education and awareness. CALM offers educators practical, research-based strategies to move beyond a simple “pros versus cons” approach, addressing the nuanced ways technology affects student wellness and relationships. Through the CALM model, educators can empower students to cultivate healthier digital habits, promoting a balance between connectivity and mental health. This presentation will share actionable insights for integrating CALM into educational practices, fostering digital literacy alongside emotional well-being.

**15:30-15:55**

87653 | *Digital Literacy and Older Adults – Adoption and Usage Barriers*  
Meera Gungea, Open University of Mauritius, Mauritius

Digital technologies have rapidly changed the way of life of many people. With the concept of Society 4.0, digital literacy might be an important means to achieve social cohesion as people, regardless of age, gender, race or religious beliefs are expected to participate in collective groups and networks in the community. Age has been often evidenced as a crucial factor in the area of information and communication technology. This research work is focused on this demographic characteristic and studies how one particular group navigates in the digital technology world. The aim of this research is thus to study the factors influencing the adoption and usage of digital technologies among the population aged 65 and above. The objectives are to explore what drives the usage of technological devices among this group, what factors hinder the usage/adoption and what mechanisms could be adopted to facilitate adoption and usage so that this group of people are not excluded from the Society 4.0 concept. Data was gathered using 2 focus group discussions of 12 people each, reached through snowball sampling. One group consisted of adults having digital devices such as smartphones/laptops/tablets and another group which did not have any. Preliminary results indicate that while they have a device, using it is not as ‘simple’ and they struggle with many features. It has also been captured that factors like digital literacy, finance and lack of trust are the main factors why this group do not adopt/use digital technologies in their daily life.

**15:55-16:20**

90786 | *Drivers of Suba Language Endangerment in Kenya and the Role of Artificial Intelligence (AI) in Mitigation*  
Hesborn Ondiba, Tokyo University of Science, Japan

This study investigates the critical factors contributing to the endangerment of the Suba language in Kenya. Primarily spoken by older members of the Suba community, the language faces significant challenges driven by several interconnected factors. Through a combination of literature review, ethnographic research, and interviews with ten native speakers, four primary drivers of Suba language decline were identified: the influence of dominant languages (Luo, Swahili, and English), cultural assimilation through integration with Luo communities, geographical dispersion, and economic migration driven by shifts in livelihood opportunities. To address these factors, the study explores how Artificial Intelligence (AI) can transform them by offering AI-driven tools for documentation, analysis, and digital archiving of the language. The research proposes a strategic framework for using AI to counter these drivers of language decline, prioritizing community collaboration and cultural sensitivity. This approach aims to preserve the Suba language and offers a scalable model for safeguarding endangered languages in Kenya and beyond.

**15:05-16:20 | Room 410 (4F)**

# **Sunday Onsite Parallel Session 3**

## **Kindergarten Curriculum Design & Development**

**Session Chair: Jessie Ming Sin Wong**

**15:05-15:30**

85496 | *Analytical Study on the Status of Parental Involvement in Kindergarten Literacy Program*

Angelito Espedido, Department of Education, San Pedro City, Laguna - San Antonio Integrated National High School, Philippines  
Analyn Espedido, Department of Education, San Pedro City, Laguna - Laguna Resettlement Community School, Philippines

This qualitative study using the cross-analytical approach intended to investigate the status of parental involvement in the Kindergarten literacy program in Laguna Resettlement Community School (LRCS) as one of the biggest elementary schools in the City Division of San Pedro, Laguna which offers Kindergarten education. This study was anchored to Brofenbrenner's Ecological System Theory and Joyce Epstein's Theory of Parental Involvement particularly in the conceptualization of the study; the formulation of instruments; and points of analysis of findings. Using the survey questionnaire and structured interview as tools for gathering data, the researchers would be able to determine the real status and the prevailing conditions or factors that affect parental involvement in their children's learning experiences. The respondents of the study were the parents/guardians and the teachers of Kindergarten in the focus school who were chosen systematically. The study did not include purposively the Kinder pupils as subjects for research future intention. The identities of the respondents were kept confidential for ethical reason. Their responses were interpreted cross analyzed to make inferences as bases for the researchers to propose an action plan that would help the school to promote strong parental involvement in the Kindergarten literacy program. The creation of the action plan was within the premise of the existing DepEd MATATAG curriculum as the main reference to maintain the fitness and relevance of the study. The creation of the action plan was considered by this study as a mechanism to fill the gap in the Kindergarten literacy program.

**15:30-15:55**

89448 | *Advancing Racial Inclusivity: Capability, Aspirations, Resources, and Engagement in Hong Kong Kindergartens*

Jessie Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong

This study explored the challenges and opportunities faced by Hong Kong kindergartens in admitting ethnic minority students. Funded by the Equal Opportunities Commission, the research examined the impact of government subsidies on kindergarten admissions and the strategies employed to support ethnic minority children. Data were collected from 161 kindergartens through surveys and follow-up interviews, revealing that increased financial support led to greater acceptance of ethnic minority students. However, many kindergartens still faced obstacles such as resource limitations and lack of support from local communities. The report highlighted the strengths of kindergartens in terms of Capability, Aspirations, Resources, and Engagement (CARE framework) and provided actionable recommendations for enhancing inclusivity. By leveraging community resources and fostering a racially inclusive environment, kindergartens could better support ethnic minority students' development. This study contributed to the discourse on educational equity and offered insights for policymakers and educators to promote racial harmony in early childhood education settings.



## Notes

[illegible]



# Monday, February 24

## Parallel Sessions

**All times are Malaysian Standard Time (UTC+8)**

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



10:00-11:40 | Room 406 (4F)

# Monday Onsite Parallel Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: David Aline

10:00-10:25

90703 | *Language Essentials for Lab and Daily Life Integration: Developing a Needs-Based Survival Japanese Curriculum for ASEAN Beginners*

Sathida Kanjamapornkul, Osaka University, Japan

This study investigates the development of a needs-based "Survival Japanese" curriculum designed to support language acquisition and cultural adaptation for ASEAN graduate students with no prior experience in Japanese. These students, participating in international hybrid learning programs at a Japanese national university, undertake short-term research placements in Japan, where they face linguistic and cultural challenges in laboratory settings and daily life. To address these needs, the curriculum incorporates essential vocabulary, phrases, and cultural elements to facilitate lab interactions and daily activities, promoting both functional communication and cultural adaptation during their two-month stay. This research employs a mixed-methods approach, utilizing post-course surveys and voluntary follow-up interviews to assess language acquisition and practical application. The survey gathers students' retrospective evaluations of their confidence, language use, and cultural adjustment, while follow-up interviews provide deeper insights into their real-life experiences and challenges in both laboratory and social contexts. Preliminary findings suggest that a needs-based curriculum emphasizing practical Japanese and cultural fundamentals significantly enhances students' comfort and effectiveness in Japanese environments. Ultimately, this study aims to identify core language skills essential for integration in laboratory and daily settings, offering insights to refine Japanese language instruction for absolute beginners. The findings are expected to inform the design of future language programs, underscoring the importance of needs-based approaches in fostering intercultural competence and supporting academic success in diverse international contexts. This research contributes to language education by demonstrating effective strategies for short-term, needs-based language programs that facilitate both academic and cultural adaptation.

10:25-10:50

89711 | *Fostering Criticality Through Academic Listening*

Yulia Tregubova, British University Vietnam, Vietnam

With lectures being the most common medium of instruction in higher education, listening comprehension is key for academic success. It, however, could present a challenge to students coming from traditional and, as in the teaching context of this study, rote-based educational backgrounds, and starting their degree programmes at international universities. As teaching listening in traditional contexts appears to be limited to only checking understanding without prompting any critical response to the audio, whereas at international universities, students are normally expected to demonstrate the ability to critically engage with the content. This creates a challenge for English for Academic Purposes (EAP) professionals of equipping students with learning strategies that would help them develop a more critical approach to academic listening and support their integration into academic discourse community. The presentation reports on the application of the metacognitive strategy-based instruction to teaching listening in EAP classes at British University Vietnam, where most students come from traditional Vietnamese schools with already acquired listening strategies in L2 that often display exam washback. This strategy implementation is aimed at scaffolding critical engagement in academic listening and supporting students with transition to university. The research incorporated quantitative methods of collecting samples of students' diagnostic, formative and summative listening assessment alongside with qualitative methods of analysing both scaffolded and unguided students' reflections on their learning experience. The findings of the study reveal a positive impact of the metacognitive strategy-based instruction on developing students' academic listening ability and criticality.

10:50-11:15

88996 | *Potential Vocabulary Growth: The Cases of Binge-watching English (L2), Subtitled Korean (L3), and Mandarin (L1) Dramas*

Wenhua Hsu, I-Shou University, Taiwan

With increasing consumer usage of OTT streaming services and the prevalence of Internet-connected mobile devices, drama fever has been riding high, leading to binge-watching on college campuses in Taiwan, where Mandarin is the first language (L1). The researcher-teacher sometimes overhears her students chatting about which Korean (L3) drama or Mandarin drama they have been binge-watching lately. The researcher compiled two corpora, each having approximately 3.6 million English-subtitled words from Korean and Mandarin TV series across several genres with high viewership ratings on OTT services. The operational measures involved the ranked twenty-five 1000-word-family lists along the BNC/COCA word-frequency scale. This study first measured the vocabulary levels of English subtitles from these two corpora as a source of English input. Results show that English-subtitled Korean and Mandarin dramas reached the 3rd 1000 word-family levels at 95% text coverage and the 6th 1000 levels at 98% coverage. Since most words cannot be mastered through only one exposure, twelve repetitions were set as a threshold for learning to occur. Then, this research investigated how much English subtitle input is needed to encounter most of the first 6000-word families. Results show that either Korean or Mandarin drama binge-viewers can encounter most words (800+) from each of the 1st to 6th 1000-word-family lists twelve times or more for potential learning through continually watching up to 36 English-subtitled drama series. The figures may be a reference concerning the vocabulary level EFL learners may attain if they continually binge-watch English-subtitle drama series in their leisure time.

11:15-11:40

88158 | *Second Language Learners Use of Formulaic Utterances During Task-based Discussions: Syntactic Position of "I Think" in Turn Construction*

David Aline, Kanagawa University, Japan

Yuri Hosoda, Kanagawa University, Japan

In this presentation we shed light on the ways that learners of English as a second language deploy the formulaic utterance "I think" in building their argumentative turns in task-based second language (L2) classroom activities designed for language learning. Studies of conversation in educational settings have shown how the formulaic utterance "I think" is strategically placed to achieve certain social actions (Kärkkäinen, 2003). However, little attention has been paid to L2 learner utilization of "I think" in language learning activities. Because "I think" is a common formulaic expression in English, and fundamental for expression of stance, our study fills a gap in the field by examining how L2 learners participating in task-based discussions deploy "I think" to express their stance. Data comprising more than 260 hours of video-recorded and transcribed small-group discussions among Japanese university students at an intermediate level of English were analyzed through the method of conversation analysis. Participants were required to reach consensus during these close-ended tasks. The analysis found three turn positions that the students utilized in constructing their arguments: initial position of turns, medial position, and end position. Each position manifested a different action in the interaction. Our presentation concludes with a summary of how learners use "I think" to design their multiunit turns and an outline of the implications of these findings for L2 learning, pedagogy, language learning strategies, and language testing. We then open the floor for discussion of the meaningfulness of these findings for task-based language teaching and language learning task design.

**10:00-11:40 | Room 407 (4F)**

# **Monday Onsite Parallel Session 1**

**Education & Sustainability Development**

**Session Chair: Anuantaeka Takinana**

**10:00-10:25**

88232 | *Psychosocial Impact on Refugee Children's Mental Health: Exploring SDG 3 in Rosemary McCarney's Where Will I Live?*

Abinaya K, Shanmugha Arts, Science, Technology & Research Academy, India

Chitra A.R, Shanmugha Arts, Science, Technology & Research Academy, India

The humanitarian crisis has been a significant menace to the world for the past few decades. Each crisis has repercussions, and civilians become victims of horrendous crises like wars and other catastrophes. Each crisis invariably leaves an impact on the lives of vulnerable populations like refugees and migrants, especially in the lives of refugee children. Refugee children are exposed to wars, violence, poverty and hunger at a tender age, which invariably takes a toll on their mental health. The United Nations has formed Sustainable Development Goals to cater to vulnerable people's needs. SDG 3: Good Health and Well-being focuses on providing mental health support to affected people. The paper examines the psychosocial factors that affect the mental health of refugee children through the work *Where Will I Live?* by McCarney Rosemary. The work *Where Will I Live?* is a non-fiction that captures the horrific experiences of refugee children in refugee camps. The work divulges the stories of refugee children who seemed to be robbed of a better future due to conflicts. The study introspects the traumatic stress theory that prevails in the lives of refugee children, which curbs the progress of SDG 3. The paper further focuses on providing mental health care for refugee children through Narrative Exposure Therapy. Narrative Exposure Therapy is a treatment to cure prolonged traumatic disorders. The paper aims to offer solutions for the mental health crisis that prevails in refugee children and also to contribute to SDG 3: Good Health and Well-Being.

**10:25-10:50**

88201 | *Prevalence of Knowledge on the Silent Global Health Epidemic – Hikikomori Among Indian Stakeholders*

Sowndharya T R, SASTRA Deemed University, India

Abirami Kanagarajan, SASTRA University, India

Hikikomori or severe social isolation is a growing issue related to mental health across the globe for which the modern generation of teenagers and young adults belonging to both industrialised and emergent nations are severely victimised. For a quantitative study using the random sampling method, a survey was conducted with around 200 participants, who were Indian stakeholders. They were ensured to have regular correspondence with high-school and collegiate students. The analysed data and its consequent results obtained from the survey stated that many were not aware of this rising issue. The silent global health epidemic is now becoming a Gordian knot in the Indian sub-continent as well albeit it is not yet a colossal issue in India. This snag affects the youngsters indirectly hindering the development of society. Further, the study explores the knowledge these participants have on hikikomori based on its medically tested causes, that were included in the questionnaire. This inquiry also aims to reflect the necessity of giving knowledge to academics and parents about hikikomori, its causal nexus and the need for an education to the targeted groups on how to treat those who possess symptoms of hikikomori, as a safety measure. The outcomes additionally inform that many educationists are interested in taking up specialised training aids to assist learners with hikikomori for an early diagnosis instead of leaving them to squander. This evaluation also recommends a further outlook for designing a training curriculum that encompasses both theoretical and practical sessions to equip oneself for assisting hikikomori.

**10:50-11:15**

88303 | *Assessing University Students' Attitudes and Perceptions of Climate Change*

Ahmad Qablan, United Arab Emirates University, United Arab Emirates

Aljazia Binmadi, United Arab Emirates University, United Arab Emirates

Ayesha Alkhaja, United Arab Emirates University, United Arab Emirates

Naila Al dhanhani, United Arab Emirates University, United Arab Emirates

Aisha Alketbi, United Arab Emirates University, United Arab Emirates

Universities have an unrivaled potential to educate students on climate change issues and to actively engage them in climate affairs, both as citizens and influencers of future professions. Despite this potential and the many advantages of university student engagement in climate change, less emphasis has been given to understanding their attitude and perceptions towards climate change, in a way that may guide changes in the curriculum and teaching practices. Based on the need to address the existing literature gap, this study assesses university students' attitudes and perceptions toward climate change at the international level. The study comprises a survey of a sample of 1000 graduate and undergraduate students from all colleges at United Arab Emirates University and uses statistical analysis to identify the most important trends across university colleges. The study revealed that the majority of university students are aware of climate change and its associated risks (91%). They believe that climate change education is a means to shape their attitude and equip them with relevant skills and knowledge to influence others. The awareness of university students is inextricably linked to their field of study and participation in various climate change events. Furthermore, the student's knowledge of climate change risks varies across gender, age, and academic level. The study recommends universities include climate change issues in their curricular and extracurricular activities to prepare future professionals to cope with the far-reaching challenges of climate change.

**11:15-11:40**

90631 | *Education in Resilience Studies: Proposing a Holistic Perspective*

Anuantaeka Takinana, Yokohama National University, Japan

Roger C Baars, Kyoto University, Japan

Climate Change Education (CCE) and Disaster Risk Education (DRE) are essential in enhancing community resilience (REF). Both educational programs are often implemented as complementary pathways, comprising the field of resilience studies (REF). This paper explores the (i) general theoretical and conceptual challenges for resilience studies comprising CCE and DRE, and (ii), in particular recent calls for an increased consideration of social sciences and humanities in resilience studies (REF). This paper is based on the current development of a Bachelor's Degree in Resilience at Fiji National University (FNU), Fiji. Findings indicate that resilience studies at FNU tend to be overly informed by engineering and natural sciences. However, local communities, the target of this university degree, claim that such approaches to resilience disregard the complexity of local knowledge and unique capabilities in implementing and maintaining resilient communities. Hence, we argue in this paper that the fields of social sciences and humanities are essential facets of resilience studies that need to be integrated meaningfully into future research, projects, and implementations.

10:00-11:40 | Room 408 (4F)

# Monday Onsite Parallel Session 1

## Pedagogical & Institutional Management for Education Development

**Session Chair: Michelle Low-Shamir**

**10:00-10:25**

90200 | *Design and Development of a Prototype Value-based Pedagogical Model for Teachers*  
Suprita Kumari Sinha, Gautam Buddha University, India

Value-based pedagogical models are essential in the Web 2.0 and AI era. Teachers are regarded as moral, ethical, responsible, and social members of society. Teachers need to have professional, technical, and pedagogical abilities in addition to ethical values. (National Education Policy, 2020). Teachers instill values in their students by modelling them in their own lives. Incorporating moral education into teaching models can guide students toward ethical behaviors in schools. Rising juvenile delinquency rates suggest a need to shift from traditional teaching to value-based pedagogy, in line with the goals of sustainable development by 2030. Although India's literacy rate stands at 74%, it ranks 101st in the Times Higher Education World University Rankings 2024. Once known as a global leader in education, India now faces challenges in cultivating moral values among students. This research aims to design a teaching model called VTPCK, based on the TPACK model (2006), integrating values, pedagogy, technology, and content knowledge. The model's development follows stages of need analysis, design, testing, and evaluation. The results demonstrate that the VTPCK model and associated achievement tests were valid when tested with elementary-level pupil teachers. The novelty of the model lies in methods such as storytelling, role-playing, and project-based learning, all inspired by moral values. This approach enhances educational quality while addressing cultural shifts. In conclusion, the VTPCK model effectively supports 21st-century education by fostering character development and simplifying the integration of moral and technological knowledge for teachers.

**10:25-10:50**

87925 | *Examining Factors Influencing Multigrade Teaching Implementation in Rural Taiwanese Schools*  
Nien-Ching Chuang, National Pingtung University, Taiwan  
Yu-Ching Huang, National Pingtung University, Taiwan  
Ming-Ying Tsai, National Pingtung University, Taiwan  
Yu-Ting Fan, National Pingtung University, Taiwan  
Hsin-Ya Lin, National Pingtung University, Taiwan

Multigrade teaching has become an essential instructional strategy in rural areas of Taiwan, where declining birth rates have led to smaller student population and fewer opportunities for peer interactions in class. This study seeks to investigate the factors affecting the implementation of multigrade teaching in rural elementary schools and to identify the subjects prioritized by schools and teachers when first adopting this approach. It also explores the underlying motivations behind these choices. Guided by Hoy and Miskel's (2013) framework for analyzing school organizational systems—encompassing structural, cultural, individual, political and technical core dimensions, this study employs a qualitative research design. Data were collected through semi-structural interviews, classroom observations, and document analysis, targeting key stakeholders including principals, directors, and teachers from two rural elementary schools in southern Taiwan. Preliminary findings suggest that initial subject selection for multigrade teaching often deviate from core academic subjects, influenced by practical consideration and local contextual factors. Additionally, individual teachers' career aspiration and planning may play a critical role in long-term sustainability of multigrade instruction in these settings. The results of this study are expected to offer valuable insights for policymakers and educators looking to optimize the implementation of multigrade teaching in rural environments, enhancing educational outcomes in resource-constrained contexts.

**10:50-11:15**

90701 | *Building Better Societies and Education Through Collaboration*  
Michelle Low-Shamir, University of Birmingham, United Kingdom

Education has the potential to redress social injustices, but it requires the collaboration of its stakeholders to turn this potential into a reality. The Malaysian government aspires to ensure that all children, regardless of race, religion, ethnicity or socioeconomic background, have equal opportunities to quality education. Yet, this aspiration actively excludes school-going children from Indigenous, displaced, and stateless communities living in Malaysia. The aim of this paper is to demonstrate how collaborations between local and international stakeholders can create opportunities for equitable access to quality education for the underserved communities of Malaysia. Using a case study approach, this paper will provide an in-depth analysis of how YTL Foundation's partnership with local and international stakeholders positively impacts the communities involved in the Foundation's Leaps Academy and Teachers for Educational Equity programmes. Leaps Academy is a hybrid programme designed to deliver academic and non-academic classes taught by local and international volunteers, to underserved school-going children with the purpose of safeguarding the latter's right to quality education. The Teachers for Educational Equity programme was co-designed to provide quality teacher education to teachers in high-needs formal and informal schools. Using these two examples, this paper will highlight the value of collaboration in building better societies through better education.

**11:15-11:40**

88953 | *Empowering Digital Competencies and Scientific Literacy in Sec 1 Students Through PBL and Generative AI*  
Yu Han Koh, Deyi Secondary School, Singapore  
Chip Pin Ang, Deyi Secondary School, Singapore  
Chong Keat Rene Yeo, Deyi Secondary School, Singapore

In the rapidly evolving landscape of science education, integrating new media and technologies is crucial for preparing students for future challenges. This presentation explores an innovative approach to enhancing digital competencies and scientific literacy among Sec 1 students through Project-Based Learning (PBL) and Generative Artificial Intelligence (AI). Over a four-week learning experience, students engaged in meaningful tasks to enhance their understanding of science, develop digital competencies, and improve scientific literacy. They created websites, researched scientific concepts, edited media with tools like Youtube, Tiktok or Pintrest and constructed physical devices. Generative AI tools were employed to help students master and apply scientific concepts effectively. Our research highlights Singapore students' abilities to use digital competencies to communicate scientific ideas. Students reported that using AI tools made learning easy and comprehensible. One 13 year old student noted, "We didn't have to spend hours searching for scientific concepts. AI summarized everything in one paragraph, making it much easier to understand." Another student added, "ChatGPT and other tools deepened our knowledge. AI provides summaries that are easy to understand" This presentation will outline the pedagogical strategies and measurable digital outcomes. Attendees will gain insights into integrating new media and AI in science education, and practical guidelines for implementing similar approaches in their own classrooms. Join us as we navigate the future of science education, unlocking the next chapter in developing digitally competent and scientifically literate students through technology. We will show you how you can spark joy in your science curriculum to excite your students!



10:00-11:40 | Room 409 (4F)

# Monday Onsite Parallel Session 1

## Issues in Higher Education

### Session Chair: Ming Chen

10:00-10:25

90705 | *Advancing Medical Education, Training, and Research with Cutting-Edge 3D Organ Simulations*  
Zakaria Almsherqi, National University of Singapore, Singapore

Simulation in education represents a transformative methodology that bridges the gap between theoretical knowledge and practical application. Our work leverages advanced 3D organ-based simulations to elevate medical education, with a focus on developing highly realistic models of the heart and cardiac valves. These models empower students and professionals to explore complex cardiovascular structures, thereby enhancing comprehension and critical thinking skills. In educational settings, our 3D heart models serve as powerful tools for visualizing anatomical structures and simulating physiological processes, fostering deeper understanding and long-term retention of knowledge. This immersive approach enables students to directly engage with the material, facilitating a more comprehensive grasp of intricate concepts. In research, our simulations make significant contributions to advancing the understanding of vascular mechanics, as evidenced by studies on aortic stiffness and the potential therapeutic benefits of the extra-aortic elastic wrap procedure. These models provide a robust platform for exploring innovative treatment strategies and interventions, as well as predicting potential complications before they arise. Beyond education and research, our 3D models have substantial implications for surgical planning, particularly in valve replacement and repair. By offering predictive insights for optimal prosthetic selection, they help reduce the risk of patient-prosthesis mismatch and improve surgical outcomes. As we continue to integrate 3D simulations into curricula and clinical practice, their potential to enrich traditional educational and training methods becomes increasingly apparent. This approach not only enhances learning and research but also fosters interdisciplinary collaboration, driving innovation in medical science and ushering in a new era of educational technology.

10:25-10:50

91022 | *Misunderstanding Access in Higher Education: A Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA)*  
Victor Tan, University of Stirling, United Kingdom

Understandings of access needs are sociological in nature in that they only become evident within certain contextual conditions. In understanding Access, demands highlight the gaps of consideration that were put into the context's infrastructural preparation and functioning, effectively illuminating the weakness of infrastructures. Literature on Access, however, despite being widely applied, does not demonstrate comprehension nor application with its defining principles. such demonstrates instead deviation from access understandings in that Peluso and Ribot had to produce a postscript to clarify its application in 2020. To better understand and categorize understandings of Access in the internationalized space of higher education, a Preferred Reporting Item for Systematic Reviews and Meta-Analysis (PRISMA) was conducted to review the literature from 2000 to 2023 with more specificity. Using two databases of Web of Science (WoS) and Scopus, search words of #INTERNATIONAL/INTERNATIONALIZED/INTERNATIONALIZATION, #HIGHER EDUCATION, and #ACCESS were applied. Findings from the PRISMA concurred with Carpentier (2016) and Myers and Hansen (2019) in that the literature did not address Access when intended, that only 14% specifically addressed 'access' conceptually despite indicating access within its title, keywords and/or abstract. The review also identified other trends of access which suggest the changing dynamics of Access and its providence. Critical discussion into its evolving understandings and their considerations was provided.

10:50-11:15

88345 | *What Early Career Academics Should Know About the Neoliberal University*  
Kevin Teise, Sol Plaatje University, South Africa  
Victor Teise, Sol Plaatje University, South Africa

Early career academics (ECA's) in South Africa find themselves in neoliberal universities driven by profit, targets, audits, competition, and where academics are under constant surveillance. These universities are also criticized for promoting inequality. This whilst SA universities have a responsibility to transform society. This presentation aims to sensitise ECA's of the impact of neoliberalism on the university, on their academic identity and on the transformation of SA. A qualitative research approach was followed, and data were mined through a critical policy analysis of national higher education policies, and a literature review. Literature was retrieved from the university's library catalogue, Google Scholar, and EBSCO, using keywords such as early career academics, neoliberal university, South African higher education, and Ubuntu pedagogy. Retrieved literature was evaluated for relevance. Those regarded as most relevant were selected for review. During the literature review we explored currents trends, patterns and debates about ECA's and the neoliberal university. Findings suggest that SA university policy is informed by, and it is promoting neoliberalism. This impacts on the purpose and character of universities, on the identity of the ECA, and on societal transformation. We recommend that ECA's embrace Ubuntu values in their pedagogy and research, because Ubuntu pedagogy will promote dispositions within ECA's to counter neoliberalism, and it will also enable them to actively contribute towards transformation in SA.

11:15-11:40

89525 | *Building Equity in Higher Education: a Data-Driven Approach to Enhance Student Success*  
Ming Chen, California State University Long Beach, United States  
Jasmine Yur-Austin, California State University Long Beach, United States

The persistent equity problem in U.S. higher education has been reported in many prior studies. These studies have shown that minoritized, low-income students, first-generation students, and students of color tend to underperform their white and affluent counterparts in a number of aspects such as course completion rates and graduation rates. In this study, we attempt to address the equity problem by examining comprehensive student data that contains students' demographic information as well as academic records in College of Business at a large public university in California during the past ten years. Comprehensive student data and thorough data analytics enable us to uncover insights and suggest the necessary tools to pinpoint the root causes of issues, allowing us to propose effective solutions to meet students' needs. By analyzing comprehensive students' academic records along with their demographic data, it enables us to precisely measure equity gaps, identify roadblocks and hurdles that affect their success, and hence pinpoint the critical areas where college resources should be allocated in the most cost-effective way to maximize the chance of success when implementing the proposed solutions. In particular, we develop several predictive models and demonstrate how these models can be used to identify high-risk students based on demographic information as well as prior academic performances. Additionally, we illustrate how our predictive models can provide a common framework for comparing different institutions with varying demographic compositions and admission criteria concerning student success.

10:00-11:40 | Room 410 (4F)

# Monday Onsite Parallel Session 1

## AI in Higher Education

### Session Chair: Ming Li

10:00-10:25

90388 | *Embracing Generative Artificial Intelligence (GenAI): Exploring Academics' Views on Its Integration in Assessments*

Siti Mariam Muhammad Abdul Basar, Keypath Education Asia-Pacific, Malaysia

Malissa Maria Mahmud, Sunway University, Malaysia

Eamon Vale, Keypath Education Asia-Pacific, Australia

This paper examines the acceptance and integration of generative Artificial Intelligence (GenAI) in academic assessments within Malaysian higher education. As GenAI tools have emerged as powerful aids in various fields, their role in educational assessments remains a topic of debate. While some academics recognise the potential of GenAI to enhance grading efficiency, personalised learning, and assessment design, concerns regarding reliability, academic integrity, and over-reliance on AI-generated content persist. Using a mixed-methods approach, this study combines quantitative surveys and qualitative interviews to explore educators' perceptions across Malaysian institutions. The quantitative phase captures patterns in technological readiness, perceived ease of use, trust, ethical concerns, and impacts on learning outcomes, while the qualitative phase delves into contextual factors influencing acceptance or resistance. Findings reveal variability in educators' perceptions, shaped by factors such as digital literacy, policy clarity, and access to resources. The study highlights the perceived benefits of GenAI, such as increased efficiency and innovative pedagogical opportunities, alongside barriers like ethical dilemmas and implementation challenges. Based on these findings, the paper offers pathways for responsible and effective GenAI integration in Malaysian academic assessments, including recommendations for clear guidelines, professional development, and the establishment of standardised practices to ensure both educational integrity and innovation.

10:25-10:50

90221 | *Trends and Insights in AI Research for Higher Education: A Bibliometric Analysis of Scopus-Indexed Studies*

Erdem Aksoy, TED University, Turkey

Recent studies indicate a growing number of research efforts focused on the use of technology, particularly open AI, in higher education, along with an increasing prevalence of discussions on the use of artificial intelligence across various platforms. Building on this trend, the aim of this study is to analyse the existing research on the application of AI in higher education and to provide insights for researchers who wish to pursue new studies in this field. In this context, all studies indexed in the Scopus database up to the end of October 2024 were examined using bibliometric analysis techniques with the help of R Biblioshiny and VosViewer software, and the quantitative data obtained were reported through these tools. The analysis of 221 documents revealed a rapid upward trend in annual scientific production starting from 2023, with most of the research taking the form of conference papers and lecture notes. Most of the authors conducting these studies are affiliated with institutions such as MIT, São Paulo State University, the University of Campania, and Tsinghua University. In terms of the corresponding authors' countries, the USA, China, the UK, and Canada were found to be predominant in terms of publication numbers. However, the level of multiple-country collaborations was notably low across all countries. For future research in this field, niche themes have emerged, including topics such as medical education, accuracy, automated essay scoring, communication theory, the iron triangle, open universities, engineering education, dynamic fuzzy colony optimization, assessment, and the Delphi technique.

10:50-11:15

88947 | *AI Literacy of Japanese College Students at Rikkyo*

Jeffrey Mok, Rikkyo University, Japan

This is a study investigates the awareness, reasons for and use of ChatGPT at Rikkyo University in Japan. Two quantitative data (n 1 =69 and n 2 =96) and one qualitative data (n=78) were collected over a period of 7 months to measure student perception of use, trust, frequency and reasons. Descriptive statistics are reported alongside content analysis of qualitative text data. Findings are compared with another similar study by Ohmori et al. (2023) that was conducted at around the same time as this study. Findings reveal comparable and some significant differences in the use of generative AI for learning content, languages, generating ideas and writing graded assignments. The paper also discusses trust, reliability, use in university and AI literacy. The paper concludes with its limitations and suggestions for the way forward in the light of the findings.

11:15-11:40

90504 | *Navigating Generative AI in Higher Education: A Comparative Policy Analysis*

Qin Xie, University of Minnesota, United States

Ming Li, Osaka University, Japan

Ariunaa Enkhtur, Osaka University, Japan

This paper provides a comparative analysis of national policies on Generative AI in higher education across four countries: China, Japan, Mongolia, and the United States. It explores each country's unique stance on integrating Generative AI technologies within educational frameworks, focusing on issues such as human-centered approaches, teaching and learning enhancements, diversity, equity, and inclusion (DEI), and digital accessibility. The study uses Qualitative Comparative Analysis (QCA) to examine policy contexts and contents, revealing diverse priorities that shape each nation's approach to Generative AI. The United States and Japan emphasize human-centered applications that enhance learning, while China and Mongolia align AI development with national priorities, such as security and digital access expansion. However, all four countries face challenges in addressing the digital divide and accommodating cultural and linguistic diversity within AI integration. This research underscores the need for balanced AI policies that support equitable and inclusive education, contributing insights for policymakers and educators navigating the transformative potential of AI in a globally connected yet culturally diverse educational landscape.

**13:10-14:50 | Room 406 (4F)**

# **Monday Onsite Parallel Session 2**

**Foreign Languages Education & Implementation**

**Session Chair: Takahiko Hattori**

**13:10-13:35**

88161 | *The Situatedness of Hybrid Practitioner Agency in the Internationalisation of Japanese Higher Education and the Necessity of Transversal Policy Enactors*

Robert Higgins, Kwansei Gakuin, Japan

This study explored a contemporary period of Japanese higher education policy planning that adopted internationalisation of higher education as a metanarrative for sociocultural change in Japan. These wider societal pressures have over a period of time contributed to increasing institutional resistance to top-down policy initiatives. Further, these pressures have limited spaces for professional collegiality to develop. As a result, there is an increased importance for the development of individual practitioner agency that can contribute to the interpretation and translation of national policy planning goals. Document analysis in conjunction with qualitative interviews were operationalised with faculty membership of the same university in Japan to explore how situated performative action hold significant conceptual importance to understanding resistance, or enactment, to educational change. In particular, the study revealed the spatial positioning of teaching practitioners reflective of language policy planning experiences. These experiences were multifaceted and did not represent benign motivations on behalf of these individuals. To overcome these tendencies, this study identified hybrid practitioners who understand and demonstrate policy, administrative and teaching/researcher expertise as a necessary language policy planning component of modern higher education institutions. In this presentation, this hybrid practitioner model, which is an important component of policy planning objectives of modern higher education organisations, will be explained in detail. The presentation will break down the characteristics of the hybrid practitioner model and then situate this analysis within the wider policy enactment activities of higher education institutions.

**13:35-14:00**

90212 | *Multidisciplinary Collaboration of English as a Foreign Language and Universal Design for Learning*

Devon Arthursen, Hakuoh University, Japan

With more awareness about neurodivergent learners, exploring ways to support them in English as a Foreign Language (EFL) lessons is important as this seems to have limited research. This presentation will examine multidisciplinary collaboration in the EFL classroom as a site to practice Universal Design for Learning from the perspective of an EFL educator. At a Japanese university, second-year education university students adapted lessons they created for elementary school students to meet the needs of neurodivergent learners. The process will be explained beginning with the peer teaching activity the students created for elementary school students. Next, the process of collaboration between the EFL lecturer with a learning specialist who works at an international elementary school in Tokyo to create a presentation to inform the students about universal design for learning and neurodivergence. Then the learning specialist guest lecture about neurodivergent students focusing on ADHD and autism will be outlined. After the presentation, the students then adapted their lessons and peer taught the adapted activities. Some of their adapted activities will be highlighted. Finally, students participated in a reflection activity based on this experience. In addition, the lecturer and specialist's reflection journals regarding the collaboration will be discussed. The expertise both educators have about their learners enabled them to create a multidisciplinary activity. Time for audience members to share about their experiences and or opinions regarding multidisciplinary practice will end this presentation.

**14:00-14:25**

89374 | *A Study of Bloom's Taxonomy and Advancing Cognitive Skills in English Language Education*

Takahiko Hattori, Otsuma Women's University, Japan

This study explores Bloom's original and revised taxonomies, distinguishing between lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS), with the aim of developing teaching materials to enhance cognitive abilities in English education. In an age of information overload, traditional methods such as memorization are inadequate for managing vast amounts of data, highlighting the need for approaches that foster critical thinking. Bloom's taxonomy classifies cognitive skills into LOTS and HOTS, emphasizing HOTS to promote analytical and creative thinking. However, there is a notable lack of teaching materials specifically designed to support HOTS in English education. The study proposes a structured framework for creating materials that target HOTS. The research design involves analyzing Bloom's taxonomy to inform the development of these resources, which will focus on activities that encourage students to evaluate, analyze, and create content rather than merely recall information. The methodology includes a systematic process for testing these materials in classroom settings. This process involves selecting diverse student groups, implementing the materials in real-time lessons, and assessing their impact through both qualitative observations and quantitative measures, such as pre- and post-lesson assessments. The study concludes that these materials significantly enhance students' engagement and their ability to perform higher-order thinking tasks, suggesting that a more deliberate focus on HOTS in English education can improve critical and creative thinking skills.



**13:10-14:50 | Room 407 (4F)**

# **Monday Onsite Parallel Session 2**

**Interdisciplinary, Multidisciplinary & Transdisciplinary Education**

**Session Chair: Hope Yu**

**13:10-13:35**

88365 | *Designing Active Learning Environments for Enhancing Interdisciplinary Learning*  
Xinxiang Lim, National University of Singapore, Singapore

With the increasing complexity of societal issues, graduates from higher education institutions must tackle complex, multidisciplinary problems. When students connect diverse knowledge and skills, they find education more rewarding and broaden their career opportunities. Thus, higher education institutions must break disciplinary silos and equip students with interdisciplinary skills. Boix Mansilla defines interdisciplinary learning as “The capacity to integrate knowledge and modes of thinking in two or more disciplines to produce a cognitive advancement.” This is especially relevant in biotechnology, where innovation requires more than biology—it involves market needs, funding, business models, risk management, and competition. Similarly, forensic Science, combining Science and Law, offers numerous opportunities for students to gain knowledge in both fields, often centered on real-world criminal cases. The interdisciplinary nature of these fields makes them ideal for assessing students' interdisciplinary learning outcomes. This study assessed interdisciplinary learning outcomes and competencies in a biotechnology innovation course and forensic science courses at the National University of Singapore. Using an 18-item pre- and post-course survey and evaluation of student assignments, the study compared perceptions and evidence of interdisciplinary learning among undergraduate and master's students. Of 311 students surveyed, most reported high interdisciplinary skills, connecting ideas across science, law, business, and social sciences. However, students rated themselves lower in reflective behavior and recognizing disciplinary perspectives, indicating these skills may require more deliberate instructional strategies to develop effectively. Findings suggest that promoting active learning environments and targeted strategies can enhance students' interdisciplinary skills.

**13:35-14:00**

90075 | *Exploring Challenges in Teaching Interdisciplinary Practice Within Art Education*  
Erzan bin Adam, LASALLE University of the Arts, Singapore

This presentation will share experiences from teaching interdisciplinary practice and offer practical insights into how art educators can facilitate this process. It will provide strategies for engaging students, meeting learning objectives, and supporting the exploration of creative practices across diverse disciplinary perspectives, such as dance, film, and fine arts. In this presentation, I will explore various teaching objectives and strategies that guide students in integrating methodologies such as project-based, inquiry-based, collaborative, experiential, and case studies. I will also discuss how this integrated approach enables students to navigate the challenges of understanding interdisciplinary practices while enhancing their creative work. Additionally, the presentation will examine the art educator's role, emphasising the importance of a strategic approach to facilitating student learning and encouraging creative thinking as part of their artistic practice. As an art educator, a core principle of teaching interdisciplinary practice is to inspire students to transcend disciplinary boundaries. This fosters an environment where they can explore innovative ways of developing ideas, concepts, and practices—all while maintaining the integrity of their artistic work when merging it with other disciplines.

**14:00-14:25**

90779 | *Transformative Teaching and Perspectives*  
Hope Yu, University of San Carlos, Philippines

Transformative pedagogies are beneficial to university students whose professors use different teaching approaches. From interviews employing narrative inquiry (using a range of questions but are not limited to professional/personal growth, life values, the teaching/learning process, curriculum offering reflective of life/teaching values, turning points in the career, and others) with three to five professors who follow transformative frameworks, the study hopes to illuminate the pedagogical perspectives which inspired their transformative consciousness and teaching praxis. By providing background on professor perspectives, this paper contributes to the literature by examining the lived experiences of those engaged in emancipating forms of teaching and learning and determine common grounds and other relevant findings. Theoretical insights on processes where professors came to develop their transformative pedagogical perspectives are also provided.

**13:10-14:50 | Room 408 (4F)**

## **Monday Onsite Parallel Session 2**

**Online Teaching Experiences, Pedagogy, Practices & Praxis**

**Session Chair: Wanju Huang**

**13:10-13:35**

87929 | *Translanguaging Practices of Multilingual Teachers and Students During Face-to-face and Online Mathematical Discourse: A Comparative Analysis*

Maria Digi Anna Mance-Avila, Ateneo de Manila University, Philippines

Maria Alva Aberin, Ateneo de Manila University, Philippines

Hybrid learning is predicted to be the future trajectory of mathematics education. It is therefore imperative that we reflect on current teaching and learning practices in mathematics and establish practices that will support quality mathematical discourse, whether classes are delivered in-person, virtually, or via a combination of both. To gain an in-depth understanding of how face-to-face and online mathematical discourse unfolds in class, this study borrowed a theory from the discipline of communication called translanguaging. It is the fluid, dynamic, and creative use of an individual's multilingual, multisemiotic, and multimodal repertoires as resources for communication and meaning-making. Guided by this lens, this multiple-case study investigated the resources constituting the translanguaging practices of Filipino multilingual teachers and students at the senior high school level as they engaged in mathematical discourse. Both face-to-face and online classes were observed, recorded, and transcribed using Mondada's multimodal transcription convention. A multimodal conversation analysis was subsequently performed to identify emerging translanguaging practices. Results showed that multilingual, multisemiotic, and multimodal resources were present in both face-to-face and online mathematical discourse. The languages spoken in the two settings were similar, but there were differences in the multisemiotic and multimodal resources mobilized, such as the use of body language signals by teachers and students during face-to-face mathematical discourse and the use of virtual gestures during online mathematical discourse. The findings of this study could serve as a guide for identifying and leveraging the translanguaging capacities of teachers and students to help facilitate quality mathematical discourse in both environments.

**13:35-14:00**

90215 | *Assessing the Effectiveness of Short-Term Collaborative Online International Learning (COIL) on Non-Cognitive Abilities Using the BEVI Scale*

Haiyi Liu, Kyoto University, Japan

Online international learning has emerged as a valuable complement to traditional study-abroad, offering accessible global engagement for students in remote areas or with limited mobility. In line with this vision, Kansai University, in partnership with University Mobility in Asia and the Pacific (UMAP), pioneered a fully online Collaborative Online International Learning (COIL) program designed to provide students with virtual international engagement. This study aims to address a notable research gap by examining the influence of online international learning on participants' non-cognitive skills—those underlying patterns of thoughts, feelings, and behaviors that evolve throughout one's lifetime. Specifically, I focused on the UMAP-COIL program's impact on developing these non-cognitive capacities. To assess the program's effectiveness, I collected pre- and post-program data using the Beliefs, Events, and Values Inventory (BEVI) from both program participants and a control group. A sample of twenty-three participants from a 2021 cross-cultural education program was compared to fifteen non-participants, offering a robust dataset for analysis. In sum, this study provides valuable insights into the potential of online international learning to foster non-cognitive skill development, contributing meaningfully to the discourse on effective virtual pedagogies and their broader implications for promoting holistic student growth.

**14:00-14:25**

90281 | *Curriculum, Challenges, and Adjustments of Selected Minor Seminaries in the Philippines During the Pandemic: Basis for an Enhancement Program*

John Gilbert Gabriel Nuqui, University of Santo Tomas, Philippines

The transition to distance learning caused by COVID-19 is particularly challenging for seminary educators, formators, and seminarians because key pillars of priestly formation and studies require personal accompaniment in the context of their human, intellectual, pastoral, and spiritual formation. In the same way, activities in the seminary set-up are primarily designed with face-to-face interaction. Thus, this paper aimed to explore the implementation of the curriculum adjustments made by minor seminaries in the Philippines, examine the level of commitment of seminary principals and teachers towards such implementation, and sift through the different challenges that come along with it as a basis for curriculum and instructional enhancement program. This study employed explanatory sequential design and convergent quantitative and qualitative methods. The qualitative results showed various themes reflecting the experiences with and challenges of the curriculum adjustments. Moreover, the results of the quantitative method revealed that most of the principals and teachers exhibited a high degree and level of commitment (Mean=5.37 and Standard Deviation=0.415) in fulfilling their roles and responsibilities towards implementing the adjusted curriculum amid the pandemic times. To ensure curriculum continuity, principals and teachers in the different minor seminaries should remain committed, not just as educators and formators to the student-seminarians but also to the teaching and learning process.

**14:25-14:50**

89275 | *Cultivating Instructor Presence and Inclusive Online Learning Climate: Evidence of Social Network Analysis*

Wanju Huang, Purdue University, United States

Jennifer C. Richardson, Purdue University, United States

This paper shares three evidence-based strategies that effectively improve instructor presence in an online asynchronous graduate-level course on systematic learning design at a land grant university in the United States. This course is offered twice a year in Summer and Fall semesters. The three instructional strategies include (1) an optional synchronous kickoff meeting on the second or third day of the class; (2) weekly video check-in with students; and (3) proactive use of social networking map visualizing interaction patterns within the online learning community. Data was collected between Summer 2020 and Fall 2023. Participants are online students enrolled in a mandatory learning design course in a master's degree program at a land grant university in the United States. Aligned with the current research literature, the findings suggested that a weak online student-instructor and student-student relationship can be appreciably strengthened by intentionally employing instructional strategies such as social network analysis - visualizing the interactions and relationship patterns within the learning community and instructor messages tailored to promote an open and inclusive learning environment. Additionally, it was found that instructors who did not design the classes could still effectively cultivate their instructor presence by implementing the strategies discussed in this paper.

13:10-14:50 | Room 409 (4F)

# Monday Onsite Parallel Session 2

## Mathematics Education

Session Chair: Joy Edilaine Handig

13:10-13:35

90286 | *Characteristics of Korean Students Who Became Below-Basic Achievement in Mathematics: Using Logistic Regression Analysis with Imbalanced Data Handling*

Sujin Baeg, Seoul National University, South Korea

Hyun-Jeong Park, Seoul National University, South Korea

Ukil Kim, Seoul National University, South Korea

Youngin Lee, Seoul National University, South Korea

The increasing proportion of students with basic skills deficits in mathematics underscores the need to identify the factors that contribute to these deficits during middle school, a critical period when learning gaps tend to accumulate. This study examines the characteristics of Korean students who were not identified as below-basic in Grade 5 but were subsequently identified as such by Grade 9. Using data from the 2013 Korean Educational Longitudinal Study (KELS 2013), we conducted a logistic regression analysis focusing on ninth-grade students to identify the characteristics associated with below-basic achievement in mathematics. Due to the small proportion of students classified as below-basic, an imbalance in the dependent variable was observed, which could lead to potential errors in the machine learning process. To mitigate this problem and improve the model performance, we applied oversampling techniques, which resulted in enhanced performance. The analysis showed that, after controlling for variables such as gender, average monthly household income, prior learning experience, reading level and area of residence, students who transitioned to below-basic in mathematics had significantly lower levels of understanding in mathematics classes, educational aspirations, career planning and intrinsic motivation for mathematics. However, these students experienced lower levels of stress related to exams and academic work than their peers who maintained adequate mathematical skills. The implications of these findings are discussed.

13:35-14:00

83151 | *Assessing Students' Academic Performance Thru E-Portfolio in Mathematics: Basis for Task-Based Intervention Program*

Joy Edilaine Handig, National University, Philippines

This study is aimed at assessing students' academic performance through an e-portfolio in mathematics as the basis for a task-based intervention program for computer and civil engineering students. The study used the mixed research method, using standard questionnaires as primary data-gathering tools. The respondents of the study are two hundred fifty (250) first-year students at the National University Bulacan, Academic Year 2022 - 2023. The survey questionnaire was used to assess the levels of students performance through their ePortfolios in mathematics. The results showed that the level of the student's performance through his/her ePORTfolio has a significant effect on their academic performance. There is a correlation between the students' level of performance through the e portfolio and their academic performances. The research contributes to the advancement of mathematics education by promoting student-centered approaches that foster deep learning conceptual understanding and meaningful application of mathematical skills.

14:00-14:25 (*This presentation has been cancelled*)

90928 | *Mathematics Curriculum Leadership in South Africa: Storied Narratives of Primary School Departmental Heads in Multiple Deprived Contexts*

Inbanathan Naicker, University of KwaZulu-Natal, South Africa

Devendran Naidoo, University of KwaZulu-Natal, South Africa

The leadership of the mathematics curriculum in primary schools is one of the key responsibilities of Departmental Heads (DHs). Their proximity to the learners and the teachers positions them as critical influencers in implementing the curriculum. Learners in public schools in South Africa are consistently underperforming in internationally benchmarked mathematics tests. This study presents the storied narratives of four DHs leading the mathematics curriculum in multiple deprived contexts. The study aims to understand what has shaped the way DHs lead the mathematics curriculum in public primary schools in multiple deprived contexts and how they experience their roles and responsibilities. This interpretive study uses narrative inquiry as its methodology, and the study is framed utilizing Identity Theory and Hallinger's adapted instructional leadership model. Field texts were generated using narrative interviews, artefacts, and collage inquiry. Narrative analysis and analysis of the narratives were used as a two-tier method of data analysis. It was found that their personal experiences and caring, attentive and committed traits with family extended to their leadership of the mathematics curriculum with their teachers and learners. Their professional experiences as mathematics teachers shaped the way they solved the problems of multi-grading, large class sizes, mentoring, leading professional learning communities and leading the school improvement initiative. The deprived contexts in which the DHs led the mathematics curriculum greatly influenced their leadership. The study concluded that the personal and professional experiences of the DHs shaped the way they led the mathematics curriculum in multiple deprived contexts.



**13:10-14:50 | Room 410 (4F)**

# **Monday Onsite Parallel Session 2**

## **The Role of AI in Education**

**Session Chair: Robert Long**

**13:10-13:35**

88500 | *Teachers' Insights on the Application of AI in IELTS Writing Assessment*

Oanh Ho, Van Lang University, Vietnam

An Van, University of Pennsylvania, United States

With 12,500 organizations in 145 countries accepting the International English Language Testing System (IELTS) certificate for education, employment, and immigration purposes (IELTS, 2024), the demand for IELTS preparation has surged. This has led educators to devote more time to evaluating IELTS writing tasks. ChatGPT, an artificial intelligence (AI) model launched in November 2022, has prompted many educators to adopt it for grading IELTS writing to save time and enhance assessment quality. However, not all educators have successfully integrated this technology. While existing research has examined global opportunities and challenges related to AI in writing assessment, there is a notable lack of studies on teachers' perspectives within the Asian context. This study addresses this gap by exploring the perspectives of Vietnamese IELTS instructors on the challenges they face, their strategies, and recommendations for using AI in writing evaluations. Using a mixed-methods approach, including a quantitative survey and qualitative interviews, the study gathered data from instructors who meet two criteria: (1) at least five years of IELTS teaching experience and (2) at least six months of using ChatGPT for grading. The findings reveal significant challenges, such as ChatGPT's frequent misinterpretation of prompts, inconsistent evaluation across writing styles ( $M=3.71$ ;  $SD=0.902$ ), and inadequate analysis of Task Achievement ( $M=3.71$ ;  $SD=0.902$ ). Recommended strategies include creating detailed prompts with "Why" questions ( $M=3.71$ ;  $SD=0.717$ ), fostering collaborative networks ( $M=3.81$ ;  $SD=0.750$ ), providing AI training, establishing ethical guidelines ( $M=4.10$ ;  $SD=0.768$ ), and conducting pilot testing ( $M=4.05$ ;  $SD=0.669$ ). These findings will assist policymakers, leaders, and educators in optimizing AI use in writing assessments.

**13:35-14:00**

90716 | *A Comparative Study on the Writing Grading of Newspaper Editorials by Teacher Educators, Pre-service Teachers, and Generative Artificial Intelligence*

Youngran Kim, Kangwon National University, South Korea

Sanghee Ahn, Jeonbuk National University, South Korea

Kyounghwa Kim, Cheongju University, South Korea

Kim et al. (2024) compared the grading standards developed by a group of teacher educators and a group of pre-service teachers for newspaper editorials written by 19 college students and the grading results according to those standards. This study presented the grading standards of the teacher educators and the pre-service teachers from Kim et al. (2024) to generative artificial intelligence, and ordered it to evaluate the writings of college students according to each group's grading standard. The results will be compared. This study seeks to answer for the following questions. 1: How consistently does generative artificial intelligence grade 19 writings according to the grading standards for editorials developed by teacher educators in Kim et al. (2024)? 2: How consistently does generative artificial intelligence grade 19 writings according to the grading standards for editorials developed by pre-service teachers in et al. (2024)? 3: As a result of comparing the results of Q 2 and 3, is there any difference in the grading results of teacher educators, pre-service teachers, to generative artificial intelligence results? In this study, the reasons for having generative artificial intelligence grade writings and comparing the results of evaluator groups are as follows; A single Korean language teacher at a school in a rural area is responsible for grading writing his/her own, it is virtually impossible to have multiple evaluators. In this context, we want to explore whether it is possible to have machine evaluators assist in addition to human evaluators, and to detect what the possibilities or limitations are.

**14:00-14:25**

85991 | *Examining the Changes in Complexity, Accuracy, and Fluency in Japanese L2 Writing Over an Academic Semester*

Robert Long, Kyushu Institute of Technology, Japan

A study on the evolution of complexity, accuracy, and fluency (CAF) in Japanese L2 university students' compositions over a semester found some improvement in accuracy but a marked decline in complexity and fluency. The study also examined editing methods, with participants divided into two groups: one using an online grammar checker and the other self-editing their manuscripts. Participants had 30 minutes to write each essay with an additional 10 minutes allotted for editing. As for editing, participants were divided into two groups, one of which utilized an online grammar checker, while the other half self-edited their initial manuscripts. From the three different institutions, there was a total of 159 students. Research questions focused on determining if the CAF had evolved over the previous year, identifying potential variations in editing techniques, and describing the connections between the CAF dimensions. Results showed a correlation between clauses, word counts, and word counts, with word counts and error/100 ratios correlated with error-free clause totals. As for possible differences between the first and second (edited) drafts regarding CAF, results indicated there were positive changes in accuracy, the most significant change seen in complexity (CP/T and MLT), while there were relatively insignificant changes in fluency. The study also found that errors-free clause ratios had the greatest difference in accuracy, with fewer errors noted with online grammar checkers. The study suggests that teachers should support students in developing complex syntactic structures, improving fluency, and using online grammar checkers effectively.

**14:25-14:50**

86423 | *QuickLearnAI: A Quick Solution to Master AI Tools and the 21st Century Teaching Methods for Malaysian Educators*

Nurhasmiza Sazalli, Universiti Teknologi Malaysia, Malaysia

QuickLearnAI is a framework for andragogy teaching design that combines theory and practice for educators who are adult learners to master Artificial Intelligence (AI) tools for Malaysian educators. Aligned with the Malaysia Education Development Plan (2013-2025), which emphasizes the life-long learning of teachers, enhancing their technological skills, and effectively utilizing digital tools and platforms in their teaching practices, suitable andragogy must be applied to create a more effective and efficient learning experience. To develop the framework, a sequential exploratory mixed method research design is used, and the research questions of this study include: (1) What are the specific needs and challenges of adult educators that AI tools can address? (2) What is the effectiveness of QuickLearnAI in enhancing adult educators' skills in using AI for teaching? and (3) What are the elements of the QuickLearnAI framework that create a supportive learning environment teach AI tools to adult educators?. The study involved 90 Malaysian educators aged 25 – 58, and the results indicated that training of AI tools for adult educators must focus on the elements: understanding AI basics, practical AI tool training, curriculum integration, ethical consideration, technical and problem-solving skills development, collaborative learning via peer learning and cultural and contextual relevance. With QuickLearnAI, educators could transfer their knowledge of AI tools to their students, school community, and their surroundings through knowledge transfer and knowledge sharing.

**15:05-16:20 | Room 406 (4F)**

# **Monday Onsite Parallel Session 3**

## **Innovative Technologies in Education**

### **Session Chair: Shamila Janakiraman**

**15:05-15:30**

90226 | *Reflections on Implementing TPACK as Supported by Professional Development Programs in Teaching and Assessment at the Tertiary Level in Indian ELT Classroom*

Nagalakshmi Balasubramanian, Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women, India

The pandemic has completely changed the educational paradigm, enabling the transition to technology-based teaching. On the other hand, proliferation of such technologies is causing huge challenges and changes in the educational landscape, in general, and in teaching in particular. This article proposes methodological reflective teaching as a viable solution to the problems associated with integrating technology into Teaching and assessment in ELT. Reflection is an active, systematic, and meaning-making process that involves problem-solving and disciplined thinking (Farell, 2015). This study is theoretically supported by the Brookfield Model of Reflection (1995) which encompasses the four components 1) Autobiographical lens 2) The Student's eyes 3) Colleague's experiences 4) The theoretical Literature. The present study implements the TPACK framework introduced by Punya Mishra and Matthew J. Koehler (2006) described the complex roles and interplay among the three main components of learning environments: content, pedagogy, and technology. The implementation of TPACK promoted by professional development programs in the context of tertiary-level ESL learners studying in India is being methodologically reflected upon. This qualitative study uses data from observations recorded in journal reports, students' feedback collected through focus group discussion and teacher interviews. The obtained data were theoretically triangulated methodically and theoretically for validity. The findings revealed that the methodological reflections predominantly identified and strategically addressed the major problems of integrating technology into teaching and assessment; and underscored the role of PDPs in implementing TPACK. The study also pointed out some limitations. This study has implications for reflective teaching on integrating technology and the efficacy of PDPs.

**15:30-15:55**

90787 | *Navigating Teacher Leadership in Digital and Physical Classrooms*

Mark Donnellan, Kindai University, Japan

Sandra Healy, Kyoto Institute of Technology, Japan

This presentation explores student perceptions of teacher leadership within different learning environments, drawing on feedback from three iterations of a short, intensive language course conducted in 2019, 2021, and 2022. The course was initially delivered in a face-to-face format at a seminar house in 2019, with 50 students participating. In 2021, due to pandemic restrictions, the course shifted entirely online, accommodating 52 students. By 2022, the course returned to an on-campus, in-person setting, albeit with a reduced cohort of 35 students. Findings from student feedback reveal no significant differences across formats in areas such as communication skills, collaboration, participation in discussions and presentations, perceived benefits of the course, and overall satisfaction levels. However, students' perceptions of teacher leadership varied significantly across the three iterations, as did their views on the number of teachers involved and the overall structure of each format. These differences suggest that the setting—digital or physical—can influence how students evaluate teacher leadership. This study highlights the role of the learning context in shaping students' impressions of teacher efficacy and engagement. These insights underscore the need for further research on the long-term effects of different formats on student learning outcomes and point toward the importance of developing a flexible, robust framework for digital pedagogy that addresses these contextual factors in teacher leadership.

**15:55-16:20**

86170 | *Creating Interactive Storybooks with H5P Based Virtual Tours: A Design Based Research Study*

Shamila Janakiraman, University of Hawai'i at Manoa, United States

Robin Dazzeo, University of Hawaii, United States

Sandra Oshiro, University of Hawaii, United States

This Design Based Research (DBR) study describes the iterative instructional design phases (McKenny & Reeves, 2012) executed while creating an interactive E-book that incorporates virtual tours of a botanical garden. Analysis and Exploration: School students and adults who had physical disabilities could not walk through the rough terrain in the hillside garden and those who had cognitive disabilities did not prefer walking with large groups. We explored various digital tools. Design and Construction: We found that the best way to mimic a walking tour of the garden is through a Virtual Tour (VT). An Insta 360o camera was used to take pictures on designated garden pathways. We created H5P-based 360o VTs along with H5P-based assessment activities, and hands-on activity resources. The cognitive theory of multimedia learning (CTML; Mayer, 2005) and the Absorb-Do-Connect framework (Horton, 2006) guided this process. Evaluation and Reflection: We collected feedback from instructional design students on the design and from subject matter experts on the scientific accuracy of the book. Students attending a summer camp at the garden, who are among the intended audience, were observed to study the learning effectiveness of the storybook, its intuitiveness, and ease of navigation. We plan to conduct more evaluations and revise the interactive E-book to meet the needs of the target audience. This DBR records every step, and all decisions are data driven. We hope to create a practical toolkit for the design of interactive E-books. This session will benefit instructional designers and researchers working with emerging educational technologies.

**15:05-16:20 | Room 407 (4F)**

# **Monday Onsite Parallel Session 3**

**Interdisciplinary, Multidisciplinary & Transdisciplinary Education**

**Session Chair: Paulo Batista**

**15:05-15:30**

89713 | *The Pedagogical Philosophy Course to Integrate History Through Online Learning Applications*

Ratthakarn Na Phatthalung, King Mongkut's University of Technology Thonburi, Thailand

Chitphon Yachulawetkunakorn, King Mongkut's University of Technology Thonburi, Thailand

Witsanu Supandee, King Mongkut's University of Technology Thonburi, Thailand

Integrative learning Philosophy and History anticipated learners to develop various soft skills; logical thinking, integrative thinking, brainstorming, and opinion's expression through classroom's activity. Nevertheless, the advancements in technology has led to transform in others various learning approach. Online learning application rapidly replaced the traditional approach wholly. In this study, authors applied effective online learning applications to design learning experiences for Grade 10th students of the KOSEN program, King Mongkut's University of Technology Thonburi, Thailand to enhance their comprehension of integrative philosophy and history context. In addition, the soft skills were developed by the Afterlife's belief activity, and assessed learning outcomes through the assignment which integrating philosophical idea with historical context in each civilization by using Mentimeter, Padlet as applications. According to the learning achievement, and the self-assessment of soft skills derived, founded that majority of learners could develop the soft skills and gain a deeper comprehension in term of the conceptual basis after learning The Design of Pedagogical Philosophy Course to integrate History through Online Learning Applications, PHOA approach significantly. The statistic significant findings is ( $p < 0.05$ ). In addition, the majority of learners had a positive attitude toward this learning approach, it can be concluded that the Philosophy Course to integrate History through Online Learning Applications is another pedagogy develop philosophy studies.

**15:30-15:55**

90522 | *Adopting Open Source Platform to Simulate Experiments in Measurement and Instrumentation Lab*

Rihab Hamza, United Arab Emirates University, United Arab Emirates

Waleed Ahmed, United Arab Emirates University, United Arab Emirates

This paper demonstrates the integration of practical experimentation and theoretical learning within the freshman mechanical engineering education context. The basis of this integration lies in using Arduino TinkerCAD simulations, which offer an innovative approach to facilitating hands-on experiences in measurement and instrumentation laboratories. A collection of practical experiments carefully developed for freshman mechanical engineering students. These experiments serve as fundamental learning opportunities where students measure and analyze various mechanical phenomena. Leveraging the Arduino TinkerCAD platform, these experiments are simulated and meticulously debugged, fostering a deeper understanding of fundamental engineering principles. Systematically examining the experimental process, we explore the continuous integration of theory and practice within the educational framework. It reveals the pedagogical benefits of employing Arduino TinkerCAD simulations, elucidating how they enhance student comprehension, critical thinking, and problem-solving skills. Furthermore, the paper highlights specific experiments conducted within the measurement and instrumentation lab, illustrating how Arduino TinkerCAD simulations motivate experiential learning. From sensor calibration to data acquisition, each experiment summarizes real world engineering challenges, providing students with a comprehensive understanding of the intricacies involved in measurement and instrumentation.

**15:55-16:20**

85115 | *The Management of Information in the Private Archives of Architects and Urban Planners in the Public Archive of the Federal District (Brasília)*

Paulo Batista, University of Évora, Portugal

This abstract results from preliminary data collected within the scope of the Post-Doctorate in Architecture and Urbanism that we are attending at the Faculty of Architecture and Urbanism of the University of Brasília. With the study object defined – the private archives of architects and urban planners Gladson da Rocha and Lucídio Guimarães Albuquerque, from the Public Archive of the Federal District, Brasília, Brazil – the central question of this investigation is: What are the problems, challenges, and opportunities that these archives pose to the institutions that possess them? To achieve this, it is important to answer: What is the size and what are the existing supports in these archives? What is their custodial/archival history? What is their legal nature? What are the immediate sources of acquisition/transfer? What is the scope and content? Has evaluation, selection, and elimination been conducted? What is the organization system? Do they have access instruments to information. The collection of these elements will allow us to verify the potential of these archives in cultural and educational promotion and dynamization, emphasizing the sharing of information and debate among the producers of these documents, the institutions possessing them, and the archivists, who are the participants in this investigation. The methodology is based on the study of sources (architectural documents) and interviews with archivists and architects. As a result or implication of the investigation, it aims to demonstrate that architectural archives are important not only from an architectural and urbanistic standpoint but also from social, cultural, and educational perspectives.



**15:05-16:20 | Room 408 (4F)**

# **Monday Onsite Parallel Session 3**

**Teaching & Learning Experiences, Pedagogy, Practices & Praxis**

**Session Chair: Sandra Eitler**

**15:05-15:30**

88105 | *Bridging the Gap Between Formal Education and Skills-Based Organizations*  
Olga Gavrilova, EPAM Systems, Singapore

The evolving landscape of the global business requires a workforce with a dynamic set of skills, adaptable to rapid technology advancements and changing industry needs. Yet, there remains a big gap between the competencies developed through formal education and the practical, skills-based requirements sought by modern organizations. There is a growing concern that the gap between employers' requirements and the skillsets of emerging professionals may widen further. Many organizations are now utilizing AI-enabled hiring and opportunity-matching technologies, which effectively raises the employment bar. This advancement poses a significant challenge for fresh graduates who may not be ready to meet these heightened skillset requirements. Such a disconnect leads to critical challenges for both new entrants in the job market and employers, resulting in skill shortages and increased unemployment across various sectors. This presentation aims to explore and propose approaches for bridging this gap, ensuring a smooth transition of talent from academic institutions to skills-based workplaces. It will cover approaches across different aspects of skills – identification, mapping, development, as well as models of integration, such as co-operative education programs, skills-based curricula, and continuous professional development initiatives that emphasize lifelong learning and adaptability. The presentation is based on the research of skill sets and skills gaps among fresh graduates as they enter corporate Engineering Bootcamps, Hire-to-Train programs, and other intensive internships, as well as feedback from project interviewers and learning records from the first year of employment.

**15:30-15:55**

86828 | *Empowering Holistic Development: Impact of Positive Education Curriculum and Service-Learning on Student Growth at the Institute of Technical Education, Singapore*

See Yew Lim, Institute of Technical Education, Singapore  
Yew Chin Seah, Institute of Technical Education, Singapore  
Jieying Ji, Institute of Technical Education, Singapore  
Soon Hee Lim, Institute of Technical Education, Singapore  
Yong Song Eng, Institute of Technical Education, Singapore  
Kenneth Tan, Institute of Technical Education, Singapore

This abstract will present findings of a study about integrating Positive Education Curriculum and Service-Learning in the School of Engineering at the Institute of Technical Education, Singapore. The school's curriculum is designed to instil positive emotions, engagement, good relationships, a sense of meaning, accomplishment, and good health among students. Altogether, 321 students participated in various service-learning activities that sought to promote holistic development. Three online surveys were conducted to capture the students' perceptions and experiences in the activities. Our study's findings reveal a significant positive relationship between the students' participation in service-learning activities and the promotion of the School's Positive Education Curriculum. The results reveal that many students have highly favourable perceptions for the Positive Education Curriculum and Service-Learning activities. In addition, there are also other outcomes. The students have acquired good leadership skills, greater awareness of community needs, and a deepened sense of care and concern for others. They are also more aware of sustainability issues and have greater sense of responsibility towards environmental and societal concerns and commitment to volunteerism. The study also reveals the development of a resilient and adaptability mindset among students. All in all, this project highlights the effectiveness of the School's Positive Education Curriculum and Service-Learning activities. The findings will provide valuable insights for policymakers and educators of Institutes of Higher Learning aiming to introduce Positive Education Curriculum and Service-Learning that will enrich the educational experience of their students and contribute positively to their personal and social development.

**15:55-16:20**

90523 | *Aligning Information and Expectations: Approaches to Enhance the Attractiveness of Logistics Education*  
Sandra Eitler, University of Applied Sciences BFI Vienna, Austria  
Reinhold Schodl, University of Applied Sciences BFI Vienna, Austria

The current shortage of skills across all levels of education is having a significant impact on the logistics industry. This is particularly evident in the context of the rapid changes occurring in the sector due to digitalisation, AI, sustainability requirements and competitive market conditions. These factors are collectively acting as a major barrier to growth for the industry. Furthermore, universities that offer degree programmes in logistics are also experiencing a decline in the number of students expressing an interest in studying this subject. It is crucial to examine not only the rationale behind the selection of a particular academic programme, but also the sources of information that young people rely on when making their decisions. Consequently, a survey was conducted among students enrolled in a bachelor's and master's programme in Logistics at an Austrian University of Applied Sciences. In addition to the results pertaining to the motives for selecting a degree programme, the findings concerning the sources of information consulted by students prior to commencing their studies are of particular interest. The most significant sources of information are general online research and university websites. In addition to online information events organised by universities, friends and relatives, and even more crucially, people who are already working in logistics, teachers or careers advice centres in secondary schools play only a minor role. Based on the results of the survey, this article derives recommendations for action aiming to increase interest in both the logistics sector and higher education in logistics.

**15:05-16:20 | Room 409 (4F)**

# **Monday Onsite Parallel Session 3**

## **Comparative STEM Education**

### **Session Chair: Sheereen Banon Fauzel**

**15:05-15:30**

89369 | *UAE Students' Perceptions of the Relation Between Studying Science Through STEM and Their Aspirations for STEM Careers*  
Fatma Alyammahi, United Arab Emirates University, United Arab Emirates  
Ahmed Qablan, United Arab Emirates University, United Arab Emirates

STEM education in the United Arab Emirates (UAE) is receiving growing attention because the country's prominent economic growth has developed need for the STEM-qualified graduates.

This quantitative study investigates the following research questions; (1) What is the relationship between studying science through STEM and aspirations for STEM careers among ninth and tenth graders in Al Fujairah? (2) Is there significant gender-based and grade-level differences in career aspirations for and interest in STEM among ninth and tenth-graders in Al Fujairah?

A quantitative approach was adopted to collect data from grades 9 and 10 students using a survey. The sample consisted of 1,100 students from grades 9 and 10. A repeated-measures analysis of the variance revealed that the students who are in STEM programs had significantly different career aspirations and future goals compared with those not in STEM.

To further investigate the relationship between STEM field interest and career goals, Pearson product-moment correlation coefficients was calculated. Interest in the science as well as the desire for persuasion of careers in the field were positively correlated. The outcomes also revealed that the expectations of students to get employed in STEM-related professions and concentrates were elevated greatly after students acquired science through STEM. Results also demonstrated a statistically significant impact of gender (i.e., girls show more interest than boys). Based on those findings, several recommendations were offered such as implementing relevant STEM activities to increase the interest of students and engage them in STEM

**15:55-16:20**

89524 | *STEM Interest, Learning and Enrolment at Higher Education Levels in Mauritius: Mind the Gender Gap*  
Sheereen Banon Fauzel, University of Mauritius, Mauritius  
Verena Tandrayen-Ragoobur, University of Mauritius, Mauritius  
Deepa Gokoolsing, University of Mauritius, Mauritius

The main objective of the study is to investigate the interest, enrolment and performance of students at tertiary levels in STEM education in Mauritius from a gender perspective. The study further links STEM education to the world of work from a gender lens by linking the demands of the industry in STEM areas to the current STEM tertiary education landscape.

The specific objectives of the study are as follows:

1. Examine the level of interest and choice of young boys and girls in STEM education at tertiary levels (in particular, public universities);
2. Assess the pattern of girl's enrolment compared to boy's enrolment in STEM subjects at tertiary levels
3. Analyse the performance (pass rate) in STEM modules at tertiary levels by gender as well as their readiness for STEM-related careers;
4. Investigate into the challenges that universities and educators encounter in promoting the development of STEM education and skills among students;
5. Assess the demands and needs of enterprises and organisations in both the private and public sectors with regard to STEM knowledge and skills development;
6. Probe into the underrepresentation of women in STEM careers;
7. Inform policy decisions related to STEM education and workforce development in Mauritius by proposing potential measures/strategies to encourage STEM education and skills in Mauritius. The ultimate goal is to create a more robust and equitable STEM education system.

**15:30-15:55**

88631 | *The Impact of Graduate Study in Japan to Higher Education Institutions in China: STEM Researchers' Postgraduation Trajectory*  
Xixi Zhang, Osaka University, Japan  
Ariunaa Enkhtur, Osaka University, Japan

Japan has been a leading destination for Chinese students from non-English-speaking countries, with nearly 60% of Chinese graduate students in Japan pursuing STEM majors (as of 2022). Although the Chinese returnees' employment, their motivations for return have been studied (Tharenou & Seet, 2014; Zweig & Wang, 2013; Welch & Hao, 2013; Liu et al., 2022), these studies mainly focused on graduates from English-speaking or western countries. The STEM graduates from Japanese universities remain under explored. In this paper, we conducted mixed methods research on Chinese STEM researchers at higher education institutions in China who completed a graduate degree in Japan. The questionnaire, followed by interview examined graduates' contributions to their universities and the factors that influence these contributions. Forty-one researchers responded to the survey and 17 of them gave semi-structured interview. The interview was conducted in Chinese and lasted about one hour. In this presentation, we will present graduates' role in advancing education, research, and innovation at their home institutions, as well as the broader societal implications of these contributions, as revealed through the interviews. Findings reveal that returnees significantly enhance laboratory standards, graduate education quality, research, and international collaborations at their home institutions. They apply Japanese-style supervision methods, facilitate global academic partnerships, and elevate their institutions' international standing. However, challenges persist, including limited research time, frequent evaluations, and political influences on academic exchanges. Social networks within academia also affect the implementation of new programs. Despite these challenges, returnees contribute to patent development, technological advancements, demonstrating their broader societal impact.

15:05-16:20 | Room 410 (4F)

# Monday Onsite Parallel Session 3

## Sustainable Development in Education

### Session Chair: Linh Dong

15:05-15:30

90405 | *The Intersection of Sufism and Lifelong Learning: Tazkiyah (Self-Purification) as a Framework for Sustainable Development*  
Disha Rajendra Mishra, Jamia Millia Islamia, India

This paper explores the integration of Tazkiyah, a Sufi practice focused on self-purification, into lifelong learning as a pathway to promote personal and social sustainability. Drawing from Sufi principles, Tazkiyah promotes continuous self-reflection, ethical conduct, and personal accountability, thereby fostering a holistic approach to personal improvement. By merging Tazkiyah principles with lifelong learning, this study offers a framework where personal development aligns with broader social values, enhancing resilience, empathy, and responsible citizenship. Utilizing a qualitative research approach, this study analyses case studies and insights from educators and lifelong learners who actively engage in Tazkiyah-based practices. The findings reveal that Tazkiyah significantly enhances individual well-being and plays a vital role in fostering a more ethical and cohesive society. However, challenges remain in the broader acceptance of these principles within diverse educational contexts, prompting the need for further research to explore the barriers to implementation and the varying impacts of Tazkiyah, as well as questions regarding their applicability across different cultural frameworks and educational systems. The study recommends incorporating these principles into educational programs, asserting that such integration can enrich traditional models by providing a robust, values-driven foundation for lifelong learning. This approach facilitates the overarching goals of personal and collective sustainability while paving the way for an educational model that nurtures self-awareness and social harmony.

15:30-15:55

89303 | *Promulgating Knowledge on Innovative Technology and SDGs Through Human-Technology Interaction in Ready Player One and the Circle*

Shenbagam Jaisankar, SASTRA Deemed University, India  
Venkatraman G, SASTRA Deemed University, India

The study aims to create a cognizant of futuristic technology using science fiction novels. The inquiry explores how the cognitive development and behavior skills of humans are reformed using technology. For a quantitative study using the simple random sampling method, a survey was conducted around 250 participants belonging to various streams to test their knowledge on the four futuristic technologies - SeeChange, Childtrack, Neighbourwatch, and OASIS introduced in two novels Ready Player One and The Circle. The analyzed data and its consequent results obtained from the inspection stated that many were not aware among the budding generation. Further, to enhance their knowledge and to implement the idea that technology should not be considered as a replacement for human capabilities but to be regarded as the tools to augment our life, the research also provides how the HTI can be developed through the SDGs 9 and 16. It emphasizes the importance of promoting inventive sustainable technologies, thwarting crimes, injustice and abuse towards building an innovative lifestyle and democratic society. This examination intends to reflect the significance of these technologies and acquaintance to academics and parents about safety and security. It focuses on putting forth our ability in creating a better world, aiming to be an eyeopener for the scientists, and policy makers who help in forming new paths for technology in relation to human life. The additional outcomes highlight that educationists and experts are engrossed in specialized training and the need for curriculum design with practical sessions to attain global issues.

15:55-16:20 (**This presentation has been cancelled**)

90450 | *Nurturing Global Citizens: Mapping IEYC, IPC, and IMYC to the SDGs*  
Linh Dong, International Curriculum Association, United Kingdom

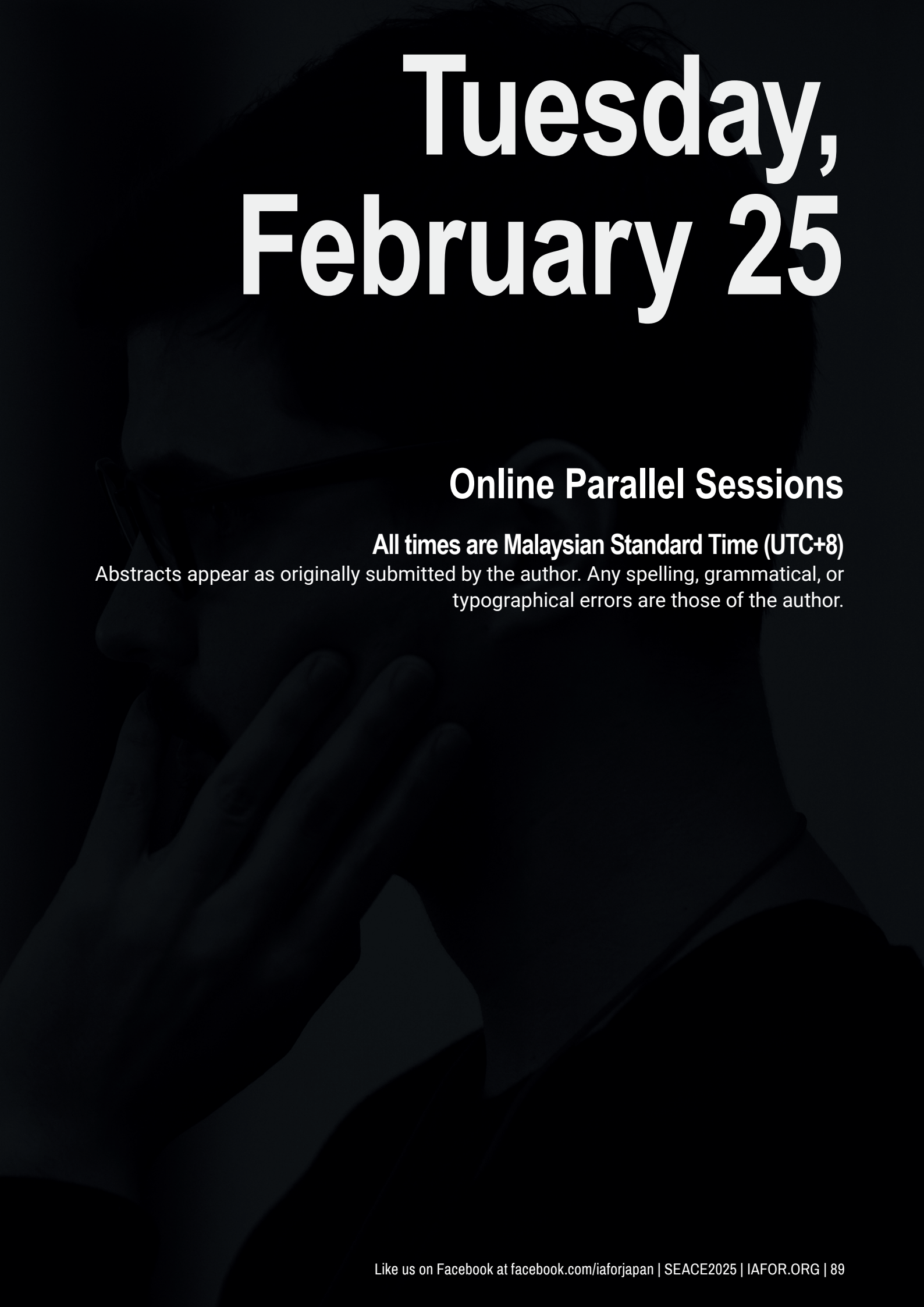
This presentation will delve into the alignment of the Early Years International Curriculum (IEYC), the International Primary Curriculum (IPC), and the International Middle Years Curriculum (IMYC) with the United Nations Sustainable Development Goals (SDGs). By examining the core principles and learning outcomes of these curricula, we will explore how they can be effectively mapped to specific SDGs.

Key areas of discussion will include:

- Utilizing the interdisciplinary units: Designing learning experiences that integrate multiple subjects and address relevant SDGs.
- Identifying SDG alignments: Analyzing the explicit and implicit references to SDGs within the IEYC, IPC, and IMYC units of learning.
- Fostering global citizenship: Cultivating students' awareness of global issues and their role in creating a sustainable future.
- Assessing student learning: Creating assessment opportunities and developing strategies to measure students' understanding of SDGs and their ability to take action.
- Collaborating with the community: Engaging parents, teachers, and community members in SDG-related initiatives.

By mapping these internationally recognized curricula to the SDGs, we can empower young learners to become active participants in shaping a more sustainable world.





# Tuesday, February 25

## Online Parallel Sessions

**All times are Malaysian Standard Time (UTC+8)**

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

11:00-11:25 | Live-Stream Room 1

# Tuesday Online Parallel Session 1

Special Topics in Education

Session Chair: Joy Edilaine Handig

11:00-11:25

88677 | *A Qualitative Research on Influencing Factors of Art Exam Tutors' Teacher Identity Formation in an Exam-oriented Education Context*  
Yidi Zhang, SEGI University, Malaysia

In the context of exam-oriented education, the identity construction of art teachers is a complex but underexplored field. The continuous emphasis on standardized assessments often relegates the holistic nature of arts education to a secondary position. However, previous research has significantly overlooked the Chinese art exam, and the art teachers involved in the exam-oriented educational context. This qualitative study aims to identify the factors influencing the professional identity development of art exam tutors. Conducted in two private art exam training institutions in Shandong Province, China, the study collected data through two rounds of semi-structured interviews with six teacher participants. The findings reveal that the identity construction of art exam tutors is shaped by a complex interplay of personal, institutional, and societal factors. On a personal level, early educational experiences, passion and commitment to the arts, professional skills, and personal values play a critical role. Institutional factors include supportive work environments and interactions with students, while societal factors encompass standardized testing, policy reforms, cultural identity, and social evaluations. This study contributes to a deeper understanding of the professional development of art teachers and the broader issues involved in arts education under an exam-driven system. It should be noted that the study's findings are limited by the small sample size, cultural and geographical specificity, and the absence of long-term participant observation.

11:25-11:50

90398 | *The Effectiveness of Using Game-based Learning to Enhanced the Academic Performance of Generation Z Medical Students in Anatomy*  
Westi Permata Wati, University of Indonesia, Indonesia  
Mardiastuti, University of Indonesia, Indonesia  
Estivana Felaza, University of Indonesia, Indonesia

Purpose: This study aimed to assess the effectiveness of game-based learning in enhancing the academic performance of Generation Z medical students in anatomy.

Methods: This quasi-experimental study employed a pretest-posttest control group design. It was conducted with first-year medical students from February to May 2024. In the initial phase, pretest-posttest questions were reviewed by five expert anatomy lecturers and pilot-tested with 30 respondents. The pilot results were analyzed for validity, reliability, difficulty level, and item discrimination. In implementation phase, after the pretest, the intervention group received both game-based and conventional learning methods, while the control group received only conventional learning methods. Posttests were administered to both groups at the end of the sessions. The study also assessed students' perceptions with game-based learning, using N-Gain scores and the Mann-Whitney test for analysis.

Results: A total of 227 respondents participated, consisting of 112 in the intervention and 115 in the control group. This study showed a significant improvement in academic performance among students in the intervention group ( $p < 0.001$ ), with an N-gain score reaching 75.53% (moderately effective). Thematic analysis of 31 students in the intervention group indicated that the game-based learning method could boost enthusiasm, competitiveness, self-reflection, and an innovative learning experience. However, challenges were encountered during the study, including unstable internet access and limited time.

Conclusion: The game-based learning method significantly enhanced the academic performance of Generation Z students in anatomy, and providing an effective and innovative approach to teaching

11:50-12:15

86194 | *Levels of ICT Literacy and Its Significant Relationship to the Academic Performance of the Grade 10 Students*  
Joy Edilaine Handig, National University, Philippines  
Fioglo Baluyot, National University, Philippines  
Chuckee Gatchalian, National University Philippines, Philippines

This study investigated the relationship between technology skills and academic performance among 14- to 19-year-old students in Baliwag, Bulacan. The study used a statistical analysis to examine how digital literacy, information literacy, and technology literacy affected students' grades, attitudes towards learning, and overall academic achievements. The results showed that there was a moderate correlation between technology skills and academic performance. Specifically, students who were more proficient in digital literacy, information literacy, and technology literacy tended to perform better academically. Additionally, these skills were also linked to more positive attitudes towards learning. The study found no significant relationship between age or gender and academic performance. When asked about their overall perceptions of technology's impact on their education, students generally agreed that technology had a positive influence on their learning experience, although there was some variation in individual opinions. Based on these findings, the study suggests that improving technology skills could be an effective way to boost academic performance. To achieve this, the researchers recommend incorporating more comprehensive technology training into the curriculum to better support students' academic success and attitudes towards learning.

**11:00-11:25 | Live-Stream Room 2**

# **Tuesday Online Parallel Session 1**

**Higher Education**

**Session Chair: Kyialbek Akmoldoev**

**11:00-11:25**

88948 | *Navigating the Use of Plain Japanese as a Glocal Lingua Franca: Japanese University Students' Perspectives*  
Mitsuko Takei, Hiroshima Shudo University, Japan

This study explores Japanese university students' experiences and challenges in using Plain Japanese as a glocal lingua franca in intercultural communication. Plain Japanese, characterized by simplified vocabulary and grammar, acts as a bridge in diverse cultural contexts by facilitating clear, direct communication while preserving its roots in the Japanese language and culture. By avoiding complex kanji (Chinese characters) and keigo (polite language), it becomes more accessible to non-native speakers, such as immigrants and international students. As Japan becomes a more multicultural society, Plain Japanese is increasingly used in public services, education, tourism, and everyday interactions as a "glocal" tool to overcome language barriers. Using a positive deviance approach, this study focuses on two exemplary students who were actively engaged in Japanese-mediated intercultural activities. Through in-depth interviews, the study assessed the students' perceptions and difficulties in using Plain Japanese. The results of the reflective thematic analysis show that while the students benefitted from using their first language in global communication and valued their role in promoting inclusive communication, they encountered difficulties in maintaining conversational depth and naturalness when simplifying their language. In addition, they struggled to balance their use of Plain Japanese with cultural norms and expectations, such as avoiding oversimplification, which could be perceived as condescending. This study suggests that these positive and negative experiences using Plain Japanese will help improve students' intercultural communication skills. These findings also suggest that simplified language approaches can be applied to other glocal lingua francas to enhance global communication education.

**11:25-11:50**

88265 | *Design Thinking in Higher Education: A Pedagogical Approach*  
Kshipra Moghe, College of Engineering Pune Technological University, India  
Isha Panse, College of Engineering Pune Technological University, India  
Mrudula Mangalkar, College of Engineering Pune Technological University, India

Design thinking is a lateral process which encourages 'thinking out of the box' in order to come up with innovative solutions through interdisciplinary collaborative approach. Integration of design thinking in education can create more dynamic, interactive, and effective learning environment that can equip students with essential skills and mind-set for complex challenges of present and future. Many universities offer design thinking courses as part of their graduation programs which involve hands-on learning, interdisciplinary approach and international collaborations. In India, 'Design Thinking', as a subject has been included in the curriculum of engineering and allied courses through the National Education policy (NEP 2020). The pedagogy for this course, must consider real-world applications, various learning methods and tools that focus on engaging students and enhancing interaction. The learning modules must aim to inculcate values which help them come up with holistic and user-centred perspectives for problem-solving and foster an environment that effectively nurtures students' ability for creativity and lateral thinking. This paper focuses on the structuring of the learning modules in a way that guides students through the design thinking process while engaging them in practical environment that enhance interactive & innovative learning experiences. The conclusions are based on thematic analysis of 210 students' feedback spread across 7 engineering branches over a course of 4 semesters. Findings suggest that Faculty traits, creative learning tools and experimentation in classroom activities promote conducive environment for an innovative and satisfactory learning experience for the students.

**11:50-12:15**

90528 | *Financial Literacy of Young Adults in Higher Education: Do They Master the Key Concepts?*  
Kyialbek Akmoldoev, Ala-Too International University, Kyrgyzstan  
Selahattin Bekmez, North American University, United States  
Jun Kai Chang, Monash University Malaysia, Malaysia  
Wooi Keong Yong, Sunway University, Malaysia

Research shows that young adults often lack motivation to invest in their financial futures, highlighting the need to promote financial literacy among university students. By equipping students with essential financial skills, we aim to help them make better financial decisions that contribute to their long-term financial well-being and economic stability. This study examines the financial literacy of students from various departments at North American University in Houston, Texas, focusing on their understanding of core personal finance concepts such as inflation, risk diversification, investment, the stock market, cryptocurrency, and basic numerical skills relevant to financial principles. Additionally, it assesses how financial literacy affects students' future financial behaviors, considering factors such as attitudes, intentions, and subjective norms that influence their decisions. To address gaps in financial knowledge, this study emphasizes the need for comprehensive financial education to support informed and responsible decision-making among young adults. For analysis, we utilized Composite Reliability (CR) and Average Variance Extracted (AVE) to validate the measurement model and strengthen our findings. Preliminary data collected from 118 students through a detailed survey captures not only their knowledge but also their attitudes, intentions, and norms around financial decisions, with control questions included for consistency. Findings suggest that young adults' decision-making is significantly influenced by individual norms and their level of financial literacy. Based on these insights, we recommend incorporating financial literacy education into higher education curricula to improve young adults' financial well-being.



12:25-13:40 | Live-Stream Room 1

## Tuesday Online Parallel Session 2

Language Development & Literacy

Session Chair: Eiko Kawagoe

12:25-12:50

87147 | *Developing Biliteracy: An Exploratory Case Study of Teaching Arabic Reading Through a Cross-Linguistic Pedagogical Approach*  
Mustafa Bohra, Aljamea-tus-Saifiyah, India

This study explores the potential of a cross-linguistic pedagogical approach in bilingual classrooms, focusing on Arabic as a second language and a local community heritage language. Conducted at an Indian university where Arabic is taught through the medium of a minority language, the research addresses gaps in bilingual instructional methods beyond anglophone contexts. It investigates how structured cross-linguistic pedagogy can enhance biliteracy and preserve minority languages. An exploratory case study design was employed to analyze classroom pedagogy using a qualitative approach, including classroom observations and interviews. Data were collected through classroom observations to examine cross-linguistic strategies, followed by interviews with teachers to understand their pedagogical practices for fostering biliteracy among students aged 14-15. Thematic analysis suggested that a structured and strategic use of two languages supports biliteracy development in both Arabic and local language. Hornberger's (2003) biliteracy continua model was adopted as a heuristic tool to analyse the findings across four dimensions of biliteracy, i.e. 'context, media, content, and development'. This framework provided a framework to explore instances of biliteracy development across different dimensions of language learning. In conclusion, this study promotes the concept of 'additive bilingualism', which refers to a context where a second language is taught 'at no cost to the first language' (Baker, 2003). Instead, languages must not be separated but taught through cross-linguistic or translanguaging techniques in an attempt to develop biliteracy (Cummins, 2019). Lastly, recommendations were made to rethink the value of cross-linguistic methods to preserve minority languages and promote bi/multi-literacies.

12:50-13:15

90390 | *Metalinguistic Awareness and Multilingual Competence: The Role of Teacher Beliefs and Practices in the English Language Classroom to Empower Learner Awareness*  
Nada Bin Ghali, King Saud University, Saudi Arabia

The study explores the role of teacher beliefs and practices in empowering English language learners to develop their metalinguistic awareness and foster their multilingual competence. Metalinguistic awareness in the context of Multilingualism is known as the process of making connections between languages consciously, in which learners can bridge their knowledge from one language to another, and understand syntactic, morphological, lexical, phonological, and pragmatic features of the second language (Anderson, 2005; Hu 2002). Framed within the Vygotskian sociocultural theory of language learning, it employs a combination of surveys and interviews with teachers to examine how their perceptions and pedagogical approaches influence learners' autonomy and agency in English language learning. While considering the notion of multilingualism in this study, the framework of constructivism emphasises the role of students and their autonomy in actively constructing knowledge. The finding suggests that teachers who possess strong metalinguistic awareness and believe in learner autonomy are more likely to implement practices that empower learners to take ownership of their learning. Additionally, the study emphasizes the significance of creating a supportive language learning setting that allows learners to reflect on their language use and utilize their diverse linguistic resources. Understanding the elements that shape teachers' beliefs and practices, this study adds to the knowledge and advancement of successful language teaching approaches that promote metalinguistic awareness and endorse learner autonomy and multilingualism.

13:15-13:40

86706 | *English Education Program for Training Global Medical Researchers and Physician*  
Eiko Kawagoe, Jikei University of Health Care Sciences, Japan

The purpose of this project was to study how to improve English education to nurture world-class medical doctors and physicians. For this purpose, I received a Grant-in-Aid for Scientific Research. The following three teaching methods were developed and tested on medical students at Osaka University School of Medicine and Kobe City University School of Medicine, as well as residents at Kobe City Medical Center General Hospital.

- I. A teaching method for international academic conference presentation skills: I developed a training program for international academic conference presentations.
- II. A teaching method for medical examinations in English: I developed a program to learn basic expressions for treating foreign patients, effectively explaining and alleviating their concerns.
- III. English speaking proficiency teaching methodology: Participants took 25-minute lessons per day using online English conversation materials (EnglishCentral).

All participants of methods I and II answered that the courses were very beneficial and they increased their motivation to attend international conferences and treat foreign patients, while many said they realized their English skills were not good enough. Therefore, I added the third method, whose results proved that speaking English for 25 minutes daily is clearly effective after 2 months. All the methods (I, II, and III) were found to be effective. I believe that many more medical students can be active globally in the future if medical departments across Japan implement a curriculum of speaking English for 25 minutes every day, in addition to using teaching methods for international conferences and medical examinations.

**12:25-13:40 | Live-Stream Room 2**

# **Tuesday Online Parallel Session 2**

## **Blended Learning Practices**

### **Session Chair: Ho Kok Hoe**

**12:50-13:15**

89478 | *Analysis of the Experiences of Students with Disability with E-learning in Kuwait University*  
Norah Alshenfa, Al Rabiya High School, Kuwait

This study aims to explore and analyze the experiences of students with disabilities in University Education in Kuwait through E-learning platforms, and to evaluate the challenges and opportunities they face in this context. The research discusses the challenges of e-learning for this group, including technological limitations, difficulty accessing content, and interaction with faculty members. The research also reviews the opportunities and advantages provided by E-learning, such as flexibility in timing and sustainable access to educational resources. In addition, the research includes statistics and field experiments of students with disabilities in Kuwait, explaining how E-learning represents a radical transformation in The Education of people with special needs, as it contributes to solving many problems facing traditional education such as mobility and physical access. The research also highlights some emerging innovations in the field of E-learning, which aim to improve the quality of education for people with disabilities, such as adaptive tools and artificial intelligence in education. Finally, it proposes solutions to overcome the challenges faced by students with disabilities, focusing on how E-learning effectively meets their needs and preferences, opening new horizons to enable them to achieve academic success. The research relies on the descriptive approach to identify and analyze the experiences of students with disabilities with e-learning in university education. The research also relies on a questionnaire, which asks 20 questions to 49 male and female students to learn about the experiences of students with disabilities with E-learning in Kuwait University.

**13:15-13:40**

90446 | *Bridging Academia and Industry: A Framework for Engineering Education Through Active Learning and Flipped Classrooms*  
Ho Kok Hoe, Monash University Malaysia, Malaysia

This paper addresses the gap between academic learning and industry needs by proposing a model integrating industry practices into the engineering curriculum to equip students with job-ready skills. Despite advancements in education frameworks, a lack of industry exposure within the curriculum persists. Developed in collaboration with SHRDC and NS Bluescope Malaysia, the proposed model integrates industry elements into the Lean Manufacturing subject as a case study through pre-class activities, including topic notes, pre-recorded lectures, and industry-focused video demonstrations. Online class activities involve analysing real-world case studies using active learning and flipped classroom techniques, fostering critical thinking, problem-solving, and practical understanding. A pilot involving volunteer five undergraduate students, two academicians, and industry representatives participated and evaluated the model's effectiveness through Google surveys rated on a scale of 1 to 5. Results indicate strong alignment with industry needs (5), improved application of theory to practice (4.0), and effective use of active learning pedagogy (4.5), though industry input integration scored lower (2.5). Students praised the quality of teaching materials (4.2) and activity relevance (4.4) but highlighted the need for improved technological infrastructure (3.8). Academicians and industry representatives emphasised the value of structured industrial problem scenarios, hands-on projects, and using industry practice to enhance practical learning based on the survey's qualitative data collection. The proposed model fosters continuous collaboration between academia and industry, ensuring curricula remain responsive to evolving trends and technologies. This approach not only boosts graduate readiness but also supports a smoother transition from classroom to career, emphasizing adaptability to industry demands.

13:50-15:05 | Live-Stream Room 1

# Tuesday Online Parallel Session 3

## Special Topics in Education

### Session Chair: Mingyu Ye

13:50-14:15

82711 | *Technical-Vocational Education: The (Future) Driving Force of Economic Development*  
Emerson Agra, Department of Education, Philippines

From a ten-year cycle, the basic education in the Philippines undergone a drastic reform when the government enacted RA 10533 enhancing the basic education through the shifting to K-12 curriculum. One of its salient features in the addition of two years in the secondary level which is called the senior high school (SHS). This feature will enable the students to be college ready and globally competitive. One of the good additions of this reform is the institutionalization of technical, vocational, and livelihood education (TVL) track in the SHS curriculum. The institutionalization of TVL in SHS is seen as a way to harness its potential as a driving force of national development. Through the literature and policy reviews, this paper found that there are mis-steps along the way as to why technical and vocational education as a major driving force in our aim for economic growth and disruption-resilient economy is stalled. One is the attitude of the Filipinos towards TVL and its obsession to college degrees, and the wrong strategy of decentralization in basic education governance. With this, this paper outlines the proposals which can be implemented and utilized to ensure that the technical and vocational education is future-ready and change-responsive. The recommendations aim to modernize TVL and arm the country's education and labor sector with resiliency and sustainability from future global disruptions.

14:15-14:40

90706 | *Examining Academic, Screening, and Structural Correlates of Nursing Licensure Examination Success in a University*  
Laurie Lee Bathan, Trinity University of Asia, Philippines  
Rodelio Bathan, Trinity University of Asia, Philippines  
Sedfrey Keith Espina, Trinity University of Asia, Philippines

The changing landscape of higher education institutions (HEIs) brings new complexities to the dynamics of teaching and learning, which significantly affects graduates' preparation and readiness for national assessment. This study investigates the factors associated with Nursing Licensure Examination (NLE) performance through an analysis of academic, screening, and structural factors among nursing graduates. Drawing empirical evidence from historical data of 204 Nursing graduates, the study probes various factors such as entrance examination scores, screening assessments, and cumulative academic performance of the graduates in related learning experiences (RLE) and professional courses. Additionally, the curriculum type, preparatory practices, and learning modalities are examined to determine the structural factors influencing board results. The inferential analysis results reveal that graduates consistently achieved exemplary board examination results, with no variation in performance based on entrance examination scores. However, performance does vary based on screening results, which include Nursing Aptitude Test (NAT) and battery examination scores. Changes in structural factors such as pre-board examination setup, the instructional modalities employed, and curriculum also significantly contribute to variation in performance. Finally, the correlation analysis further highlights that the significant correlates of board examination results are the NAT scores, battery examination points, pre-board examination ratings, and performances both in RLE and professional courses. Notably, entrance exam scores did not show a significant impact on examination results. These findings underscore the critical role of targeted preparatory and screening strategies in enhancing board licensure success.

14:40-15:05

87824 | *The Rebirth of Shadow Education: An Analysis of the Changes in Students' Participation in Xi'an Under the Double Reduction Policy*  
Mingyu Ye, Shaanxi Normal University, China  
Yiming Ma, Shaanxi Normal University, China

Amid escalating concerns regarding excessive peer pressures and the proliferation of shadow education in China, the Double Reduction Policy emerged, which fostered a more balanced educational ecosystem. This study delves into the transformation of student participation in private tutoring services in Xi'an City, subsequent to the implementation of this policy. To conduct this research, we designed comprehensive questionnaires tailored to Xi'an's primary and secondary schools and employed a stratified random sampling method to select 300 educators and 300 parents from the compulsory education system. Utilizing SPSS 26.0 software and employing a variety of quantitative analysis methods, such as Analysis of Variance to identify trends and significant changes. A profound transformation was found in Xi'an's educational landscape post-policy implementation. A notable 33% decrease in the total number of educational institutions was observed, with academic tutoring institutions experiencing a steeper decline of 37%, while non-academic, interest-driven institutions surged by 33%. This shift also altered the proportion of academic-focused institutions decreasing from 94% to 88%. Notably, approximately 70% of parents reported a substantial reduction in stress and anxiety related to their children's education. The results highlight the importance of promoting a more diverse and balanced educational ecosystem that prioritizes students' holistic development, while also acknowledging the shared perspectives among teachers and parents regarding the policy's impact. However, the study's scope was confined to Xi'an City. Future research could expand the geographical scope, incorporate objective measures, and investigate the long-term impacts of the Double Reduction Policy on student outcomes and educational equity.



**13:50-15:05 | Live-Stream Room 2**

# **Tuesday Online Parallel Session 3**

## **AI in Education**

### **Session Chair: Rena Alasgarova**

**13:50-14:15**

88878 | *Enriching Agile Learning Through EduScrum: Leveraging AI for Transformative Educational Practices*

Anisa Vahed, Xi'an Jiaotong-Liverpool University, China

Yicheng Wang, Xi'an Jiaotong-Liverpool University, China

This study investigates the integration of Generative Artificial Intelligence (GenAI) with eduScrum in agile learning environments, aiming to innovate pedagogy through flexibility, collaboration, and continuous improvement. Originally derived from software development, agile learning promotes active, student-centered learning focusing on solving real-world problems through autonomy and cooperation. The fusion of GenAI and eduScrum establishes a dynamic learning ecosystem, encouraging students to co-create and immerse in content-rich projects. This approach shifts the educational focus towards a more student-driven problem-solving process, with educators guiding the objectives and outcomes. The lack of empirical data on the combined impact of these approaches on student development, both academically and psychosocially, in project-based environments prompts this study. Conducted at a transnational university in China over the 2023/2024 academic year, this descriptive cross-sectional case study involved 56 students and used a qualitative research design. The study focused on the cognitive, functional, and social competencies cultivated through the intersecting application of GenAI and eduScrum. Analysis methods included thematic analysis, Latent Dirichlet Allocation (LDA), and sentiment analysis. Preliminary findings suggest that eduScrum significantly bolsters mutual trust and collaborative problem-solving, enriching the learning experience in data-centric courses despite challenges with resources and practical application. Baseline evidence from this study contributes to the growing literature on GenAI and paves the way for further research on its impact on agile learning experiences.

**14:15-14:40**

89476 | *Contextual Influences on Student Engagement with AI-assisted Feedback*

Ik Ying Ngu, Swinburne University of Technology Sarawak Campus, Malaysia

Marcelo Schellini, Curtin University, Malaysia

John Sie Yon Lau, Curtin University, Malaysia

Student engagement with feedback has garnered increasing attention in higher education because of its positive association with student learning outcomes. However, there is little research on students' contextual needs in different learning environments and the role student plays in interpreting information and integrating various types of feedback (i.e. teacher, peer and AI) in learning. This study conceptualises feedback as a learning process and investigates how different learning environment affects students' perceptions and motivations to use feedback. It also explores the relationship between AI-assisted feedback and learning outcomes in Engineering and non-engineering disciplines. Data were collected through an online survey and semi-structured interviews with purposive sampling among 100 respondents. The Feedback Ecological model (Yang, 2021) is used to explore the complex relationship between students and AI tools and unpack the contextual influences on student engagement with feedback at different stages in learning. Results showed that a majority of the students agreed that AI plays a prominent role in learning, especially at the ideation stage but the teacher's feedback remains crucial at the completion stage which involves academic results and grading. Students assess AI-assisted feedback as effective in bringing more feedback-driven learning opportunities but unlikely to enhance their learning outcomes due to the lack of personalized interaction and relevant contextualization of content. In conclusion, AI-assisted feedback enhances student learning by motivating them to develop new ideas and generating more learning opportunities through the feedback process, but teacher brings more precise and personalized feedback in helping students to adapt to their learning progress.

**14:40-15:05**

90102 | *The Impact of AI Integration on Teacher-Student Relationships in Secondary Schools in Azerbaijan*

Rena Alasgarova, Baku Oxford School, Azerbaijan

Jeyhun Rzayev, ADA University, Azerbaijan

This study explores the impact of AI tools on teacher-student relationships in secondary schools, focusing on the perceived authority of teachers and student learning efficacy. Conducted in 30 schools in Azerbaijan, the research involved 109 teachers and 225 students, utilizing qualitative methods through focus groups and thematic analysis, guided by the Technological Acceptance Model (TAM). The findings reveal that increased reliance on AI tools can diminish the perceived authority of teachers, especially when teachers have limited awareness of AI technologies. Conversely, students reported enhanced perceptions of learning efficacy, citing improved engagement and personalized learning experiences due to AI tools. These outcomes underscore the need for balanced AI integration in classrooms, ensuring teachers are well-trained and informed about AI to maintain their authoritative role while benefiting from advantages of AI in student learning. The research design ensured a diverse sample of participants with varied AI exposure levels, enhancing the reliability and validity of the study. Data triangulation through focus groups, observations, and interviews provided a comprehensive analysis of the impact of AI on educational relationships. The study concludes that AI has the potential to revolutionize education but must be implemented thoughtfully to support both teachers and students effectively. Recommendations include comprehensive AI training for teachers and strategic AI integration to enhance learning without undermining teacher authority.

## Notes

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# Virtual Poster Presentations

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# SEACE2025 Virtual Poster Presentations

## Learning Experiences, Student Learning & Learner Diversity

87294 | *Investigating Peer Assessment in Asynchronous Online Discussion on Learners' Self-Efficacy and Collaborative Knowledge Construction*

Jayden Ang, Nanyang Polytechnic, Singapore

Self-efficacy is a student's belief in their ability to perform a series of planned actions in a specific situation. Self-efficacy is crucial as it affects one's learning and performance. Low self-efficacy is concomitant to lower accomplishments while high self-efficacy is associated with a sense of competency, leading to higher achievement. Asynchronous Online Discussion (AOD) as a learning activity is framed through the learning theory of social constructivism. Benefits of the AOD activity include extending the construction of knowledge beyond the classroom, enabling cooperative learning, developing critical thinking and enabling higher-order learning. The construction of knowledge has also been reported to be important to enhance academic performance. This study aims to investigate a scaffolded learning approach based on the Community of Inquiry (Col) and The Pedagogical, Social and Technical (PST) model for knowledge construction through an AOD activity. Items from the Motivation Strategies for Learning Questionnaire were used to measure self-efficacy while the Interaction Analysis Model was used to analyse the discourse within the AOD forum. The survey results showed that despite learners' self-efficacy were generally high, their expectancy for success was lower. Discourse analysis showed that learners demonstrated different cognitive activities and changes in their understanding of the concepts leading to the construction of knowledge. Learners also found the learning activity valuable as they could apply their knowledge during the peer assessment and improve their work based on peer feedback.

## Teaching Experiences, Pedagogy, Practice & Praxis

90223 | *Enhancing Learning Outcomes in Pharmaceutical Microbiology: An Active Learning Approach in a Large-Enrolment Lab Course*

Tazeen Husain, University of Karachi, Pakistan

Sadaf Farooqi, University of Karachi, Pakistan

Rehana Saeed, University of Karachi, Pakistan

Sabahat Jabeen, University of Karachi, Pakistan

Rabia Ismail Yousuf, University of Karachi, Pakistan

Muhammad Harris Shoaib, University of Karachi, Pakistan

Active learning (AL) strategies are increasingly being used in Science Technology Engineering and Mathematics (STEM) education to increase student engagement and encourage higher order thinking. The current study implemented an AL approach, Learning Science by Doing Science (LSDS), in an undergraduate pharmaceutical microbiology lab at a leading Pakistani pharmacy school. The main research question of this study was to establish LSDS as a viable means of enhancing student knowledge in the pharmaceutical microbiology. 126 third-year students participated in the LSDS module, where they designed a hypothesis and conducted experiments. Pre- and post-module questionnaires assessed their attitudes towards the module, traditional teaching methods, and their understanding of LSDS. The results showed that the module helped more students connect theory and lab courses (5.8% and 12.4%, pre- and post-module, respectively) and identified LSDS as a more effective learning method (49.7% post-module). Over 96% found it more engaging than traditional methods, and over 93% agreed that LSDS should be a regular teaching strategy. A comparison of grades between LSDS module participants and previous students showed a significant improvement in the former group's grades. The number of students obtaining A- ( $t = 0.046$ ), B+ ( $t = 0.025$ ) and C+ ( $t = 0.048$ ) grades was determined to be statistically significant ( $p < 0.05$ ). The study concluded that implementing the LSDS module led to improved student engagement and better learning outcomes.



# Virtual Presentations

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# SEACE2025 Pre-Recorded Virtual Presentations

## Assessment Theories & Methodologies

90459 | *Transforming Formative Assessment Method in Introductory Programming Course with ChatGPT*  
Reginamary Matthews, University of Nottingham Malaysia, Malaysia

ChatGPT is one of the AI chatbots that can generate programming code and explain the flow of a computer program clearly to its users. Its ability to write computer programs and detect and fix errors has been a profound debate in recent years. The typical programming assignment requires students to design and write coding and test it to ensure the program works without errors. Learning both declarative knowledge (understanding programming concepts, syntax, and semantics) and procedural knowledge (applying declarative knowledge to write a program to solve a problem) is a typical pedagogical method used in programming courses (Ullman, M. T., & Lovelett, 2018). Learning programming through errors is a novel learning approach to teaching and learning programming languages (Zhou, Z, Wang, S and Qian, Y, 2021). Using ChatGPT as an AI teaching assistant is a promising way to adapt to this approach. This study investigates how effective ChatGPT can be for learning an introductory programming language through errors. The participants in this study were Foundation Engineering students enrolled in a Python Programming course in the 2023/2024 academic year. Learning programming through errors was the primary approach introduced in lectures. The lessons were divided into two parts to assess students' abilities to learn programming through errors, with and without ChatGPT. Data were collected from assignments, final exam scores and student portfolios. The results of this study provide insight into re-designing formative assessment methods for programming courses.

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

88241 | *Teachers' Concerns About Inclusive Practice in Higher Education*  
Hoi Nga Ng, Saint Francis University, Hong Kong  
Kam Weng Boey, University of Hong Kong, Hong Kong  
Chi Wai Kwan, University of Hong Kong, Hong Kong

The policy of inclusive education (IE) proposes that all students, regardless of disabilities or special educational needs (SEN) are to study in the regular school setting. It is believed that students with disabilities or SEN would benefit in psychosocial well-being, social adjustment, and academic performance through learning in a common environment. However, empirical findings show that the efficacy of IE depends on many factors, of which teachers' concerns about IE is a key issue. This study investigated teachers' concerns and their links with attitudes, intention, and efficacy regarding teaching IE. A questionnaire with measuring instruments was designed for data collection in an institution of higher education. It was put online for two weeks to invite teachers' participation. A total of 107 teachers (mean age = 49.5 years, SD = 11.4, 50.1% were females) responded to the online survey. Consistent with studies in the West, the greatest concerns of teachers was lack of resources to support IE. Results of one-sample t-test indicated that worries about decline of academic standard and about students with SEN not being accepted by their peers without SEN were significantly high. Moreover, teachers' concerns were found to be negatively associate with attitudes ( $r = -.28, p < .01$ ), intention ( $r = -.23, p < .05$ ), and efficacy ( $r = -.40, p < .001$ ) regarding inclusive classes. The findings indicated that to facilitate the implementation of IE in higher education, issues on teachers' concerns need to be addressed.

88162 | *Supporting Students with Dyslexia*  
Jill Tussey, Buena Vista University, United States  
Leslie Haas, New Uzbekistan University, Uzbekistan

Dyslexia is one challenge that can impact students in all areas of education. It is important to first understand the definition of dyslexia. According to the International Dyslexia Association (2017), "dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words" (p. 3). Classroom teachers and administrators need to have a clear understanding over the topic of dyslexia as well as support that can be offered to students. The presenters will share projects with resources and activities that educators can bring into their own classroom. Numerous resources and tools that can be embedded in the classroom setting will be shared. In addition, we will be sharing information that is helpful for educators and parents as they work with students with dyslexia. As former educators in the K-12 setting, we have seen the benefits associated with increased support for student learners. While the target audience for this presentation is elementary educators, activities can be adapted and enhanced for older grades. Educators in higher education can also attend and share content, knowledge, resources, and materials with the students in their classrooms.



# SEACE2025 Pre-Recorded Virtual Presentations

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

89305 | *Unlocking Potential Woman-Headed Family (PEKKA) in Indonesia: Innovation in Technology-based Entrepreneurship Education Through Digital Literacy and Knowledge Management*

Kheyene Molekandella Boer, Universitas Mulawarman, Indonesia  
Poppy Alvianolita Sanistasya, Universitas Mulawarman, Indonesia  
Annisa Wahyuni Arsyad, Universitas Mulawarman, Indonesia  
Rosyid Nurrohman, Universitas Mulawarman, Indonesia  
Ummi Nadroh, Universitas Mulawarman, Indonesia  
Adinda Dyah Pitaloka, Universitas Mulawarman, Indonesia

The emergence of digital literacy capability in the disruptive era 4.0 is one of the most influential sectors to deal with women headed-family (PEKKA). Rapid and radical digital environment, it is critical for entrepreneurs to embrace the digital revolution in order to innovate and grow. Womanpreneur empowerment is supported by technology to overcome potential barriers and provide innovative learning processes by considering digital literacy and knowledge management. Knowledge exploitation phase, is analyzed to define a suitable process for SMEs to acquire and exploit the most valuable and relevant knowledge for any new business need. Through an exploration research, we used a quantitative-method approach, Utilizing SEM-PLS analysis and purposive sampling method, 150 female-headed family (PEKKA), were thoughtfully selected to ensure relationship between variables in depth and comprehensively. Our findings shed light on generally positive results of the entrepreneurial education-based technology and innovation as a learning system approach with subtle and surprising interactions between digital literacy and knowledge management. The practice of experimentation develops more easily with a learning preference for active experimentation; however, it is also a key entrepreneurial skill that can be developed through education, coaching and practice. Entrepreneurial education can continue to adopt experiential teaching methods to better simulate the environment and to encourage and develop the skills to experiment with an idea, both socially and digitally. This research has original value in redesigning the digital literacy framework specifically tailored to the needs of Women Heads of Households (PEKKA) in Indonesia, a group that is often marginalized in access to technology.

## Educational Policy, Leadership, Management & Administration

88489 | *Relationship Between Teachers' Personality Traits and Their Perceptions of School Climate*  
Efren Archide, Zamboanga Peninsula Polytechnic State University, Philippines  
Marco Serrano, Zamboanga Peninsula Polytechnic State University, Philippines  
Irish Galiz, Zamboanga Peninsula Polytechnic State University, Philippines  
Nurhaida Paradji, Zamboanga Peninsula Polytechnic State University, Philippines  
Diosdado Maico, Zamboanga Peninsula Polytechnic State University, Philippines

This study examined the relationship between teachers' personality traits and their perceptions of school climate, involving 61 teachers from four schools in Zamboanga City, Philippines. The research utilized the Big Five Personality Test (BFPT) and the Organizational Climate Description Questionnaire (OCDQ-RE) to gather data and employed correlation to explore these relationships. The results revealed that teachers generally exhibited moderate levels across the Big Five personality traits, with notably higher levels of conscientiousness, agreeableness, and openness to experience, while showing lower levels of extroversion and neuroticism. In terms of school climate, teachers perceived principal behaviors as supportive, directive, and restrictive, and teacher behaviors as collegial and intimate. Supportive principal behavior was rated the highest, while disengaged teacher behavior was rated the lowest. The study also found specific associations between personality traits and school climate behaviors. Extroversion was positively associated with supportive principal behavior. Agreeableness was linked to positive teacher behaviors: it was associated with collegial behavior and negatively associated with disengaged behavior. Neuroticism was negatively associated with directive principal behavior. Openness was related to both directive and restrictive principal behaviors, as well as intimate teacher behaviors. These findings highlight how different personality traits influence various aspects of school climate. To leverage these insights, it is recommended to conduct capacity-building workshops focused on educational leadership. Topics should include personality traits, ethics and professionalism, and leadership development. Such workshops can help align leadership practices with the diverse personality traits observed in educational settings, potentially enhancing overall effectiveness.

88445 | *Youth Engagement and Task Behaviors in Civic Development: Insights from the Youth Leaders in the Philippines*  
Edrian Untalan, Technological Institute of the Philippines, Philippines  
Grace Ceballos, Technological Institute of the Philippines, Philippines  
Angelica Anne Jaquias, Technological Institute of the Philippines, Philippines  
Beverly Melchor, Technological Institute of the Philippines, Philippines  
John Angelo Santiago, Technological Institute of the Philippines, Philippines  
Jaypy Tenerife, Technological Institute of the Philippines, Philippines

The research presented the case of the Sangguniang Kabataan (SK) and Katipunan ng Kabataan (KK) in the Philippines. These youth organizations aim to spearhead community development work in the province of Rizal. The process observation analysis was used to analyze how the group's task behavior can be crucial in achieving the goals of group discussion. The study showed how task behavior affected group engagement and the group dynamics' effectiveness. The process observation analysis focused on understanding observable elements during youth engagement meetings and discussions. The elements observed were initiating, seeking information, giving opinions, clarifying and elaborating, summarizing, and consensus-testing. These elements were used as measures to understand the group dynamics of the youth in developing plans for community work. The qualitative observational method was used to examine the level of participation of the youth leaders in the discussions. The study's results revealed the high and low participators in the group meeting. The study also showed the frequency counts of each observable element, allowing the researcher to draw conclusions on the factors that affected group discussions, meetings, and youth engagement activities. The study revealed that understanding task behaviors can be used as input to better civic education and youth engagement. The analysis of the task behaviors suggested that understanding participation dynamics can foster a broader involvement of the youth in the decision-making process.

# SEACE2025 Pre-Recorded Virtual Presentations

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

88546 | *Enhancing Chinese Vocabulary Acquisition in Thai University Students Using AI-Generated Music*  
Lingling Liu, ProoProo Co., Ltd., Japan  
Jumphol Thawornchob, Rattana Bundit University, Thailand

The potential of music to activate the brain and enhance learning is widely recognized, yet its application in Teaching Chinese as a Foreign Language remains underexplored. Popular songs often contain grammatical errors that can mislead students, while composing educational songs requires specialized knowledge, posing challenges for teachers. AI music generation technology offers a convenient solution by tailoring songs specifically for educational purposes. This study investigated the effectiveness of AI-generated Chinese songs in vocabulary instruction through a two-week experiment involving 20 Thai university students, divided into experimental and control groups. The experimental group learned with AI-generated Chinese songs, while the control group used traditional teaching methods. The results indicated significant improvements in vocabulary retention and comprehension in the experimental group. The study confirms the potential of AI-generated songs to enhance Chinese vocabulary learning, particularly in increasing student engagement and motivation. These findings suggest that AI-generated music can supplement traditional language learning methods, providing a more effective and enjoyable educational experience. Further research with larger samples and in diverse contexts is recommended to fully realize AI's potential in language education and explore its broader applications.

90696 | *Enhanced Motivation in an English-as-a-Foreign-Language Classroom: One-to-One Remote Lessons, Hylable Discussion, and Group/ Paired Work*  
Mitsuyo Toya, University of The Ryukyus, Japan

This study reports how an English classroom practice with information and communication technology (ICT) enhanced 17 Japanese university students' motivation and self-assessment toward their speaking skills. A 15-week class, meeting once a week for 90 minutes, included 12 mandatory extra online lessons with English-speaking instructors from the Philippines. Each online lesson was 25 minutes long and based on a textbook that introduced topics focusing on personal interests and social issues. Since the Japanese students were required to speak on a one-to-one basis with the instructors, the in-person class sessions employed a flipped classroom format, where students shared their outcomes in groups and prepared for their next online lesson in pairs. Each group was provided with a recording device, the Hylable Discussion, which recorded each member's utterances and analyzed the relative volume of talk among members, directions and frequencies of interactions, and talker/listener tendencies. At the end of the course, the participants reflected on their Hylable analysis results over the semester and answered questionnaires about course activities, including overseas online lessons, group work, and paired work. Most of the respondents felt that their speaking skills improved and anxiety decreased. Among the participants, group and paired work were almost equally popular, although the Hylable analyses was not included in the paired work. This study provides practical tips for conducting using ICT to enhance classroom activities.

90687 | *Investigating Japanese Students' Attitudes Towards and Perceptions of Presentations*  
Tatsuya Taguchi, Aichi University of Education, Japan  
Yuko Matsumura, Kindai University, Japan  
Hiroyo Nakagawa, Osaka Jogakuin University & Osaka Jogakuin College, Japan

Presentation skills are crucial for higher education students. In the context of globalization, the ability to persuasively deliver an oral presentation in English is especially advantageous. However, Japanese university students have lower communication confidence than their Asian counterparts (Samimy & Kobayashi, 2004). To cultivate communicative competence, oral presentations have been gradually incorporated into EFL classes with an increasing number of relevant teaching materials and resources currently available (Yamada, 2021). Nevertheless, it is still questionable whether this trend has led to learners' sufficient understanding of what it takes to be a good presenter, as little research has been conducted on their attitudes toward and perceptions of such presentations. Thus, the present study aimed to explore students' perceived abilities of presentation skills and their attitudes toward presentations. Approximately 100 university EFL learners in Japan were asked to complete an 18-item questionnaire adapted from a previous study (Yukishige et al., 2007). The collected data were factor-analyzed and three factors were extracted: "Need for presentations", "Confidence in the performance stage", and "Confidence in the preparation stage". The analyses also highlighted the participants' characteristics in terms of the extracted factors. The detailed results and their pedagogical implications will be further discussed at the conference in the hope of motivating and enhancing communication confidence through presentation instruction.

89659 | *Critical Reading in the Classroom Using the Example of Conspiratorial Texts on Environmental Issues*  
Jan Demcisak, University of Ss. Cyril and Methodius in Trnava, Slovakia

The contemporary media landscape is full of false and alternative truths, often linked to the discourse of conspiracy theories. For example, while some dismiss scientists' warnings about climate change as mere hysteria, others claim that the food industry is poisoning the population. In some respects, it can be difficult for students to navigate through the plethora of conflicting information. It is therefore vital that students are equipped with critical thinking skills and the ability to evaluate information accurately. This paper first examines the phenomenon of conspiracy theory discourse using climate change as a case study. The empirical basis for this study consists of texts from three German online newspapers - Rubikon, Manova and Nachdenkseiten - from the years 2022 and 2023. A frequency corpus analysis with the help of SketchEngine is used to examine the vocabulary of conspiracy theories. In a second step, the selected texts are used as examples to analyze the argumentative patterns of conspiratorial texts. Finally, we try to propose methodologies for using the results of this analysis in an educational setting. We propose a methodology for comparative reading of conspiratorial texts with scholarly sources, combined with online research. From a pedagogical point of view, we attempt to propose recommendations for project and active learning. It is our contention that students will then be able to independently examine the texts, evaluate the information presented, and identify inconsistencies and falsehoods presented to them in the media.

# SEACE2025 Pre-Recorded Virtual Presentations

85087 | *Face-Saving and Face Threatening: Pragmatic Devices in Dialectical Arabic Discourse*  
Mona Hassan, American University in Cairo, Egypt

Foreign language learners "may encounter themselves in a difficult position when they have to interact with native speakers, because they have received extensive training in grammar, listening and speaking, reading and writing, but not in the pragmatic elements that are a significant part of the language" and which cause "learners encounter pragmatic differences that may challenge the understanding of the language", Castillo (2009:8). The current presentation addresses the theory of face and politeness as one of the pragmatic devices (politeness) which differs from one culture to another. Redmond (2015:2) noted that "when interacting with another person we present a particular face; a positive face (the desire to be seen as competent and desire to have our face accepted) and a negative face (a desire for autonomy and to preserve the status quo)". Also, "face-threatening acts occur which cause a loss of face (damage our positive face) leading to the use of face-work strategies to repair and restore our face". Accordingly, this presentation provides an analysis of how positive and negative face, and face threatening acts are presented in the spoken Arabic discourse, with speakers of different Arabic dialects, as appearing in a number of various Arabic talk shows addressing social, political, and cultural topics. Findings of this research would help demonstrate a useful framework and methodology that other foreign language teachers can use to teach politeness and face-saving strategies more effectively, given that, "textbooks rarely include pragmatic information", O'Keeffe et. al (2011:139).

90505 | *Policy as Competitiveness: Observations on the Global Influence of Chinese and Its Implications for Language Policy and Educational Practice*  
Albert R. Zhou, Musashino University, Japan

This presentation aims to observe the global influence of Mandarin Chinese in terms of policy competitiveness, which is defined as the "emphasis on use of the language and promotion in language planning and language policy of governments and international organizations" (Gil, 2021:53). Specifically, it discusses Chinese policy competitiveness in the global context in terms of the three key indicators presented in Gil's language comprehensive competitiveness framework: official language policy, second/foreign language education policy, and language policy of international organizations; these indicators are expanded in this discussion with the aim of building up a more comprehensive global picture of Chinese in terms of power and resources. Drawing on research studies as well as relevant government and legislative documents, the presentation discusses some of the major developments of Chinese in terms of its global influence over the past two decades and explores the potential of the language's global spread. The presentation concludes that policy competitiveness supports the macroacquisition of Chinese on a global scale. China enacted its first national language law and established the first Chinese Language Index at the beginning of the century, laying the groundwork for the macroacquisition of Chinese both inside and outside of China. Other relevant contributing factors include China's overall national strategic planning and concerted efforts to implement policies and programs such as increasing the country's literacy rate and promoting Chinese overseas. The presentation will include a discussion of the implications of Chinese's global influence for language policy and educational practice.

## Higher Education

83387 | *Chinese University Students With Gritty and Not Gritty: A Preliminary Finding on Anxiety, Depression, Gratitude, and Zest for Life*  
Ka Lai Lam, University of Macau, Macau

Grit has received great focus in both educational and psychological research; however, researchers have questioned the linear association between grit and various outcomes that might fail to capture those not gritty individuals. Therefore, the current study aimed to attend this perspective and identify (1) any significant group differences in students' psychological illness (anxiety and depression) and well-being (gratitude and zest for life) among gritty and not gritty students, and (2) linear associations among the variables. A total of 326 university students completed the online survey package and were categorized into four groups using the mean score as the cut-off score (low-passion and low-effort, high-passion and low-effort, low-passion and high-effort, and high-passion and high-effort). Linear regression analysis was used to identify the associations among the variables, and one-way ANOVA was used to identify the group differences. Regression analysis results showed that students' gratitude, zest, anxiety, and depression play differently in two grit facets. Further, significant group differences were found. Results indicated that students with high-passion and low-effort showed the lowest level of gratitude and zest for life, and the highest level of anxious symptoms. Students with low-passion and low-effort showed the highest level of depressive symptoms. Researchers and educators should pay more attention to those students who are passionate but insufficient in sustaining effort toward long-term goal-striving. These findings provide a hint that the imbalance between passion and effort may have a negative impact on students' mental health during long-term goal-striving, which may block them from striving for their long-term goals.

83390 | *The Role of Academic English Skills in Disciplinary Learning at Higher Education: What Do Instructors Think?*  
Wenjin Vikki Bo, Singapore University of Social Sciences, Singapore  
Lyndon Lim, Singapore University of Social Sciences, Singapore  
Trinh Luu, Singapore University of Social Sciences, Singapore

It has been widely researched that students' academic English levels are critical to impact students' academic performance in the English-medium universities, both among international students and domestic students (Bo et al., 2022; Lim & Bo, 2021). This has been driving the increasing provisions of academic English to university students at the institutional level to facilitate students' academic studies in the degree programmes. However, there is little research about how the disciplinary instructors perceive the efficacy of the academic English provisions or the academic English skills of their students to meet the expectations across subjects. The study aims to explore disciplinary instructors' perceptions about their students' academic English and its impacts on their academic performance in the degree programmes. The mixed methods design was adopted, with the faculty survey among more than 400 disciplinary instructors (followed by a validation against factor analytic models) and the semi-structured interviews with 10 participants for the in-depth understanding. The 42-item questionnaire developed by Rosenfeld, Leung, and Oltman (2001) to understand the importance of English competency in reading, writing, listening, and speaking for academic success of university learning was adapted, and the Rasch analyses confirmed the four factors perceived by disciplinary instructors as critical for students' academic studies in the degree programmes. The findings could directly help to shape the development of academic English support in the English-medium universities to better help students with their academic success across different disciplines.



# SEACE2025 Pre-Recorded Virtual Presentations

90447 | *Merits and Pitfalls of Using ChatGPT in Programming Courses: A Case Study*

Reginamary Matthews, University of Nottingham Malaysia, Malaysia

Bavani Ramayah, University of Nottingham Malaysia, Malaysia

Yong Su Ting, University of Nottingham Malaysia, Malaysia

ChatGPT has gained popularity due to its ability to generate programming code and detect errors. There is a high possibility that students will use ChatGPT to complete assignments or projects. This necessitates a thorough risk assessment to understand how to incorporate ChatGPT into programming courses. The use of ChatGPT elicits both concern and optimism. The paper discusses how ChatGPT has assisted students in enhancing their programming knowledge and how students perceive its role in improving programming learning. The participants in this study are Foundation Science and Engineering students enrolled in computer programming modules in the 2023-2024 academic year. In the first five weeks of teaching, students were not compelled to use ChatGPT in tutorials. A programming quiz was assigned at the end of week five to evaluate students' programming knowledge and skills. Subsequently, ChatGPT was introduced, and students were strongly encouraged to use it during the tutorial sessions. Another programming quiz was assigned at the end of the semester to evaluate students' programming knowledge and skills after using ChatGPT. An interview was administered at the end of the semester to assess foundation students' perceived views and experiences in learning programming with and without ChatGPT. The results of this study provide suggestions for using ChatGPT in programming courses at all levels to maintain academic integrity.

89501 | *HUCE Engineering Students in Learning a New Language: Challenges and Suggestions*

Oanh Nguyen Kim, Hanoi University of Civil Engineering, Vietnam

This case study explores the challenges and offers suggestions for Hanoi University of Civil Engineering (HUCE) students who are learning English as the second language. While English proficiency is increasingly critical in Vietnam, where international communication is considered essential, especially for engineering students, the current curriculum utilizing "New Headway" at an elementary level - 5th edition, combining partially traditional teaching methods, often fail to engage the students or meet the Ministry of Education's proficiency requirements. This study, based on 215 student responses, investigates their language skills acquisition, preparation for industry challenges, confidence in classroom discussions, and satisfaction with the training. Findings indicate that most students struggle with vocabulary, grammar, and pronunciation, and lack motivation and effective orientation. Additionally, the study also highlights the need for innovative teaching methods which might later hamper the progress of enhancing their own language proficiency and ultimately improving their employability and success in the engineering profession. At the end, limitations and suggestions for further studies are mentioned with the aim of fostering a motivating learning environment.

88236 | *Changes in Gender Wage Gap by Educational Level in Japan*

Mamiko Takeuchi, Aichigakuin University, Japan

The gender wage gap in Japan remains larger than that in other developed countries, although it has narrowed. Against this backdrop, this study investigates how this gap changes according to educational level, using regular employee data from 2016 and 2022. The main results obtained are as follows. First, the gender wage gap narrowed over the six-year period based on attributes such as age, tenure, university or graduate degree, marital status, large firm size, and managerial position. Second, female employees with graduate degrees mostly contributed to the increase in average female wages. Third, the presence of children decreased wages of female university graduates in 2022, whereas it increased wage premiums for men regardless of their educational levels. Thus, our results confirm that the presence of children remains an impediment to women's professional lives in Japan irrespective of their higher educational attainment.

86536 | *Higher Education in Indonesia: A Comparative Analysis of Private vs Public Institutions (2018-2022)*

Aileen Velishya, Monash University, Indonesia

This study examines the evolution of higher education institutions in Indonesia from 2018 to 2022, focusing on the comparative growth of private versus public universities. Utilizing mean and standard deviation metrics, we analyze the expansion patterns across Indonesian provinces, aiming to provide policymakers with critical insights into regional educational development needs. The data, sourced from Badan Pusat Statistik, encompasses 34 provinces and covers the number of higher education institutions, lecturers, and students from both public and private universities under the Ministry of Education, Culture, Research, and Technology. A total of 125 public and 2,982 private universities were included, selected based on their listing by the Ministry, ensuring comprehensive coverage of institutions officially recognized by the government. The findings reveal a marked stability within public universities, in stark contrast to a notable decline in private institution numbers. Additionally, we observe significant variability in student and lecturer populations. Public universities benefit from better funding, resources, and support, leading to more stable and consistent growth. In contrast, private institutions face challenges in maintaining quality and accessibility due to limited resources and higher variability in educational outcomes. This imbalance exacerbates educational inequality, particularly in underserved regions. The study advocates for tailored policy reforms aimed at fostering educational equality. Recommendations include equitable funding distribution, improved resource allocation, and strategic planning to elevate the quality and accessibility of private education. These measures are crucial for mitigating disparities and achieving a more balanced and high-quality higher education landscape in Indonesia.

# SEACE2025 Pre-Recorded Virtual Presentations

## Implementation & Assessment of Innovative Technologies in Education

87320 | *Design and Preliminary Evaluation of a Remote Digital Logic Educational Game Combined with Sandbox Game Mechanisms*

Hsiao-Min Lee, National Taiwan University of Science and Technology, Taiwan

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

Sandbox games offer open maps and a high degree of freedom, allowing players to explore, build and interact with the environment, realizing a personalized gaming experience and making sandbox games a promising educational tool. Minecraft is a well-known sandbox game known for its unlimited creative possibilities, and the Minecraft Education is specially designed for teaching and learning, with enhanced interactivity and subject teaching functions. Teaching digital logic usually faces challenges such as conceptual abstraction and lack of motivation. Sandbox games, which provide interactivity, visualization, and real-time feedback, can effectively overcome these limitations. This study utilizes Minecraft Education as a teaching tool, leveraging its unique redstone circuitry system to design a scenario-based puzzle game based on a campus map. Learners need to analyze maps, NPCs, objects, and other information in the game, and manipulate the redstone circuit system and command cubes to construct a machine structure, and then solve digital logic puzzles. Each room has a semi-finished redstone logic circuit gate, and players need to recognize the type of logic circuit and repair it to open the room. A total of 20 elementary school students participated in the empirical evaluation of this study. It was found that the learners had a high level of flow during the game, and were highly motivated and receptive to the game. In addition, the students did not have a high cognitive load, and the learning effectiveness after playing the game were significantly improved, especially in the understanding and application of digital logic.

87321 | *Design and Initial Evaluation of an Online Absolute Value Educational Game Using Sorting Mechanism and Scaffolding Hints*

Yu-Kai Chu, National Taiwan University of Science and Technology, Taiwan

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

Absolute value is one of the basic concepts in secondary school mathematics. It is not easy for learners to maintain their motivation to learn and keep practicing. Using game-based learning activities and scaffolding guidance may help increase motivation and reduce anxiety, the provision of appropriate scaffolding allows students to reflect and strategize during the computation process. In this study, we design an online educational game that combines a sorting mechanism and adaptive scaffolding hints to provide in-game uncertainty through a variety of easy-to-difficult and constantly changing numbered levels, so that players can complete the correct absolute value equations by sorting cards. Players can get two types of scaffolding hints in the game, i.e., the arrangement of absolute value equations and the rules of absolute value arithmetic. A total of 35 secondary school students participated in the empirical evaluation of this study. The study found that learners had high mind flow, low anxiety, enjoyed the game. (All scores are significantly higher than 3, i.e., the median of the scale.) In terms of academic achievement, the average score of the post-test was 7% higher than that of the pre-test. Regarding the scaffolding hints in the game, 80% of the participants considered that scaffolding was helpful in solving the problems; 77% of the participants considered that scaffolding could help to better understand the concept of absolute value; and 74% of the participants considered that scaffolding could help to improve their ability to calculate absolute value.

## Knowledge Creation, Preservation & Access

88798 | *Redesigning the Online Information Literacy Course of Undergraduate Students*

Zipporah Dery, De La Salle Medical and Health Sciences Institute, Philippines

Marlon Gado, De La Salle Medical and Health Sciences Institute, Philippines

Anthony Bahia, De La Salle Medical and Health Sciences Institute, Philippines

Shiela Marie Ferre, De La Salle Medical and Health Sciences Institute, Philippines

Vanessa Angel Santos, De La Salle Medical and Health Sciences Institute, Philippines

In 2020, De La Salle Medical and Health Sciences Institute library shifted its information literacy (IL) program to online mode using the institutional learning management system (LMS) due to suspension of in-person classes brought by COVID-19. This study evaluated the converted IL module in LMS in terms of form (structure, format) and content (teaching and learning activities) to identify the areas for improvement to fit in the blended learning environment towards better student engagement. Participatory action research was performed to review the converted IL module. Four educational technology specialists and four user education librarians participated in focus group discussions conducted in 2022 and 2023. Data was analyzed using thematic analysis. Responses were coded as strengths and weaknesses, which led to the recommendation to redesign the form and content of the module in terms of standardization of learning format, integration of personalized learning design, creation of formative learning assessments using interactive learning objects and implementation of badging system. The redesigned module was implemented to 1,004 undergraduate students in the following school year. The data on formative and summative tests and feedback were analyzed to determine students' engagement in the redesigned module. Results showed that 76% submitted all summative assessments and the average grade obtained is 85% or fairly satisfactory. However, only 49% accessed the formative assessments. Qualitative data showed that some students commended the program while others suggested more engaging and interactive activities. The study recommends the continuous review and improvement of the IL module to sustain student interaction and engagement.

# SEACE2025 Pre-Recorded Virtual Presentations

## Language Development & Literacy

90695 | *Promoting Maritime Culture Through Thematic Learning to Strengthen Indonesia's Archipelagic Identity and Local Wisdom*

Puspa Mirani Kadir, Universitas Padjadjaran, Indonesia

Cece Sobarna, Universitas Padjadjaran, Indonesia

One important aspect of Indonesia's maritime vision is its Maritime Culture. It is crucial for the Indonesian nation to fully understand the significance of maritime culture as a foundational element for achieving this vision. In this context, Indonesians must cultivate the habit of reading and writing scientifically about maritime issues. Awareness of maritime culture in the South Coast of West Java is being fostered through initiatives such as the Cultural Education program developed at SMKN 1 Pelabuhan Ratu in 2016, and the Generasi Lestari Nature School led by Ridho Losa and Kang Ridwan. Additionally, the Generasi Lestari Negeri Foundation, founded in 2021, established the Bahrin Ulum School. The educational efforts at both the vocational school and nature schools focus on raising awareness of the importance of maritime culture, aiming to uncover lessons about maritime affairs. Indonesia, as an archipelagic nation, must imbue its people with a deep understanding of the sea—not only as a medium of transportation and welfare but also as a vital element of national defense. Strengthening and optimizing maritime culture through education is essential. Maritime cultural education can be promoted through thematic learning techniques, which are effective in enhancing maritime knowledge from an early age. Language, as a part of cultural education, plays a crucial role in this process. Indonesian proverbs, rich in meaning, offer a valuable source of local wisdom from coastal regions that must be preserved and passed down.

90007 | *Enhancing Emergent Literacy in an Online Distance Learning*

Abigail Magsombol, Harvard University Derek Bok Center for Teaching & Learning, United States

Leonell Esleta, De La Salle University Integrated School, Philippines

Despite the benefits online distance learning offers, such as cost efficiency, accessibility, and flexibility, it poses challenges to early childhood education teachers and beginning readers. Teachers' experiences in delivering lessons online and the difficulties they face that impact the young learners' literacy development are underexplored. The present study examined how preschool teachers in the Philippines teach reading and the challenges they encounter in an online learning environment. Six preschool teachers participated in a semi-structured interview. Qualitative data were analyzed using three significant stages: open coding, axial coding, and selective coding. Four major themes were drawn: online instruction, student engagement, parent involvement, and online setbacks. Findings show that integrating technology played a significant role in delivering lessons using conferencing tools and online applications that young students can easily manipulate. Traditional instruction reading materials are useful, such as sand writing, letter cardboard, and puzzles that teachers show virtually. Students actively participated in their synchronous activities like circle times, singing, and recitations. However, challenges included technical issues due to poor internet connection and excessive parental involvement that may diminish student work credibility. Parents assisted their children in online submissions and there are instances when they coach their children in answering questions both in oral and written. This study contributes to designing programs for the improvement of online engagement and literacy instruction, and training programs that will equip educators in online teaching. Further studies on assessing students' learning, the effectiveness of materials, and the efficiency of teachers' strategies are recommended.

## Learning Experiences, Student Learning & Learner Diversity

89716 | *Investigating Influencing Factors of Student Journey*

Ponnapa Musikapun, Naresuan University, Thailand

Thanunya Jhaichun, Naresuan University, Thailand

Kulpriya Kummueang, Naresuan University, Thailand

Areeya Khwan-ngeon, Naresuan University, Thailand

Panatda Thinthan, Naresuan University, Thailand

Pattharawadee Soithong, Naresuan University, Thailand

The observation of bachelor's degree students in higher education is essential for improving the quality of education services. Each student's journey begins before entrance or study in the university, belongs to the study and after graduate university. This research aims to find the factors that affect the learning of bachelor's degree students. Five aspects of (1) awareness, (2) consideration, (3) purchase, (4) retention and (5) advocacy. All factors were created based on the customer journey and applied to the student journey. There are four factors: awareness, consideration, purchase, and retention, which are independent variables. Meanwhile, advocacy factors are the dependent variable. Awareness is defined as getting information about the course. Consideration is defined as considering courses and making a decision to choose a course. Purchase is defined as the student making the decision to take the step to study at a university. Retention is defined as the student learning and getting the experience to belong to the period of study. Finally, advocacy is defined as the students who tell or recommend that course to others. All of the respondents are bachelor's degree students. The total number of respondents is four hundred students. Randomly chosen participants were used in this research. Structural equation modelling was employed to analyze the relationships between the factors and their impact on the student journey. The model's results show that awareness, consideration, purchase, and retention strongly affect advocacy. These results suggest supporting the students before and after graduation.



# SEACE2025 Pre-Recorded Virtual Presentations

90279 | *The Learner's Perception of Articulate Rise in Asynchronous Online Learning (AOL) for Pharmacotherapy (PARIS) Study*

Cheng Keat Tan, Nanyang Polytechnic, Singapore

Annie Ng, Nanyang Polytechnic, Singapore

**Introduction:** The flipped classroom approach, widely adopted in pharmacy education<sup>1</sup>, combines AOL with in-class workshops to foster learner-centric pedagogy. Effective AOL requires meaningful, memorable, and motivational content to encourage self-directed learning. Pre-recorded lectures often lack interactivity and immediate feedback, hindering active learning and knowledge retention. Articulate Rise, an e-learning platform, addresses these issues by incorporating multimedia elements and interactive activities, enhancing the learning experience. This study explores whether the benefits of Articulate Rise translate into improved learning outcomes for pharmacotherapy. **Methods:** Year 2 Diploma in Pharmaceutical Science learners participated in learning experience surveys before and after partaking in the instructor-designed pharmacotherapy AOLs via Articulate Rise. The surveys were based on the 3M (Meaningful, Motivational, Memorable) framework and measured on a 5-point Likert scale. Differences between the surveys and the reliability of the findings were assessed with significance set at  $p = 0.05$ .

**Results & Discussions:** 81 (93.1%) and 74 (85.1%) learners participated in the pre- and post-surveys, respectively. No significant differences were found in the composite measures of the 3Ms of learning experience design. Good internal consistency between the components and each of the 3Ms was established, confirming the survey's reliability in assessing the AOL's effectiveness. A similar trend was observed across the eight components of the 3M, except for "attention" ( $p=0.043$ ); learners suggested enhancing the audio-visual inputs to better explain pharmacology concepts and maintain motivation for the AOL.

**Conclusions:** Articulate Rise is a relevant AOL approach in conducting pharmacotherapy lessons, provided the learner's attention is actively maintained.

88257 | *Evaluating Usability in Co-Designed Game-Based Learning: Insights from Young Students*

Ima Kusumawati Hidayat, University of Lisbon, Portugal

Fariza Wahyu Arizal, Universitas Negeri Malang, Indonesia

Denik Ristya Rini, Universitas Negeri Malang, Indonesia

Francisco dos Santos Rebelo, University of Lisbon, Portugal

Paulo Noriega, University of Lisbon, Portugal

Not many studies believe that perspectives and ideas of children can be helpful in designing game-based learning, especially if designers involve them from the beginning to the end of game design process. Previously, we developed a package of game-based learning as a result of co-design with teachers and primary school students in Indonesia, which has undergone several rounds of iterative design and playtesting. A follow-up activity was conducted following Human-Centered Design methodology we adhered to, to determine whether these collaboratively designed games will be accepted by students when implemented in classroom setting. This study aims to explore primary school students learning experiences with game-based learning by conducting usability testing. We employed the thinking aloud method to capture students' verbal expressions and reactions during learning and playing. The participants were 30 fifth-grade students from Malang, Indonesia who were considered capable of easily understanding board games and cognitively suited for this activity. Result shows a wide range of responses from the students. These reactions provide insights to researchers and game designers about the potential benefits of involving young students in the design process. This study contributes to the growing body of literature on game-based learning by highlighting the value of learner involvement in the game design process, particularly in the context of primary education and environmental awareness.

87598 | *Maximizing Student Potential in Language Learning through MBTI Insights*

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

Xin Zhang, Defense Language Institute Foreign Language Center, United States

YuFang Liao, Defense Language Institute Foreign Language Center, United States

This presentation explores a strategic approach to maximizing student potential and success in language learning by leveraging insights from the Myers-Briggs Type Indicator (MBTI). By identifying individual personality types, educators can tailor learning plans to align with each student's unique preferences, enhancing their overall learning experience and outcomes. We will delve into the key MBTI personality types—Introverts, Extroverts, Intuitives, Sensors, Thinkers, Feelers, Judgers, and Perceivers—to develop personalized strategies that resonate with students' natural inclinations. Attendees will be introduced to specific, actionable techniques tailored to Myers-Briggs personality types, ensuring a more engaging and effective learning experience. These strategies will foster skill development and boost proficiency levels in language learning. The presentation will emphasize the importance of creating learning environments that cater to diverse personality types, fostering greater engagement and facilitating targeted skill development. By implementing these personalized strategies, educators can help students improve their proficiency levels more effectively, ultimately enhancing their performance in language learning. To support these strategies, we have collected data from students over the past decade (2014–2024) through surveys, integrating their MBTI profiles into their learning records. This presentation draws on action research based on these personalized learning plans, summarizing our experiences in maximizing student potential. Through empirical findings, we aim to substantiate the proposed strategies, enhancing their academic and practical value, and successfully graduated from our program. By leveraging personality-based education, educators can optimize student learning and success, maximizing language proficiency and ensuring that each learner's journey is both engaging and productive.

# SEACE2025 Pre-Recorded Virtual Presentations

88253 | *Examination of College Students' Views About the Utility of Mobile Phones as Learning Tools*

Hassan Tairab, United Arab Emirates University, United Arab Emirates  
Narmin Abouelkhair, United Arab Emirates University, United Arab Emirates  
Hana Omar, United Arab Emirates University, United Arab Emirates

The prevalence of personal mobile phones in educational settings has significantly reshaped the classroom environment, presenting a unique blend of opportunities and challenges for students' learning experiences. Employing a rigorous, Exploratory, descriptive quantitative methodology, this study examines the intricate relationship between personal mobile phone usage and student attention during university lectures. Using a sample size of 67 participants, the study's main purpose was to explore the prevalence, effects, and perceptions surrounding the utility of mobile phones in educational contexts. The results revealed diverse views among students regarding the permissibility of using phones during class sessions, with many recognizing their potential benefits and utility as learning tools but expressing concerns about distraction and reduced engagement. The study also identifies a growing dependence on mobile phones among students, emphasizing the need for proactive measures to promote responsible phone usage and minimize distractions in academic environments. By shedding light on the implications of personal mobile phone usage in classrooms, particularly among the continuous reliance on technology in education, this study holds significant implications for educators, empowering them with the knowledge to manage digital distractions effectively. Furthermore, the findings offer valuable insights into the effects of mobile phone usage and the implications for educators in managing digital distractions and promoting effective learning strategies in the digital age, fostering empathy and understanding of students' perspectives among educators.

## Mind, Brain & Psychology

89618 | *Impact of Conflict-induced Violence on the Mental Health and Psychological Coping Mechanisms of Children in Ghana*

Peter Jabal, Salisbury University, United States  
James Fox, Salisbury University, United States

The purpose of this study was to critically examine how trauma from violence affects the mental health of children and their psychological coping. The population of the study comprised of 212 primary and junior high school students drawn from 12 public schools in Ghana selected in three districts currently experiencing conflicts: Bawku municipality, Chereponi district, and Saboba district. The sample included 51 students from twelve selected schools in the Bawku Municipality, Chereponi District, and Saboba District. The study adopted a descriptive survey research design. The study found that explosive violence primarily takes place in a conflict setting, making the psychological coping extremely pained as they are often compounded by poverty, hunger, withdrawal from school, fear of death and high rates of school absenteeism. Also, children are psychologically impacted by explosive violence through interpersonal exposure when they suffer trauma from the loss of a loved one to violence.

90724 | *Maslow's Hierarchy and Substance Use Disorder: A Qualitative Exploration of Needs Among Formerly Incarcerated Individuals*

Hana Moravčíková, Masaryk University, Czech Republic

This qualitative study investigates the relationship between specific needs and substance use disorder (SUD) among formerly incarcerated individuals with histories of SUD. Drawing on Maslow's hierarchy of needs and criteria from the Diagnostic and Statistical Manual of Mental Disorders, semi-structured interviews were conducted with participants who reflected on their needs before and during incarceration. Results indicate that physiological needs were consistently unmet both before and during imprisonment, though reasons differed. Prior to incarceration, physiological deficiencies were attributed to homelessness or substance-induced exhaustion, whereas in prison, these deficits stemmed from inadequate institutional provisions. Safety needs also emerged as a recurring issue, with participants reporting exposure to violence both in their pre-incarceration lives and within the prison environment. Additionally, the need for belonging was paramount; participants described strained relationships with family and friends pre-incarceration, and within prison, they faced similar social disconnection from both inmates and staff. Notably, before incarceration, many participants used substances to cope with unmet needs for safety, belonging, and self-esteem. However, these associations shifted in prison, where the opportunity for self-actualization became a prominent theme. Participants expressed a newfound motivation for abstinence and personal growth, driven by desires to improve their lives post-release. This study underscores the role of environmental and interpersonal factors in shaping the motivations and coping strategies of individuals with SUD, highlighting the transformative potential of addressing unmet needs in rehabilitation contexts.

## Primary & Secondary Education

88679 | *Positive Experience of School Life: A Protective Factors of Psychological Well-being Among School Children*

Hoi Nga Ng, Saint Francis University, Hong Kong  
Kam Weng Boey, The University of Hong Kong, Hong Kong

Background: School children in Hong Kong experience great stress and their well-being is neglected. An international survey reported that Hong Kong children aged 12 and 10 ranked respectively the lowest and second lowest when compared with the 35 participating countries/regions. Objectives: This study examined the relationships of children's well-being and their perception of school life. Method: School life was assessed by the Perception of Inclusion Questionnaire (PIQ) which included three subscales, viz., school well-being, peer relationship, and academic self-concept. The 5-item World health organization Well-being Index (WHO-5), which was applicable to children aged 9 or above was adopted to assess psychological well-being. A convenience sampling method was used to recruit school children of Grade 4 to Grade 6 to participate in this study. Participation was voluntary and anonymous. A total of 2597 students from 17 primary schools completed the questionnaire after informed consent was solicited from students and their parents. Results: School well-being, peer relationship, academic self-concept as well as PIQ total were positively associated with psychological well-being ( $r = .46, .43, .46$ , and  $.56$  respectively,  $p < .001$ ), with odd ratio of 4.18, 4.08, 3.93, and 5.44 respectively. Conclusion: Positive school life experience was a protective factor of psychological well-being. Educators should provide a conducive learning environment for school children to experience positive school life and psychological well-being.

# SEACE2025 Pre-Recorded Virtual Presentations

## Teaching Experiences, Pedagogy, Practice & Praxis

75241 | *A Search for Students' Interest in Learning English as a General Subject Through Core Reflection of the Teacher Practice*  
Emi Davis, Osaka Seikei University, Japan

With the outbreak of AI-assisted deep learning tools such as ChatGPT, teaching methodologies for English language face the need for a drastically different approach that can almost be a paradigm shift. This is because language is fundamentally linked with what people value in their thinking and expressing it through different languages other than their native tongue. In such a process, not only what learners produce as expressed materials but also the idea behind such expressions have to be evaluated based on trust between learners and teachers with the lurking doubt of AI creation. Given the above background, the author believes it is vitally important to cultivate learners' genuine pride in their creations, for which interest has become more crucial than ever before. To materialising the goal, the author set a classroom environment where learners openly share their ideas and appreciate peers' inputs as their learning materials. The author has been reflecting on her teaching practices through the exploratory practice (EP) approach, which values the quality of life (QoL) within a classroom. The author believes the classroom is a small community where learners and teachers interact as members and negotiate their meaning of learning to enhance their own QoL. In this study, the author tries to analyse the data obtained by incorporating the theory of core reflection proposed by Korthagen and Vasalos (2005) in order to examine the effectiveness of the way the author set up the classroom environment to enhance interest in learning English language among the first-year university students.

89444 | *Tools Available to Develop Critical Thinking to Combat Hoaxes, Misinformation and Conspiracy Theories at Secondary Education Level*  
Simona Fraštková, University of Ss. Cyril and Methodius in Trnava, Slovakia

Hoaxes, disinformation, conspiracy theories... are not only a matter of the adult world, but thanks to the digital era, the skills of the youngest and, last but not least, the influence of the home environment or the immediate surroundings, they are also becoming part of the world of children and adolescents. What tools does the teacher, as one of the dominant agents influencing the learners and their critical thinking, have in his or her hand in order to direct them correctly against deceptive, conspiratorial content? The present study focuses on the available material in the field, which could be used as a companion material at the level of secondary education in German-speaking and Slovak-speaking countries, and its comparison. The aim is to summarize such documents and at the same time to point out possible resources for the development of critical thinking that are applicable in different phases of the teaching process and can sensitize the learner's mindset to the subject content in a step-by-step manner. By comparing different language domains, it is possible to look into more appropriate strategies and approaches and thus gain inspiration for one's own educational process.

90217 | *Integrating ChatGPT in Teaching to Foster Critical Thinking Skills in Programming*  
Bavani Ramayah, University of Nottingham Malaysia, Malaysia

ChatGPT is a Generative Pre-trained Transformer (GPT) language model designed to produce text in response to natural language inputs. It has potential uses in various domains, including education. While numerous debates about ChatGPT as potential threats to education primarily revolve around issues of academic integrity, this study is centered on integrating ChatGPT into teaching programming module for foundation students in higher education. The aim of this study is to improve critical thinking abilities in programming module among foundation students by the incorporation of ChatGPT into the educational framework. We used content analysis technique to evaluate the influence of ChatGPT on students' knowledge and competencies. The research was conducted in three stages: a) Pretest evaluation: An initial assessment to measure students' prior knowledge and critical thinking skills in the subject, b) Introducing ChatGPT: Offering instructions on the effective utilization of ChatGPT for critical thinking and problem-solving, c) Post-test evaluation: Following exposure to ChatGPT, students completed a post-test to assess their critical thinking abilities. A comparison of pretest and post-test performance reveals an improvement in students' critical thinking skills in programming module. This research makes a valuable contribution to the field by illustrating the effective way in which the integration of AI technologies and programming modules into educational frameworks can considerably improve the critical thinking skills among foundation students.

85982 | *A Teacher Researchers Understanding of CLIL Within Their Geography Course*  
Ross Sampson, Toyo University, Japan

This presentation takes the teaching methodology CLIL (Content and Language Integrated Learning) and attempts to understand its application to the authors self-made geography content course within a medium sized university in Japan. The author conducted the research as an action researcher, meaning the teacher-researcher was an integral part of the research process during each stage of the action research cycle. This study aimed to discover how well the author's course matched CLIL principles and determine whether anything should be changed to align it closer to CLIL principles. The results revealed that the presenter's geography course could indeed be described as a CLIL course. However, on the spectrum of CLIL, it likely would be described as closer to 'hard CLIL' than 'soft CLIL'. The results also shed light on improvements that could be made to the course based on student feedback.

89457 | *The Exploration and Development of EFL Preservice Teachers' Assessment Literacy*  
Eunjeong Park, Sunchon National University, South Korea

It is essential for language teachers to assess the performance of their students. This study examined EFL preservice teachers' perceptions and development of assessment literacy at a medium-sized university in South Korea. This study employed a questionnaire survey of self-perceived language assessment. The survey results reveal significant variability in the confidence levels of EFL preservice teachers across six domains of assessment literacy, with the highest confidence in preventing cheating and the lowest in constructing tests for advanced learners. Challenges in communicating assessment results, particularly with parents, indicate a need for professional development in communication strategies. While ethical practices and digital assessment literacy show strong commitment and proficiency, areas like avoiding "teaching to the test" and designing online tests require further training to ensure comprehensive assessment capabilities. The consequent and further discussions and implications for pedagogy will be outlined.



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## Tokyo

**March 24-29, 2025**

The 11th Asian Conference on Education & International Development (ACEID2025)  
The 15th Asian Conference on Psychology & the Behavioral Sciences (ACP2025)  
The 11th Asian Conference on Aging & Gerontology (AGen2025)

**May 11-16, 2025**

The 16th Asian Conference on Arts & Humanities (ACAH2025)  
The 15th Asian Conference on Cultural Studies (ACCS2025)  
The 16th Asian Conference on the Social Sciences (ACSS2025)

## Paris

**June 10-14, 2025**

The 4th Paris Conference on Education (PCE2025)  
The 4th Paris Conference on Arts & Humanities (PCAH2025)

## London

**July 10-14, 2025**

The 13th European Conference on Education (ECE2025)  
The 13th European Conference on Arts & Humanities (ECAH2025)  
The 5th European Conference on Aging & Gerontology (EGen2025)

## Barcelona

**September 30-October 04, 2025**

The 6th Barcelona Conference on Education (BCE2025)  
The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

## Kyoto

**November 04-08, 2025**

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)  
The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

## Tokyo

**November 23-28, 2025**

The 17th Asian Conference on Education (ACE2025)

## Hawaii

**January 03-07, 2026**

The 11th IAFOR International Conference on Education in Hawaii (IICE2026)  
The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)

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