

## The 2nd Southeast Asian Conference on Education (SEACE2021)

Online from Singapore  
May 14-15, 2021

### Final Draft Schedule

Please Check & Confirm.

Please check that all information pertaining to you is correct and notify us at [support@iafor.org](mailto:support@iafor.org) if there is any error.

Please notify us of any corrections by **Thursday, April 22** 09:00 AM (UTC+9).

Please note that all abstracts are printed as submitted. Any errors, typographical or otherwise, are the authors'.

### Final Schedule

After minor changes have been made to the schedule we will send you a link to the final schedule.

The final schedule will contain session information and a detailed day-to-day presentation schedule. This, along with details on how to access the online sessions, will be available on **Monday, May 3**.

**Friday at a Glance**  
**May 14, 2021**

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

- 10:00-10:10 Announcements, Recognition of IAFOR Scholarship Winners, & Welcome Address  
Joseph Haldane, IAFOR, Japan
- 10:10-10:55 **Keynote Presentation**  
**Measuring Value: 80 Goals for 7 Stakeholders**  
Philip Sugai, Doshisha Business School, Doshisha University, Japan
- 10:55-11:05 Break
- 11:05-11:35 **Interview Session**
- 11:35-12:05 Networking Coffee
- 12:05-12:55 Live-Stream Presentation 1: International Education
- 12:55-13:05 Break
- 13:05-14:45 Live-Stream Presentation 2: Teaching Experiences, Pedagogy, Practice & Praxis
- 14:45-14:55 Break
- 14:55-15:45 Live-Stream Presentation 3: Online Learning
- 15:45-15:55 Break
- 15:55-17:10 Live-Stream Presentation 4: Education Policy, Leadership, Management & Administration

**Saturday at a Glance**  
**May 15, 2021**

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

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

Friday Live Stream Session 1: 12:05-12:55

Session Topic: International Education

Session Chair: To be Announced in Final Schedule

**60058 12:05-12:30**

**Where Do We Go From Here? Attitudes of Chinese High School Seniors on Higher Education Options in a Post-COVID World**

Caitlin Meyer, DePaul University, United States

Kimberly Noschese, DePaul University, United States

Issara Wongcharoensin, DePaul University, United States

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

**60043 12:30-12:55**

**Stronger Together: Shining a Light on the Insights and Issues Facing International Students Studying in Urban US Higher Education Institutions**

Qianhui Hub, DePaul University, United States

Caitlin Meyer, DePaul University, United States

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

Friday Live Stream Session 2: 13:05-14:45

Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: To be Announced in Final Schedule

**60188 13:05-13:30**

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

Anika Saxena, The Education University of Hong Kong, Hong Kong

Rebecca Smith, University of Bristol, United Kingdom

Aylin Kip, Leeds Beckett University, United Kingdom

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

**60231 13:30-13:55**

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

Arturo Molina-Cristobal, University of Glasgow Singapore, Singapore

Idris Lim, University of Glasgow Singapore, Singapore

Fan Hong, University of Glasgow Singapore, Singapore

Christian Della, University of Glasgow Singapore, Singapore

Jolly Atit Shah, University of Glasgow Singapore, Singapore

Vicki Dale, University of Glasgow, United Kingdom

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

**59642 13:55-14:20**

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

Loke Weng Heng, Nanyang Junior College, Singapore

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

**59249 14:20-14:45**

**Cultural Cognition and Beginning Teachers' Instructional Practice**

Soon Koh Poh, National Institute of Education, Singapore

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

Friday Live Stream Session 3: 14:55-15:45

Session Topic: Online Learning

Session Chair: To be Announced in Final Schedule

**59719 14:55-15:20**

**Online Schools: A Strategic Alternative for Secondary School Students**

Fadi Abouleil, Education International School, Saudi Arabia

Azza Tajuddin, University Malaysia Terengganu, Malaysia

The Information Age or Information Technology (IT) has revolutionized all aspects of life dramatically. The IT has impacted the process of learning in the 21st century forever; it is now more interactive and collaborative. Since Covid-19 outbreak, the IT paved the way for virtual learning to be a strategic alternative for in-class learning. For sure, the beginning was challenging as most of the countries were not prepared well to shift from in-class learning to virtual learning. In addition, governments, school administrations, teachers, students, and parents lacked the experience. However, the IT has provided alternatives to in-class learning. Although Covid-19 imposed humanity to find alternatives to in-class learning for all students, there are other reasons that make online schools a strategic alternative for secondary school students. Poverty, the need to work, early marriage, wars, migration, living in remote areas, lack of qualified schools, physical disabilities are reasons that bring secondary school students to a deadlock. In addition, online schools can be a solution for the overcrowded public schools in high populated countries. Moreover, online schools can save time and money and reduce the traffic congestions during the rush hours. This paper investigates the reasons that make online schools as a strategic alternative for secondary school students who lost hope in achieving education due to their critical circumstances. It also investigates the attitudes of both secondary school students and teachers toward online schools. To achieve this purpose, a questionnaire has been designed. The questionnaire is divided to three parts: part one investigates.

**59332 15:20-15:45**

**Online Learning Design**

Banani Roy Chowdhury, Institute of Applied Technology, United Arab Emirates

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

Friday Live Stream Session 4: 15:55-17:10

Session Topic: Education Policy, Leadership, Management & Administration

Session Chair: To be Announced in Final Schedule

**60071 15:55-16:20**

**A Critical Analysis of Prevention Science Framework: An Examination of Student Discipline Programs**

Diana Genevive Layag, De La Salle University, Philippines

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

**59994 16:20-16:45**

**Stories and Experiences in the Time of Pandemic: Online Conversations of Filipino Student Affairs and Services Practitioners**

Leandro Loyola, De La Salle University, Philippines

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

**59687 16:45-17:10**

**How Do Perceived Leader Performance Expectation and Autonomy Support Predict Teachers' Work-related Outcomes?**

Ai Noi Lee, Nanyang Technological University, Singapore

Youyan Nie, Nanyang Technological University, Singapore

School leaders' expectations for high-quality work from teachers to meet students' needs is important to school success. At the school level, teachers work closely with their school leaders in their day-to-day work. It is therefore imperative to understand how school leaders' expectations may affect teachers' motivation and effectiveness at work. At the same time, what role does school leaders' autonomy support play in the relationship between perceived leader performance expectation and teacher work-related outcomes? In this current study, we explored the influence of perceived leader performance expectation and autonomy support on teachers' felt responsibility for change, job satisfaction and organisational commitment. A convenience sample of 180 teachers in Singapore completed an anonymous questionnaire voluntarily. Results from



hierarchical multiple regression revealed that perceived leader autonomy support significantly added unique variance to perceived leader performance expectation in predicting teachers' felt responsibility for change, job satisfaction and organisational commitment. Results from path analysis further indicated that perceived leader autonomy support mediated the relationships between perceived leader performance expectation and the three work-related outcomes (i.e. felt responsibility for change, job satisfaction and organisational commitment). Findings of this study highlight the need for school leaders to be autonomy-supportive while emphasising high performance expectation in order to promote desirable work outcomes of teachers more effectively.

Saturday Live Stream Session 1: 10:00-11:15

Session Topic: Interdisciplinary

Session Chair: To be Announced in Final Schedule

**60107 10:00-10:25**

**Creating Successful Connections With Students: A Comparative Analysis of Canadian Elementary and High School Teacher Think Tanks**

Kenneth Reimer, University of Winnipeg, Canada

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

**60233 10:25-10:50**

**The Creative Process Journal: The Piloting a Digital & Live Document**

Nadine Ouellet, LASALLE College of the Arts, Singapore

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

**59274 10:50-11:15**

**See Me, Hear Me: Concerns of Students With Special Educational Needs at University in Singapore**

Damaris Carlisle, University of Western Australia, Australia

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

Saturday Live Stream Session 2: 11:25-13:05

Session Topic: Professional Training, Development & Concerns in Education

Session Chair: To be Announced in Final Schedule

**60023 11:25-11:50**

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

Lisa Battaglino, Bridgewater State University, United States

Ashley Rodrigues, Bridgewater State University, United States

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

**59540 11:50-12:15**

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

Munawwarah Sipanawa, Monash University, Australia

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

**59677 12:15-12:40**

**Technology Integration: Implication for Teacher's Professional Development**

Lian Krizzia Rosales, Ateneo de Manila University, Philippines

The technology of today shortly becomes the technology of yesterday in education. The demand for Technology Integration is increasing as schools in the Philippines and abroad were required to keep up with

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

**59686 12:40-13:05**

**Does Empowerment Matter? Promoting Employees' Creativity, Learning Commitment and Job Satisfaction**

Xinlei Amelia Huang, Commonwealth Secondary School, Singapore  
Ai Noi Lee, Nanyang Technological University, Singapore

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

Saturday Live Stream Session 3: 13:15-14:30

Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: To be Announced in Final Schedule

**59520 13:15-13:40**

**Transforming Ideas to Products: Design Thinking on Learners' Conceptual Understanding and Performance Task Rating in Physics**

Maryful Grace Pabiona, Passi National High School, Philippines

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

**59597 13:40-14:05**

**Physics Teachers' Conception on Creating a Supportive Learning Environment**

Kim Diate, Mindanao State University-Iligan Institute of Technology, Philippines

Ivy Claire Mordeno, Mindanao State University-Iligan Institute of Technology, Philippines

Amelia Buan, Mindanao State University-Iligan Institute of Technology, Philippines

Elesar Malicoban, Mindanao State University-Iligan Institute of Technology, Philippines

Neal Alfie Lasta, Mindanao State University-Iligan Institute of Technology, Philippines

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

**59220 14:05-14:30**

**Using Predictive Analytics to Identify First-year Engineering Students at Risk of Failing Engineering Physics**

Beng Yew Low, Temasek Polytechnic, Singapore

Cher Liang Cha, Temasek Polytechnic, Singapore

Cheng Yong Teoh, Temasek Polytechnic, Singapore

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

Saturday Live Stream Session 4: 14:40-15:55

Session Topic: Higher Education

Session Chair: To be Announced in Final Schedule

**59691 14:40-15:05**

**Understanding Authority-driven Adoption and Diffusion of Blended Learning in Higher Education**

Ramiz Ali, University of Wollongong, Australia

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

**59708 15:05-15:30**

**Student Mobility in the ASEAN Region: Understanding the Challenges of the 2020s**

Graeme Atherton, Sunway University Kuala Lumpur, Malaysia

Glenda Crosling, Sunway University Kuala Lumpur, Malaysia

Siti Norbaya Azan, Sunway University Kuala Lumpur, Malaysia

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

**60021 15:30-15:55**

**Engaged Pedagogies and Students' Experience in Social Participation**

Ingrid Geier, Salzburg University of Teacher Education, Austria

Ulla Hasager, University of Hawai'i at Mānoa, United States

Engaged learning pedagogies have become popular in higher education since the last decades. Students practice and experience social participation when doing service learning or active-citizenship learning projects. But do these pedagogies work to support students' civic learning? What are students experiences when they are involved in engaged pedagogies? Service learning and active-citizenship learning are pedagogies to foster democratic awareness and associated values (civic-mindedness, justice, equality...). Through participation in the society, students gain experience and develop their skills as they contribute to the common good. A qualitative data analysis from 23 focus group discussions with 84 undergraduate

students (33 from the University of Hawai'i at Mānoa, 51 from Salzburg University of Teacher Education) shows that students have knowledge about volunteer work and how they can get involved. They describe themselves as politically active and engaged citizens. They believe it matters to achieve goals beyond their own interest, and they report that they have a responsibility to use their knowledge to serve others. Students also appreciate their opportunities to experience interaction with people different from themselves and have a deeper feeling of belonging to and identifying with the community.



## Pre-Recorded Virtual Presentations

Session Topic: Counselling, Guidance & Adjustment in Education

### **60030**

#### **Demographic Variations of Multiple Sclerosis Patients Between Britain and Kuwait**

Ali Ashour, Ministry of Education, Kuwait

Introduction: Multiple Sclerosis (MS) has been described to result in debilitating symptoms of the disease. The aim of this study was to compare the effects of MS on patients from Britain and Kuwait.

Methodology: A questionnaire was distributed to 200 individuals with MS (100 Kuwaiti, and 100 British). The questionnaire consists of three parts; General demographics, Disease specific data, & Attitudes towards physical exercise.

Results: The duration of the disease was less than 10 years in 43.4% of British and 68% of Kuwaiti respondents. The majority of British respondents (56.5%) reported the disease severity to be moderate, while the majority Kuwaitis was mild (72%). The annual relapse rates in Kuwait was relatively low with 82% of the Kuwaiti sample had one relapse per year, compared to the 64.5% of British. The most common symptoms reported by British respondents were balance (75.8%), fatigue (74.2%), and weakness (71%), and by Kuwaiti respondents were fatigue (86%), balance (76%), and weakness (66%). The help and support for MS was by far more diverse for the British than Kuwaiti respondents.

Discussion: The results unveiled marked differences between two groups. The majority of Kuwaiti patients are young individuals who have been with the disease for a relatively short period of time and their MS in most cases was mild. On the other hand, British patients were relatively older, many have been with the disease for a long period of time, and their average MS condition were more serious than that of their Kuwaiti counterparts.

## Pre-Recorded Virtual Presentations

Session Topic: Curriculum Design & Development

### **59011**

#### **Adopting Hybrid Instruction in Higher Education**

Jill Tussey, Buena Vista University, United States

Leslie Haas, Buena Vista University, United States

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

Pre-Recorded Virtual Presentations

Session Topic: Design, Implementation & Assessment of Innovative Technologies in Education

**59709**

**The Impact of Digital Interventions with Students at-Risk for Math Difficulty: A Meta-Analysis**

Anastasia Betts, University at Buffalo, State University New York, United States

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

Pre-Recorded Virtual Presentations

Session Topic: Educational Research, Development & Publishing

**60296**

**Design Thinking in AI Systems Design for Engineering Courses**

Tee Hui Teo, Singapore University of Technology and Design (SUTD), Singapore

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

## Pre-Recorded Virtual Presentations

## Session Topic: Foreign Languages Education &amp; Applied Linguistics

**59015****Preservice Teachers' Clinical Experience With ESL Literacy Instruction via Popular Culture**

Leslie Haas, Buena Vista University, United States

Jill Tussey, Buena Vista University, United States

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

**59702****A Within-Asia Comparison of Anxiety in English Language Classrooms**

Hiromi Oda, Tokyo Online University, Japan

Jatrifia Sinatrya, State Polytechnic of Malang, Indonesia

Uyun Nishar, State Polytechnic of Malang, Indonesia

Andrew Foong, University of Tasmania, Australia

Naoko Ichii, Shibaura Institute of Technology, Japan

Reiko Goto, Shibaura Institute of Technology, Japan

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

## Pre-Recorded Virtual Presentations

## Session Topic: Higher Education

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

Sabarun Sabarun, IAIN Palangka Raya, Indonesia

Hamidah Hamidah, IAIN Palangka Raya, Indonesia

Marsiah Marsiah, IAIN Palangka Raya, Indonesia

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

**59646****Achieving Sustainable Development Goals through Mathematics Education**

Javier Cifuentes-Faura, University of Murcia, Spain

Ursula Faura-Martínez, University of Murcia, Spain

Matilde Lafuente-Lechuga, University of Murcia, Spain

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

**59682****Critical Thinking Disposition Among Students of Kasetsart University**

Chakree Kerdsombbon, National Dong Hwa University, Taiwan

This research study aims to investigate the university student's critical thinking disposition of university students in Thailand. The sample consisted of 212 undergraduate students at different levels in the first semester, the academic year 2020, at Kasetsart University, Bangkean campus, Bangkok. The instrument used in the study was the critical thinking questionnaire (CTD). The method framework consists of seven

crucial dimensions: truth-seeking, open-mindedness, analyticity, systematicity, critical thinking self-confidence, inquisitiveness, and cognitive maturity. The means and standard deviations were calculated to investigate the relevance between males and females. An independent t-test was employed to test the differences towards gender. Further, the analysis of variances was utilized to examine the differences in critical thinking disposition among levels of students. The findings reveal that critical thinking disposition has no distinctive correlation to significant difference towards gender and the different levels of university students, particularly at the level of  $p < .05$ .

Pre-Recorded Virtual Presentations

Session Topic: Interdisciplinary, Multidisciplinary & Transdisciplinary Education

**59680**

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

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

Jun-Fang Liao, Wenzao Ursuline University of Languages, Taiwan

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

## Pre-Recorded Virtual Presentations

## Session Topic: Learning Experiences, Student Learning &amp; Learner Diversity

**59214****Helping Students Become Excellent Online Learners**

Kristin Palmer, University of Virginia, United States

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

**59976****Design Thinking Applied to Advertising Design Courses to Enhance Students' Learning Achievement**

Ching-Jung Fang, Ming Chuan University, Taiwan

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

**60094****Resilience during Crisis: Rising above the Challenges Faced in Academic Writing Classes after the Abrupt Shift to Online Education**

Neslihan Bilikozen, American University of Sharjah, United Arab Emirates

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

**60143****The Relationship Between Intercultural Communication Competence and Perceived Challenge and Its Effect on Perceived Success of International Students in Japan**

Yinghui Jia, Japan Advanced Institute of Science and Technology, Japan

Eungyoung Kim, Japan Advanced Institute of Science and Technology, Japan

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



## Pre-Recorded Virtual Presentations

## Session Topic: Professional Training, Development &amp; Concerns in Education

**59809****Pedagogical Conferences Between 1882-1908: The Urge for Collaboration Amidst Educational Difficulties**

Rafael Salinas, Autonomous University of Barcelona, Spain

Isabel Alvarez, Autonomous University of Barcelona, Spain

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

**59901****Investigating Mentor Teachers' Roles and their Perceptions in Pre-Service Teachers' Teaching Practicum**

Biao Li Phang, Universiti Tunku Abdul Rahman, Malaysia

Badariah Sani, Universiti Tunku Abdul Rahman, Malaysia

Nur Aizuri Md Azmin, Universiti Tunku Abdul Rahman, Malaysia

Teaching practicum has been extensively studied in Malaysia, much research has given attention to challenges faced by pre-service teachers. The literature on mentoring roles from mentor teachers assigned to pre-service teachers remains largely unmapped. Drawn from the five-factor mentoring model, this study determines the types and extent of roles played by 124 mentor teachers and explores their perceptions of roles played when mentoring pre-service teachers. Findings show that mentor teachers play a great extent of roles related to personal attributes factor ( $x = 3.57$ ) and feedback factor ( $x = 3.58$ ) while other factors remain at a moderate extent. Mentor teachers perceive themselves as having a good relationship with pre-service teachers, citing different examples that define their definition of a good relationship. They too believe that providing feedback is crucial for pre-service teachers to improve their performance in classrooms. However, they reject the idea of allowing pre-service teachers to observe them during teaching, justifying it as uncomfortable. This study is useful in informing mentor teachers about the roles that they need to play as these will affect pre-service teachers throughout teaching practicum. Further, relevant authorities from teacher education programs and the Ministry of Education Malaysia can draw findings from this study to develop handbook and guideline for mentor teachers.

## Pre-Recorded Virtual Presentations

Session Topic: Teaching Experiences, Pedagogy, Practice &amp; Praxis

**59213****Faculty Development in Response to COVID-19**

Kristin Palmer, University of Virginia, United States

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

**59755****The Creative Writing Workshop as a Space**

Alana Leilani Narciso, The Chinese University of Hong Kong, Hong Kong

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

**59808****Improving the Motivation When It Comes to Learn the Reading and Writing Skills**

Barbara Pons, Autonomous University of Barcelona, Spain

Isabel Alvarez, Autonomous University of Barcelona, Spain

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

**60052**

**Processes of Empathy and Othering: Towards a New Approach to Teaching Literature and Ethics**

Anna Lindhé, Independent Scholar, Sweden

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