**The 7th IAFOR International Conference on Education - Hawaii (IICE2022)**
**The IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2022)**

The Hawai'i Convention Center, Honolulu, Hawaii, United States
January 06-09, 2022

**Final Draft Schedule**

**Please Check & Confirm**
Please check that all information pertaining to you is correct
and notify us at support@iafor.org if there is any error.
Please notify us of any corrections by **Wednesday, December 8**.

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 **Wednesday December 22.**

The International Academic Forum

# Thursday at a Glance
## January 6, 2022

## Hawaii Convention Center Sessions
## All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for all keynotes and featured presentations

12:30-13:00    Conference Registration | Hawaii Convention Center Theatre (320)

**13:00-13:05**    **Announcements & Welcome | Hawaii Convention Center Theatre (320)**
Matthew Chima, IAFOR, Japan

**13:05-13:25**    **Featured Cultural Presentation | Hawaii Convention Center Theatre (320)**

**13:25-13:30**    **Welcome Address | Hawaii Convention Center Theatre (320)**
Joseph Haldane, IAFOR, Japan

**13:30-13:45**    **Recognition of IAFOR Scholarship Winners | Hawaii Convention Center Theatre (320)**
Joseph Haldane, IAFOR, Japan

**13:45-14:15**    **Keynote Presentation | Hawaii Convention Center Theatre (320)**

14:15-14:30    Break

**14:30-15:20**    **Keynote Presentation | Hawaii Convention Center Theatre (320)**

15:20-15:30    Conference Photograph | Hawaii Convention Center Theatre (320)

15:30-16:00    Break

**16:00-16:50**    **Featured Panel Presentation | Hawaii Convention Center Theatre (320)**

16:50-17:00    Break

**17:00-18:00**    **Conference Poster Session | Room 323A**

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# Friday at a Glance
## January 7, 2022

## Hawaii Convention Center Sessions
## All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for selected presentations

**13:00-14:40     On-site Parallel Session 1**  | Hawaii Convention Center 3F various rooms
Room 318A: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Room 318B: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Room 319A: Higher Education
Room 319B: Professional Training, Development & Concerns in Education
Room 321A: Workshop Presentations
Room 321B: Arts - Teaching and Learning the Arts

14:40-14:55     Coffee Break

**14:55-16:35     On-site Parallel Session 2**  | Hawaii Convention Center 3F various rooms
Room 318A: Support & Mentorship in Education
Room 318B: Higher Education
Room 319A: Educational Policy, Leadership, Management & Administration
Room 319B: Teaching Experiences, Pedagogy, Practice & Praxis
Room 321A: Workshop Presentations
Room 321B: Arts - Arts Theory and Criticism

16:35-16:50     On-site Coffee Break

**16:50-18:30     On-site Parallel Session 3**  | Hawaii Convention Center 3F various rooms
Room 318A: Teaching Experiences, Pedagogy, Practice & Praxis
Room 318B: Learning Experiences, Student Learning & Learner Diversity
Room 319A: Higher Education
Room 319B: Learning Experiences, Student Learning & Learner Diversity
Room 321A: Workshop Presentations
Room 321B: Media, Film Studies, Theatre, Communication

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## Saturday at a Glance
## January 8, 2022

## Hawaii Convention Center Sessions
## All times are Hawaii Standard Time (UTC-10)

*Catch-up will be available for selected presentations

**13:00-14:40     On-site Parallel Session 1** | Hawaii Convention Center 3F various rooms
Room 318A: Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Room 318B: Teaching Experiences, Pedagogy, Practice & Praxis
Room 319A: Design, Implementation & Assessment of Innovative Technologies in Education
Room 319B: Philosophy, Ethics, Consciousness
Room 321A: Workshop Presentations
Room 321B: Language, Linguistics

14:40-14:55     Coffee Break

**14:55-16:10     On-site Parallel Session 2** | Hawaii Convention Center 3F various rooms
Room 318A: Educational Research, Development & Publishing
Room 318B: Curriculum Design & Development
Room 319A: Higher Education
Room 319B: Humanities
Room 321A: Workshop Presentations
Room 321B: Teaching and Learning

16:10-16:25     Coffee Break

**16:25-18:05     On-site Parallel Session 3** | Hawaii Convention Center 3F various rooms
Room 318A: Curriculum Design & Development
Room 318B: Teaching Experiences, Pedagogy, Practice & Praxis
Room 319A: Teaching Experiences, Pedagogy, Practice & Praxis
Room 319B: Interdisciplinary: Arts
Room 321A: Workshop Presentations
Room 321B: Humanities

**18:05-20:35     Conference Dinner (Optional Ticketed Event)**

The International Academic Forum

# Sunday at a Glance
# January 9, 2022

## Online Sessions
## All times are Hawaii Standard Time (UTC-10)

**All times are Hawaii Standard Time (UTC-10)**

January 9 13:00 in Hawaii
January 9 15:00 in Los Angeles
January 9 18:00 in New York
January 9 23:00 in London
January 10 08:00 in Tokyo
January 10 10:00 in Sydney

**14:00-15:40     Live-Stream Presentation Session 1**
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: International Education
Room C: Literature/Literary Studies
Room D: Educational Support

15:40-15:50     Break

**15:50-17:30     Live-Stream Presentation Session 2**
Room A: Teaching Experiences, Pedagogy, Practice & Praxis
Room B: Curriculum Design & Development
Room C: Ethnicity, Difference, Identity
Room D: Higher Education

17:30-17:40     Break

**17:40-19:20     Live-Stream Presentation Session 3**
Room A: Curriculum Design & Development
Room B: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Room C: Cultural Studies
Room D: Workshop Presentations

19:20-19:30     Break

**19:30-20:45     Live-Stream Presentation Session 4**
Room A: Assessment Theories & Methodologies
Room B: Learning Experiences, Student Learning & Learner Diversity
Room C: Cultural Studies

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**Thursday On-site Parallel Poster Session : 17:00-18:00**
Room 323A

**61467**
**Does Practice Always Make Perfect? Do Psychotherapists Treating Older Adults Become More Efficient as They Gain More Experience**
Lars Larsen, Aarhus University, Denmark
Morten Christoffersen, Aarhus University Hospital, Denmark
Anna Pacak-Vedel, Aarhus University, Denmark

Psychotherapy is regarded as a highly efficient treatment across many different types of psychological disturbances. In most arenas of life, practice tends to improve performance considerably. Surprisingly, this does not generally seem to be the case for psychotherapists. For some reason, they do not appear to improve in terms of efficiency as time goes by - at least not unless they deliberately attempt to improve. To our knowledge, the effects of practice has not yet been studied in psychotherapists working with older clients. The current study intends to investigate the effects of practice on the outcome of psychotherapy for elderly persons. It will follow 4 psychologists for the first 2 years of their professional lives to explore whether increased practice leads to better outcomes for their clients. The clients consist primarily of elderly persons above the age of 65, who receives psychotherapy to improve their overall well-being and lower feelings of anxiety and depression. Regression analyses are planned with outcome improvement functioning as the dependent variable, calculated as pre-treatment scores subtracted from post-treatment scores. To account for individual differences in skill, the dependent variable is mean centered for each psychologist. The independent variable is the chronological rank for each client for each psychologist. As the investigated psychotherapists work within a deliberate therapeutic praxis, which utilizes systematic outcome monitoring, we expect to find a significant, but small, effect of practice on the outcome of treatment.

**62146**
**HBCUs Serving Up Southern Culture, But Are We Preparing Graduate Counseling Students for the Global Society: Implications for Training**
Bridget Staten, South Carolina State University, United States
Michelle Priester, South Carolina State University, United States

Many studies have looked at the training of master's-level counseling students to be multiculturally competent practitioners, but few look specifically at the experiences of master's students during their training programs. The U.S. Census Bureau projections estimate that over the next fifty years, this nation will become even more ethnically, racially, and linguistically diverse. For example, the size of the non- Hispanic White population is projected to slowly decrease, falling from 199 million in 2024 to 178 million by 2060. In addition, the Hispanic population is projected to double from 53.3 million in 2012 to 128.8 million in 2060 resulting in one in three United States residents being of Hispanic descent. The African American population is expected to increase from 41.2 million to 61.8 million over the next 50 years. The Asian population is **expected** to increase in size from 15.9 million in 2012 to 34.4 million in 2060. Other race and ethnic groups, such as American Indians, Alaskan Natives, Native Hawaiian, and other Pacific Islanders, will experience growth as well. Although, HBCUs have a long and storied history of preparing young Black men and women to enter the professional workforce, there is a changing global marketplace. Additionally, it is clear there is a progressing cultural lens that should have an effect on the counseling curriculum of graduate students. This poster presentation will assess graduate counselor education student's perceptions of preparedness to work in an ever-changing global society.

**61806**
**Can Expenditures for Instruction and Student Services Predict Retention Rates?**
Robert Tucker, Hardin-Simmons University, United States

Retention rates, identified by students remaining in college from their freshman year to their sophomore year, in most private and public schools range between 60-70%. Studies on improving retention rates generally take a qualitative approach with recommendations for academic success and student services, including tutoring, classroom ideas, counseling, first-year experiences, living arrangements, targeting at-risk students, or pedagogical systems for improvement. Regardless of efforts, retention rates tend to remain the same resulting lost revenue for institutions and students left with debt and no degree. The quantitative research on this subject is predictive-correlational using Integrated Postsecondary Education Data System (IPEDS) data

to examine the costs associated with instruction services and student services and whether those costs can predict retention rates. The poster will demonstrate through graphs showing regression analysis that the independent variables do not separately predict retention rates. However, the poster will also show that the two variables together do predict retention rates. Although the research primarily addresses private institutions in Texas, the results may be generalized to other states and institutions. The poster will also demonstrate how Tinto's original theory on retention is applicable to this study.

**61167**

**The Feasibility of Learning English Online Using Personal Assistant Apps During the COVID-19 Pandemic**

Bohyon Chung, Hanbat National University, South Korea

In response to COVID-19 pandemic, the current study attempts to test feasibility of personal assistant mobile applications (AI apps) in foreign language (L2) pronunciation teaching strategies in support of better adapting to the continuous transition in language learning online. This study utilizes AI apps to improve L2 intelligibility in an online class setting and explores its effects on L2 speech perception. Forty-seven Korean-speaking learners of English participated in the current study. Of the two groups, participants in the treatment group (N = 18) received a half-hour of online English pronunciation instruction using AI apps for four weeks, and those in the control group (N = 29) attended the same online course but without using AI apps. During class intervention, students were asked to read out four commands and to check whether they could correctly deliver the voice commands by monitoring their transcriptions from AI apps. Two-alternative forced choice listening tests including 38 items were administered as equivalent pre-post- and delayed post-test assessments. The findings indicated that: (a) four-times weekly pronunciation online instruction using AI apps generated a statistically significant change in the listening test score differences between post-test and delayed post-test; (b) the control group did not show any considerable enhancement in listening test scores; and (c) of 38 minimal pairs in the questionnaire, those with consonant sound differences improved significantly better. Thus, we argue that incorporating AI apps into online courses would help prepare learners to enhance L2 intelligibility by making it easier to perceive and understand the L2.

**62151**

**Efficacy of Medical Student Volunteers as a Resource in Admissions Counseling**

Melissa Kukowski, University of Pittsburgh School of Medicine, United States
Robert Dembinski, University of Pittsburgh School of Medicine, United States
Jonathan Ho, University of Pittsburgh School of Medicine, United States
Dominic Ridolfi, University of Pittsburgh School of Medicine, United States
Zainab Balogun, University of Pittsburgh School of Medicine, United States
Kathryn Foster, University of Pittsburgh School of Medicine, United States

Applying to medical school is a competitive, yearlong process in which a good GPA, a high MCAT score, research, service, etc. have become baseline criteria. Applicants are expected to set themselves apart from others by crafting a compelling and reflective application. Many applicants will pay thousands of dollars to admissions consulting services, leaving behind those who are equally qualified but unable to afford the prohibitive cost. Although university pre-professional advising is free, most advisors have never applied to medical school and are unfamiliar with the important nuances required to curate an application for prospective interview invites. Giving a Boost (GAB) was founded at the University of Pittsburgh School of Medicine in February 2020 to provide free support throughout every step of the application process with the help of medical student volunteers. During the 2020-2021 application cycle, we matched 75 medical student mentors with over 100 applicants. Surveys from March and June 2021 indicated that we significantly increased the number of applicants accepted into at least one medical school at 72.7% (p = 0.0034) compared to the national average of 42.8% (AAMC 2020 Facts Report). Applicants expressed great satisfaction with GAB, rating it a 9.6/10 for willingness to recommend and rated the program significantly higher than other resources including university pre-health advisors and paid consulting services. By offering free support, we can decrease the financial barrier surrounding applying to medical school, ensuring that all those who are qualified to become physicians are given equitable opportunities.

**61351**
**Preservice Teachers Mentoring Literacy in Hybrid Spaces: Lessons Learned in Mozambique and the United States**
James Hoffman, The University of North Texas, United States
Misty Sailors, University of North Texas, United States

Preparing preservice teachers to engage in transformative literacy practices is challenging on many fronts. How can preservice teachers understand and commit to practices they may have never experienced themselves as students in schools, have not been exposed to in their practicum work in schools, and are discouraged by the mandated curriculum? Creating hybrid spaces for transformative literacy practices has been our focus as teacher educators for the past decade. In this session, we will describe our past research into mentoring in hybrid spaces in our own teacher preparation programs in the United States as well as in a multi-year project in Mozambique. The work in Mozambique is coordinated through the Ministry of Education and is being piloted in two Teacher Training Colleges. We will share the video support resources used in both the United States and Mozambique. The data suggests that carefully structured mentoring experiences in hybrid spaces can impact the knowledge and skills in working with transformative literacy practices. We will engage participants in a discussion around the next steps in our work including the expansion of our work in the area of mathematics education.

**60892**
**Evaluation of Student's Learning Outcomes During Internship Experiences**
Erick Kong, California State University East Bay, United States

Internship experiences play an important role in transforming students into professionals. According to Dewi and Kartowagiran (2018), internship plays an important role in preparing students in becoming a professional. Other studies such as Scicluna et al. (2014), Seitz et al. (2017), and Alnajja (2020), they have indicated that practical internship experiences enable students to relate academic information into actual practice by fostering skill sets in their field. This study will be aimed at the impact of internship experiences on hospitality, recreation management, and recreation therapy students in the department of Hospitality, Recreation, and Tourism at California State University East Bay in Hayward, CA. The survey design will include five categories in (1) personal, (2) interpersonal, (3) academic, (4) occupational, and (5) civic characteristics. A survey will be administered to students who completed their internship and evaluate their experience. The results will identify the skills or characteristics gained and the degree of their abilities, attitudes, and expectations. A descriptive analytical approach will be used on the data collected and analyzed using SPSS to interpret the results to determine the variables mentioned. The implication of this study may suggest the importance of internship opportunities for future entry-level hospitality, recreation management, and recreation therapy professionals. Furthermore, this may lead to re-evaluation of the current internship placement course in preparing students for their internship base on the findings from their responses on abilities, attitudes, and expectations.

**62093**
**Social Emotional Effect of Distance Learning Models During the Pandemic**
Crystal Lopez, Fordham University, United States
Sydney Phelan, Fordham University, United States
Colleen Bradford, Fordham University, United States
Anabel Inoa, Fordham University, United States
Suwanee Singpracha, Fordham University, United States
Su-Je Cho, Fordham University, United States

In March of 2020, the country's education system was challenged with the task of transforming students' learning environment — Traditional classrooms became obsolete as educators and learners were forced to adjust to a 21st-century distance learning model. This transformation of the learning environment fundamentally altered the platform through which students engage with their teachers, classmates and school community at large. The new conditions of a virtual school environment can be assumed to have had an effect on the social-emotional health of students and teachers. The purpose of this qualitative research study is to determine the social-emotional effect of different learning models on students in different regions of New York City. New York City has a vast population of many different socioeconomic communities. Some learning models include remote schooling, where students receive instruction fully online. Other hybrid models include some in-person schooling, where students receive instruction in the school building at times and some remote schools, online, at times. Few schools, though some, remained entirely in-person throughout the pandemic. The research team will collect data from participants using surveys and aim to

identify part of a focus group which will be interviewed to determine if their perceptions if their learning environment have changed and if they differ from other populations in the study. Both will occur twice throughout this study during the 2021-2022 school year. The results of this study seek to indicate students' thoughts and teachers' experiences around the environment, whether in-person or virtual, of schooling.

**62187**
**COVID-19 Knowledge, Health Beliefs, and Anxiety on Preventive Health Behavior in Nursing Students**
Youngji Kim, Kongju National Univ., South Korea
Hye Won Sa, Kongju National University, South Korea
Jeong Sig Kim, Soonchunhyang Univ, South Korea

Purpose: This study was aimed to identify the Coronavirus Disease 2019 (COVID-19) related knowledge, health beliefs, anxiety levels and preventive behaviors among nursing students, and to identify factors that influence preventive behaviors.Methods: A descriptive survey was conducted, targeting a total of 192 nursing students from Mar. 4, 2021 to Mar. 25, 2021. The collected data were analyzed using descriptive statistics, t-test, analysis of variance, Pearson's correlation coefficients, and multiple regression. Results: Their knowledge level was 15.08±1.70 and health belief level were 3.72±0.32 out of 5, and these scores were considered high. Their anxiety score was 3.29±3.84 and considered very low. COVID-19 preventive behaviors had a positive correlation with health beliefs (r=0.20, p<.05), Their health beliefs had a negative correlation with anxiety (r=-0.17, p<.05). Factors influencing COVID-19 preventive behaviors by multiple regression were identified as COVID-19 knowledge, health belief (F=3.99, p<.001, Adj R2=19.6%).Conclusion: We found that nursing students have a good knowledge, health beliefs, and practice toward prevention of Coronavirus. The outcome of this study highlights the need for appropriate education and widespread awareness campaigns about prevention of new emerging diseases toward potential health care professionals.

**62084**
**Modeling Secondary Teachers' Technological Pedagogical Content Knowledge (TPACK)**
Hyorim Lee, Kyungpook National University, South Korea

Early studies were based on the seven-factor TPACK model proposed by Mishra and Koehler (2006), but subsequent studies generally report difficulties in isolating all seven constructs. The purpose of this study is to empirically verify the TPACK theoretical model through confirmatory factor analyses with large teacher samples. Participants in this study were 400 secondary school teachers (340 women, 60 men) in Korea. This study analyses self-reporting opinions and perceptions of teachers about their TPACK levels, measured by responses to a survey developed by Chai et al. (2013) and revised in the Korean version by Park and Kang (2014). In the present study, structural equation modeling procedures are used to investigate the relationships between the seven variables of the TPACK model using AMOS 23.0. As a result of the study, the fitness index of the final model was $\chi^2$=50.737, df=5, p=.000, RMR=.018, GFI= .966, TLI=.933, and CFI=.984. The influence on TPACK has been shown to be large in the order of TPK, TK and PK, which means the more knowledge teachers have about technology itself, the higher the TPACK. Based on the above-mentioned results, the importance of direct technology training for teachers was proposed.

**62177**
**Online and Face-to-Face Yoga Instruction: How Do These Compare in the Areas of Anxiety and Flexibility?**
Robyn Miller, Bowling Green State University, United States
Judy Lambert, University of Toledo, United States

This study employed a nonequivalent pretest-posttest comparison group design to measure whether online yoga is equal to or better than face-to-face yoga in terms of decreased anxiety, increased flexibility, and perceived behavioral intentions to practice yoga in the future. It is important to understand whether online yoga can be a viable method for improving the overall health and wellness of individuals. Based on results, the online format was significantly more effective in reducing the state anxiety of the students as compared to the F2F course. There was no significant difference between groups on trait anxiety. Furthermore, the F2F course was significantly more effective in reducing the appearance anxiety of students as compared to the online yoga course. There was no significant difference between groups on flexibility however, students in both modes of course delivery increased in flexibility. Results of this study suggest that online yoga can reduce certain types of anxiety and be effective in increasing flexibility, which is one of the key factors for maintaining health and wellness in individuals.

**Friday On-site Parallel Session 1: 13:00-14:15**
Room 318A
Session Topic: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: To be Announced in Final Schedule

**61388  13:00-13:25**
**Can We Learn to Speak Politely in a Second Language?**
Grace Oh, Konkuk University, South Korea
Lucien Brown, Monash University, Australia
Kaori Idemaru, University of Oregon, United States
Mao Cui, Konkuk University, South Korea

The ability to decode social and affective information in the second language (L2) is central to the acquisition of L2 interactional competence. Building on previous research [Brown et al. 2014], the present experiments investigated naïve and experienced Chinese listeners' perception of acoustic cues associated with politeness in Korean with a two-fold aim: to assess whether non-native listeners can access acoustic information for a politeness-related social stance in the L2, and whether L2 experience can improve learners' ability to attend to the relevant cues. In Experiment 1, randomly ordered isolated stimuli produced in an either deferential or intimate context by native Korean speakers were judged by naïve Chinese listeners. Similar to English listeners in Brown et al. (2014), Chinese listeners' overall accuracies were below chance level (52.8%). When the same stimuli were blocked by speaker in Experiment 2, accuracies increased to 57.8% for naïve listeners and 62.5% for experienced listeners, indicating that language experience can facilitate the acquisition of the language-specific acoustic correlates of politeness. The implications of these findings are discussed in light of the effects of language experience on the implicit learning of sociolinguistic knowledge for L2 learners.

**62095  13:25-13:50**
**Multidirectional Empathy Relations in the Foreign Language Classroom and Empathy-boosting Activities to Improve Linguistic Competence**
Laura Llamas Fraga, Baylor University, United States

Historically, early language-teaching methods have not taken into account affective factors. Nevertheless, affective factors such as empathy, self-esteem or anxiety play an important role in the process of learning a foreign language. It was not until the 1970's that new humanistic approaches emerged, and, unlike most traditional methods, these started to take into consideration the importance of students' feelings and thoughts. According to Krashen (1981), high empathy levels can help students succeed in the foreign language classroom. However, while many authors nod to the importance of empathy, studies relating empathy to student competence in a foreign language are scarce. This paper explores the importance of empathy in multiple directions: from student to student, from students to the speakers of the target language (ethnocultural empathy) and from the professor to the students. Special emphasis is placed on the role of ethnocultural empathy. A pilot study was conducted with a sample of students from Baylor University, Waco (TX) that measured students´ ethnocultural empathy levels. The results were correlated to their grades in Spanish. A small positive correlation was found, which suggests that ethnocultural empathy may be directly related to students´ success in foreign language classes. While empathy is an innate characteristic, numerous studies have demonstrated that specific activities can boost empathy levels. This paper also explores different pedagogical practices that aim to increase empathy amongst students, such as activities privileging mindfulness, assertive speaking, role-playing and active listening.

**62020  13:50-14:15**
**Where Theory Meets Practice: Paulo Freire's Pedagogy of the Oppressed as Primer for Language Learning and Service-Learning**
Steven Lownes, University of South Carolina Union, United States

Paulo Freire's Pedagogy of the Oppressed (1968) started a revolution in educational circles and pushed for "dialogical actions" that questioned traditional power structures in society and provided a template for educational reform. Through engagement with the text, students are encouraged to reflect on their own educational experience and seek opportunities to engage outside of the traditional classroom setting. In service-learning, students are often presented, for the first time, with real world experience that goes beyond the classroom. These opportunities are supposed to allow students to experience where theory meets

practice. However, rarely do students overtly engage with theory during these points of practice, leaving the real-world experience as the primary learning outcome. This lack of engagement with the theoretical components often results in surface-level thinking during their reflection on the experience. In my paper, I discuss using Pedagogy of the Oppressed as a primer text to help students engage more fully with the constituent populations in their service-learning placements, and how the text can provide theoretical support as students write their reflection pieces. I cite three personal case examples with additional outcomes, including improving Spanish and Portuguese language proficiency in domestic and abroad experiences and the use of Freire's text in an online Service-Learning course during covid-19.

**Friday On-site Parallel Session 1: 13:00-14:15**
Room 318B
Session Topic: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: To be Announced in Final Schedule


**61170  13:00-13:25**
**The Lived Experiences of Fathers Raising a Child With Autism Spectrum Disorders**
Sergio Madrid, New Mexico State University, United States

Since the 1990s reported rates of Autism Spectrum Disorders (ASD) have steadily increased. At this moment, the incidence is 1 in 54 children. At the same time, literature has reported how caring for someone with ASD presents significant challenges, for both caregivers and individuals with ASD. Research remarks how these children with ASD living apart from their biological fathers are associated with a greater risk of adverse outcomes regardless of race, education, or mothers' remarriage. The purpose of this hermeneutic phenomenological study is to understand the lived experiences of fathers raising children with ASD in the Southwest. The research questions explored the lived experiences of fathers raising children with ASD in the Southwest. Conceptually this study was framed within theories of interpretative hermeneutical phenomenology and family systems. The researcher will collect the data mainly through a series of three phenomenological interviews aiming to obtain rich interpretations of the participants' lived experiences, and supported by blogs and analytical memos that will create the basis for analysis and triangulation. Four participants from an Autism Support group in the southwestern United States have been selected to participate in the study based on their unique fatherhood experience of raising a child with ASD. This study aims to influence positive social change by providing thick and rich descriptions of fathers' lived experiences that can help engage fathers with their children with ASD activities. By engaging fathers, the goal is to increase children with ASD's positive outcomes.


**61041  13:25-13:50**
**Adolescents' Experiences of Aggression in Families: Multivariate Differential Analysis**
Cph Myburgh, University of Johannesburg, South Africa
Marie Poggenpoel, University of Johannesburg, South Africa
Dorothey Du Plessis, University of Johannesburg, South Africa

Background: High levels of aggression in South Africa has implications for the mental health of persons living in this society. Parents who are aggressive will most likely influence adolescents act aggressive. This probably impact negative on these adolescents' and their families' mental health. This paper is part of long-term encompassing research conducted both qualitatively and quantitatively. Aim and setting: We investigated the nature and extent of adolescents' experiences of aggression and aggressive behaviour in families. The relationship between aggression (dependent variable) and various independent variables are investigated to make educational recommendations. Methods: An exploratory deductive approach was followed. It was hypothesized that independent variables such as self-concept, moral reasoning, communication, frustration tolerance and family relationships are related and will differently predict the dependent variable, aggression. Questionnaires were forwarded to 101 families of which of 95 adolescents, 95 mothers & 95 fathers completed the same questionnaire. Various consecutive factor analyses, Cronbach alpha calculations, correlations, multiple regression, MANOVA, ANOVA and Scheffè/Dunnett tests were conducted. Results: The findings indicated that aggression correlate negative with the independent variables. Significant correlations between adolescents and parents were identified. Different predictors for aggression were identified for adolescents, fathers, and mothers with regression analyses. Despite differences between adolescents and their parents (fathers & mothers), these differences were relatively small. Conclusion: The findings indicated implications for the mental health of families that cannot be ignored. Emphasis should be on the emotional stability of individuals as well as their ability to build and maintain healthy interpersonal relationships.


**62089  13:50-14:15**
**Education and Training for Social Change: Analyzing a Social Welfare Model for Grassroots Development in Bangladesh**
Monirul Islam, International University of Business Agriculture and Technology, Bangladesh
Sardar Md Shaheen, SIMEC Institute of Technology, Bangladesh
Ratan Kumar Roy, International Research Center, SIMEC Institute of Technology, Bangladesh

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The shortage of skilled workers is the major barriers to economic prosperity in Bangladesh. A third of its population falls between 10-24 years old but the youth forces are not well-trained with technical education and social knowledge. The present study shows how philanthropic endeavors can contribute to improving the vulnerable conditions of the rural population by providing social services, training and skill development programmes in a developing nation. It takes the case of SIMEC foundation and its three major programmes viz. scholarship for the economically weaker students, sewing training project for rural women, and computer training for youth in the village named Dhala, Bali Para located in Trishal, Mymensingh. Recent research findings show that private philanthropy plays a key role in financing education in developing countries. According to OCED reports (2019, 2020 and 2021), domestic foundations supported the education sector above all other sectors while the giving capacity of private foundations is endangered by the recent global economic crisis. Amidst the economic vulnerability and pandemic, SIMEC foundation continued its support for the ongoing training and social development projects. Present study examines the social welfare mechanism by private and domestic philanthropy in Bangladesh and the disruption during COVID 19 pandemic. The study has been conducted following a mixed method. For the data collection survey, FGD and interviews were conducted among 300 recipients of the skill development training and educational supports by the foundation. Research findings indicate an effective contribution of the initiative to the individual and social development of the respondents.

**Friday On-site Parallel Session 1: 13:00-14:15**
Room 319A
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

**62044  13:00-13:25**
**In the Spirit of Reconciliation? The BSW Learning Circle**
William James Pelech, University of Calgary, Canada

In Canada, and other colonized territories, educational programs have historically been utilized by a dominant settler regime to further a racist colonial agenda. In order to redress the trauma wrought by the Government of Canada's genocidal policies, that included forced attendance by thousands of Indigenous children at residential schools, the Truth and Reconciliation Commission (TRC) included several calls to action that involved the decolonization of post-secondary educational programs. The BSW Learning Circle, which was innovated prior to the TRC's Calls, brought together Indigenous and Western knowledge systems to prepare social workers for culturally affirming practice. This presentation will provide an overview and critical analysis of the BSW Learning Circles curriculum as an example of how Indigenous and non-indigenous academics can potentially work together in the spirit of reconciliation.

**62042  13:25-13:50**
**Revisioning Innovation in Higher Education From Indigenous Perspective**
Merli Tamtik, University of Manitoba, Canada

The concept of "innovation" has become integral component in the global pursuit of knowledge economy. Higher education institutions are expected to contribute to it by collaborating with industry and private sector. Critical scholars note that economic growth has boundaries and Western framing of innovation has led to massive exploitation of human and land-based resources, resulting from widening inequities among individuals, enhanced racism and environmental crisis (Battiste 2000; Steffen et al., 2015). This paper makes an argument for re-thinking the concept of innovation in higher education by applying a decolonizing lens to innovation guided by Indigenous knowledges. The paper reports on the empirical evidence collected among 23 Indigenous individuals, operating on the lands of Manitoba and in various universities in Canada. The paper builds on the idea that Indigenous innovation has distinct features highlighting the connection to land, communities, heritage, and denotes healing and recovery from the colonial past (Hindle & Lansdowne, 2005; Hindle et al., 2007; Lindsay, 2005). The idea of decolonizing higher education spaces is informed by the work of Marie Battiste (2000). Findings confirm that innovation in Indigenous contexts is understood rather as "looking back" and not necessarily as "looking forward" (Hindle & Lansdowne, 2005, p. 133). Indigenous innovation is about creating shifts in power dynamics between Indigenous and non-Indigenous people, thus serving as a form of decolonization. Higher education institutions have a role in critically examining the structural and systemic inequities involved in the pursuit of innovation that may creates hegemonic dominance of some knowledges over others.

**61400  13:50-14:15**
**Race-based Admissions in US Institutions of Higher Education: Students for Fair Admissions v. Harvard**
Christine Kiracofe (Rienstra-Kiracofe), Purdue University, United States

In the United States, race has always been a factor considered by college and university admissions decision-makers. It was well into the late 20th century until Black applicants were eligible to be admitted at many public and private institutions of higher education. More recently, the use of race in college and university admissions has focused on increasing the number of underrepresented minority students at an institution to ensure that students benefit from a diverse student body. This practice, referred to some as affirmative action policies, has been controversial. This presentation provides an overview of the history of race-based admissions decisions in higher education, beginning with Bakke v. California, a case in which the U.S. Supreme Court held that racial quotas were unconstitutional. Two cases involving the University of Michigan (Grutter v. Bollinger and Gratz v. Bollinger) will also be discussed. These cases are significant because it was through this litigation that the U.S. Supreme Court held that a diverse student body is a compelling governmental interest, one of the two prongs applied by courts (including the Supreme Court) when applying strict scrutiny to cases involving the Equal Protection Clause of the 14th Amendment. The presentation will also provide analysis of the recent Fisher v. University of Texas cases and the state of

Texas' "Top 10% plan". Finally, the presentation will provide an update on the current Students for Fair Admissions v. Harvard litigation and appellants' hope that the U.S. Supreme Court will hear their case.

**Friday On-site Parallel Session 1: 13:00-14:40**
Room 319B
Session Topic: Professional Training, Development & Concerns in Education
Session Chair: To be Announced in Final Schedule

**61261  13:00-13:25**
**Credential Innovations: The Cases of Credit for Prior Learning and Stackable University Credentials**
Yi Huang, Coppin State University, United States

With the overarching goal of making excellence inclusive, the Pathways to Professions (P2P) initiatives aim to simultaneously improve quality and value of education while increasing access and success through credential innovations. The P2P projects are funded by state, federal, and private agencies. In this presentation, the principal investigator will spotlight the cases of Credit for Prior Learning (P2P/CPL) and University Stackable Credentials (P2P/USC) that are moving toward institutionalization. The P2P/CPL initiative aims to simultaneously address critical teacher shortage issues faced by high-needs school districts, while providing accelerated and economical pathways for non-traditional students, career changers, and/or para-educators interested in entering the teaching profession. Through rigorous portfolio documentation and competency-based assessments, participants are provided with opportunities to demonstrate competencies gained through work and other life experiences that are worthy of college credits. The P2P/USC aims to create teacher career ladders that improve teacher effectiveness, increase teacher retention, and accelerate teacher leadership development. Integrating high-impact pedagogies and competency-based demonstrations, the P2P/USC provides participants opportunities to earn specialized post-baccalaureate certificates with progressive stackable options leading to a Master of Education in Teacher Leadership. While the case objectives vary, the overarching goal remains consistent toward creating accelerated pathways for the earning of educational credits and/or career credentials. The presenter will share progresses and challenges associated with model construct, instructional designs, and assessment approaches, as well as new policies developed to facilitate the implementation of the new credential options. Lessons learned and implications will also be explored within the rapidly evolving educational and employment ecosystems.

**60971  13:25-13:50**
**Enhancing the Efficacy of Identifying Visual Patterns and Novel Anomalies of Cyber-Defenders with 3D Immersive VR**
David Passig, Bar Ilan University, Israel
Reut Hochman, Bar Ilan University, Israel

The mission of a Cyber Security Officer (CSO) during a cyberattack is to identify anomalies in visual signals and to ascertain whether they are hostile. These signals occur in an environment overflowing with data, which is constantly shifting shape and density, and in which the rate of change keeps accelerating and novel anomalies arise. In this environment, previous experience is disadvantageous and oftentimes harms the ability of a CSO to identify novel patterns of anomalies.  This study tested, in a moderated mediation model, the effect of Immersive Virtual Reality (IVR), while identifying hidden forms in Embedded Figure Tasks (EFTs), on the ability to detect a novel and unknown anomaly. Through a quasi-experiment with repeated measurements, we compared five research groups, four of which practiced cognitive intervention while detecting cyber anomalies. The improvement was tested through a pre-test and post-test procedure. A cluster sampling involved 120 students recruited from the Academy of Computer and Cyber Training at the Telecommunication Branch of the Israel Defense Forces. We found that participants who practiced the EFTs in an IVR information-diluted environment (VRLVL) detected novel anomalies faster than the control group. We also found that the higher the thought elasticity of the participants in an IVR highly-loaded environment (VRHVL), the higher their speed in detecting novel anomalies.

**62148  13:50-14:40  Workshop Presentation**
**Unlikely Partnerships for Resilience and Innovation: Lessons from the Pandemic for Teaching, Learning, and Leading**
Kate Trujillo, Metropolitan State University of Denver, United States
Eileen Starr, Metropolitan State University of Denver, United States
Dawn Matera Bassett, Metropolitan State University of Denver, United States
Daniel Trujillo, University of Denver, United States

We are a diverse group of educators, administrators, and principal investigators from Social Work, Real Estate, Construction, and Mental Health who aim to share the most salient strategies we have found for resilience during the pandemic. As we teach and lead (or parent and feed the dog- "Wait! Did you feed the dog?!") while managing contracts and grants, with multiple universities, state and federal governments, and our colleagues, we have relied on new and unlikely partnerships to build strategies to sustain our work and thrive. We gratefully and with humor, will share our strategies for success and engage our fellow adult-learning communities who are doing the same. We also aim to have a lively and heartfelt connection with the attendees of our session who come from additional disciplines and likely have additional strategies. Our goal is that attendees will leave with a renewed sense of hope and at least three specific strategies for leadership while facing adversity and setbacks. We have come to believe that by embracing ways we can work together and across disciplines that we are more prepared to think creatively about how to face uncertain future with more technology and fewer shared physical spaces but with more time collaborating, and less time commuting. Rather than mourning the old way of doing things, we are energized by possibility.

**Friday On-site Parallel Workshop Session 1: 13:00-14:40**
Room 321A

**61122  13:00-13:50**
**Organizational Diversity and Inclusion – Development and Implementation of a Model**
Tanya Greathouse, Metropolitan State University of Denver, United States
Lori Darnel, Metropolitan State University of Denver, United States
Jessica Retrum, Metropolitan State University of Denver, United States

Competent social work educators understand the richness of intersectionality, how power and oppression informs social work practice, and the generalist practitioner's charge to provide structurally accurate and culturally conscious assessments and interventions. To that end, social work educators must provide classroom spaces that encourage self-introspection, support interrogation of social issues that affect our client systems and competently facilitate critical conversations. "We view cultural consciousness as an ongoing and dynamic developmental process with no endpoint—one that requires active, critical, and purposeful engagement on the part of the social worker entering the helping relationship" (Azzopardi & McNeill, 2016). Understanding that faculty and staff across a social work department present with very different identities and life experience, critical work was necessary to create an infrastructure within the department to support and train personnel in key elements of diversity, equity and inclusion in order to promote a curriculum that supports critical conversations about intersectionality and anti-oppressive social work practice. The department engaged in a parallel process that allows faculty, administration, and staff to engage in self-introspection, exploration of intersectionality (Hermanson, 2018; Greathouse, 2020), self-reflexivity (Kumashiro, 2000) and develop skills for interrogation of social issues that affect our client systems in order to facilitate critical conversations (Kang & O'Neill, 2018). We developed and implemented an Organizational Diversity and Inclusion Model (ODIM) that is built on three (3) pillars of programming that encourages culturally conscious development. The ODIM provides spaces for introspection, pedagogical activities and community building.

**61027  13:50-14:40**
**The Effective Infusion of Collaborative High Impact Practice Strategies in Virtual and Face-to-Face Classroom Settings**
Stephanie Bain, Texas A&M University-Kingsville, United States
Nicole Morris, Texas A&M University-Kingsville, United States

Collaboration is a powerful methodological approach to teaching. Collaboration includes teamwork with shared responsibility, sharing of ideas, information and opinions, and formal and informal discussion. Students who collaborate work together toward a common goal, develop positive interdependence, work in focused study groups, and support the learning of others through inquiry. Types of collaborative activities include: Socratic seminars, philosophical chairs, group activities and projects, peer editing groups, tutorials, jigsaw activities, collaborative study groups, service-learning projects. When collaboration becomes the foundation of human interaction, change occurs in all aspects of life. Colleges and teachers that integrate collaboration into classrooms and their broader intuitional environments stimulate student learning through increasing student social, emotional, and intellectual intelligence. In the days of smart phones, "text talk", and social media, now more than ever is it imperative to utilize collaboration in everyday teaching. Collaboration requires students to work together for a common goal, communicate effectively, and take individual responsibility for one's actions and input. By utilizing collaborative high impact practice techniques, students will grow socially, emotionally, and intellectually.

**Friday On-site Parallel Session 1: 13:00-14:15**
Room 321B
Session Topic: Arts - Teaching and Learning the Arts
Session Chair: To be Announced in Final Schedule

**61323  13:00-13:25**
**Critique As Support**
Jeff Kasper, University of Massachusetts Amherst, United States

"Critique As Support" explores trauma-informed studio critique frameworks, methods, and teaching tools, developed to support first year art and design students experiencing mental health vulnerability and intersectional histories of trauma and oppression. The framework, methods, and tools are applicable to any assignment that includes peer and instructor feedback. The author seeks to broaden the discourse of Diversity, Equity, and Inclusion (DEI), to include trauma sensitivity by building a studio culture informed by the social model of disability and the U.S. Substance Abuse and Mental Health Services Administration's Concepts of Trauma Informed Care. By considering how trauma impacts their spaces of learning, art production and collaboration, faculty could be better prepared to offer peer-support and self-advocacy. The proposed approach serves as an adaptable and alternative, to the unstructured, and potentially harmful, "firing squad" critique style, popular in college art instruction.

**61929  13:25-13:50**
**Preservice Music Education Preparation: Is It Full of Dinosaurs or Deviceful Ideas?**
Jennifer Shank, Tennessee Tech University, United States
Heidi Lucas, University of Delaware, United States

Throughout the United States, music educators are prepared at universities and colleges based on national accreditation standards, state requirements, and philosophical and methodological ideologies. Their preparation is critical to not only the success of the pre-service candidate but to the state of arts education in p-12 systems as a whole. Students preparing to be Music Educators need the tools to be successful in the classroom as well as the skills to be considered a professional in the arts. Often times these two directives can seem to be at odds with each other and can create gaps in a student's preparation. This paper looks at the preservice music education curriculum for over 200 nationally accredited music programs in the US today. It examined the similarities, differences and significant "out of the box" requirements and classes for licensure to teach p-12. The researchers will also look at trends in k-12 music education to identify potential causes for the differences. The intent of the research is to drive conversations and further research to consider systemic change in preservice music education preparation to better serve music students in p-12 settings.

**62327  13:50-14:15**
**Teaching Design Fundamentals: Personal Experientiality and Gestalt Psychology**
Ryadi Adityavarman, Colorado State University, United States

The proposal investigates the cognitive embodiment as an integral part of the teaching strategy on the abstract visual concept of parti in architectural design education. The study, based on extensive teaching observation, uses a combined theoretical framework between Gestalt Psychology and Personal Knowledge, based on Michael Polanyi's philosophy, for the teaching strategy in the beginning architectural design studio. Architectural parti is a conceptual visual diagram, as derived from the Beaux Arts tradition, and has been used extensively as a fundamental learning methodology in design education. An additional layer of experientiality, based on the recent trend in phenomenology and contemporary education philosophy, is part of an attempt to find the underlying integration between the abstract nature of the composition, visual perception process and personal knowledge as part of the creative design process. The main challenge for the beginning design students on learning visual composition is their limited ability to understand the inherent abstract nature of the fundamentals of visual language. The basic idea is to take advantage of their personal experience and knowledge as a kind of bridge to access the abstract nature of the visual composition. Subsequently, the students able to integrate abstract visual spatial composition as the manifestation of the architectural parti with embedded imagined living experientially on their design.

**Friday On-site Parallel Session 2: 14:55-16:35**
Room 318A
Session Topic: Support & Mentorship in Education
Session Chair: To be Announced in Final Schedule

**61477  14:55-15:20**
**Building Emotional Intelligence in College Students Through an Empowerment Curriculum: Feasibility of Implementation Across Disciplines**
Amee Shah, Stockton University, United States
Yulong Gu, Stockton University, United States
Monika Pawlowska, Stockton University, United States

Student stress and anxiety have increased in the last 5-7 years and have been further exacerbated by COVID-19. High stress and anxiety can lead to waning motivation, absenteeism and depressed class performance (Ardan et al., 2020). One way to increase students' resilience is to provide support to students within their coursework. The current project used this approach to focus on developing students' emotional intelligence. Shah & Galantino (2019) piloted the Empowerment Curriculum (Shah, 2018) in which the instructor uses 15 minutes of class time to engage students in empowerment-based worksheet activities throughout the semester. They found that the curriculum can help students learn to identify, regulate, and communicate about their emotions. Following the success of this pilot, a university-wide scaling up of the curriculum was conducted by engaging 14 faculty members representing diverse disciplines who taught 16 classes ranging from freshmen undergraduate to graduate level. Instructors completed implementation logs throughout the semester and participated in exit interviews. Students completed pre/post self-assessments of emotional intelligence, self-esteem and communication apprehension/competence as well as post reflections on their experience with the curriculum. Results indicated feasibility as majority of instructors successfully implemented the curriculum. Both instructors and students found the curriculum beneficial, as evidenced by changes in students' behaviors and attitudes. More than 60% students found the Empowerment Curriculum useful in terms of helping them feel engaged, safe, confident, successful, participatory, and cared for by the instructors. Several limitations and suggestions for future implementations were noted and will be presented.

**61735  15:20-15:45**
**Shifting Gears in Times of Crisis: The Impact of Online Peer-Facilitated Academic Support in the Midst of a Pandemic**
Laura Jacobi, Minnesota State University Mankato, United States

In what became one of the most challenging years in the history of higher education due to a global pandemic, some students in 2020-2021 turned to academic support programs such as supplemental instruction (SI) to succeed in their courses. SI offers a form of peer-facilitated academic support in which students who succeed in historically difficult courses with low course pass rates are hired to be SI Leaders. Typically trained in the use of advanced facilitation skills and collaborative learning strategies, SI Leaders who facilitated study sessions for students in this study were also trained in the use of virtual tools that would allow them to engage students in a collaborative virtual learning environment during the pandemic. This study examines the impact of online SI support upon sub-groups of 4,831 students enrolled in a variety of difficult courses at a large midwestern university. Average final course grades and course pass rates of three sub-groups of students (domestic white students, domestic students of color, and international students) with varying levels of voluntary SI session attendance (0 sessions, 1-4, 5-9, and 10/more) were examined. Results of one-way ANOVAs within each of the student sub-groups reveal significant differences by level of attendance, with higher average course grades and pass rates associated with higher levels of attendance at SI sessions. These results are consistent with qualitative and quantitative feedback from SI attendees gathered with an anonymous Qualtrics survey and convey the significance of programs like SI, especially in times of crisis.

**60852  15:45-16:10**
**Building Cultural Wealth Through Natural Mentorships: Five Latinx Gang-Affiliated Youth Share Their Stories of Resilience**
Robin Brandehoff, University of Colorado Denver, United States

This presentation explores the tensions and conflicting perspectives of 20 community leaders, five youth mentees, and three mentors living in a predominantly Latinx and conservative rural California town. Their testimonies describe the sociopolitical changes they have witnessed since the 2016 election including local reactions to national ICE raids, deportation threats, drops in school and community event attendance, and looming "Make California Great Again" billboards now edging the corners of fields where many undocumented farmworkers live and labor. As an act of resilience (Yosso, 2005), five youth discuss their stories of cultivating informal mentorships with older members of their family or individuals filling a familial role. These relationships encouraged mentees to openly challenge issues of racism, colorism, and poverty, and their correlations with a lack of basic youth resources in their town. By purposefully situating this study in a rural area, I aimed to challenge the dominant narrative around formal mentoring programs and their recorded impact to show that informal and naturally-occurring mentorships (Timpe & Lunkenheimer, 2015) cultivated by youth are also impactful. These relationships possess a unique potential to educate and guide teachers and administrators to work alongside their community members and embrace forms of cultural wealth which benefit their students. The objective of this presentation is to collaboratively explore additional ways we, as IAFOR members and educators, can continue to encourage and nurture informal mentorships as acts of resilience and social justice in order to embrace community and extend the limits of our formal schooling potential.

**61144  16:10-16:35**
**Mentorship, Scholars and Scholarship: HBCUs Championing the Educational and Social Paradigms in Higher Education and Effectuating Change during a Crisis**
Anita Bledsoe-Gardner, Johnson C. Smith University, United States
Alexis Lawson, Johnson C. Smith University, United States
Niya Culbreth, Johnson C. Smith University, United States
Jaiden Young, Johnson C. Smith University, United States
Jonathan Smalls, Johnson C. Smith University, United States

According to Jalladah (2000), social constructivism maintains that social interaction with the instructor and other students contribute to the learning process. The primary purpose of this collaborative panel is to examine and explain how a small liberal arts southern HBCU employed creative measures through mentorship and scholarship to expand and engage student learning opportunities during a pandemic. The panel discussion will provide narrative insights from a professor and undergraduate students regarding their experiences in creating a cutting edge minor in criminology and their various research endeavors within the discipline. The panel further purports to explain the significance of undergraduate research in developing the 21st-century learner via assessing the strengths, weaknesses, opportunities, and threats that underscore diverse learning experiences with scholars.

**Friday On-site Parallel Session 2: 14:55-15:45**
Room 318B
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

**61716  14:55-15:20**
**Students' Reflections on Online Teaching/Learning During the COVID-19 Pandemic**
Fadia Nasser-Abu Alhija, Tel Aviv University, Israel

The intensive implementation of online learning due to the COVID-19 pandemic creates challenges and generates innovation opportunities within higher education. This study aimed to explore students' reflections regarding online teaching/learning during the COVID-19 pandemic. Specifically, the challenges students encountered due to online learning during the COVID-19 pandemic, the perceived benefits, and their recommendations for future teaching/learning were explored. Data were obtained from 150 students representing six educational programs, different degrees, and different years of study. Students answered three open-ended questions regarding the cons and pros of online teaching/learning and provided suggestions for future teaching/learning. They also provided information regarding their study program, degree, and year of study. Findings reveal that students experienced various challenges, of which the most frequent were technical followed by pedagogical, social, personal, and health difficulties. Advantages most often cited related to lesson recording, convenience, pedagogy, flexibility and efficiency, and savings of time and transport and rent expenses. Students' recommendations pertain to four domains: Teaching format (Hybrid-face to face and online), lesson recording (continue lesson recording), pedagogy (adapt teaching materials to the teaching platform), and teaching management (longer breaks). In conclusion, students reported they encountered diverse challenges but also gained some benefits due to the shift to online teaching/learning. However, there were few students who did not see any advantage of teaching/learning online for one of them "it is draining physically and psychologically."

**61181  15:20-15:45**
**University Students' Motivation and Regulation Style during and After COVID-19 Pandemic: A Self-determination Theory Approach**
Yurou Wang, University of Alabama, United States

The COVID-19 pandemic jeopardized students' motivation. It is uncertain whether the diminished learning motivation could recover over time and how the recovery happens internally. This research is grounded in Self-determination Theory to explore the regulation styles that affect students' academic performance mid- and post-COVID-19 and whether there is a recovery to more optimal motivation and regulation styles. Data were collected at two time points (mid-COVID-19-pandemic: 07/2020; post-COVID-19 pandemic: 06/2021) with 223 Chinese undergraduate students. Results of Structural Equation Modeling showed that during COVID-19, guilt was the strongest regulation style that influenced students' learning performance, while identified and introjected regulation contribute to post-COVID-19 academic performance. Such results revealed that with more autonomous regulation, students' motivation started to recover. It is essential to diagnose whether students' motivation recovered from the pandemic, or autonomy support, relatedness building, and competence promotion interventions should be performed to help students rebuild autonomy and intrinsic motivation. Practical implementation of these findings will be discussed.

**Friday On-site Parallel Session 2: 14:55-16:35**
Room 319A
Session Topic: Educational Policy, Leadership, Management & Administration
Session Chair: To be Announced in Final Schedule

**61455  14:55-15:20**
**Hitting the Implementation Trifecta: A Continuous Improvement Trifecta Model for a Job-embedded Principal Preparation Residency Program**
Dusty Palmer, Texas Tech University, United States
Irma Almager, Texas Tech University, United States
Vanessa de Leon, Texas Tech University, United States
Fernando Valle, Texas Tech University, United States

The Texas Education Agency (TEA) and the Education Development Center (EDC) recently recognized and invited Texas Tech University (TTU)Education Preparation Program (EPP) to participate in a statewide evaluation of Texas Education Agency's current principal preparation certification program. This EPP evaluation provides a trifecta model for continuous improvement in principal preparation. During six collaborative sessions with representatives from three other Educator Preparation Programs (EPPs) in Texas, the TTU Principal Preparation faculty team, TEA, and the EDC, facilitated the critical reflection on the program's evidence and efforts using the Quality Measures instrument supported by the Wallace Foundation. During the program audit, faculty examined areas of refinement and reinforcement to sustain institutionalized practices and work to improve the residency model to provide the most instructionally aligned, effective, and authentic learning experience for aspiring administrators in the principal residency. TTU's refinement focus is geared toward three main areas of the EPP's continuous improvement trifecta model: (1) residency research and scholarship, (2) EPP best practices in teaching, learning and assessments, and (3) sustainability of university-to-district partnerships. 100 principal fellows have completed the principal residency program. The majority of the principal interns now serve in various leadership roles including academic facilitator, instructional coach, dean of instruction, assistant principal, and principals in rural, suburban, and urban school districts across Texas. This program evaluation of the principal preparation residency program will provide an in-depth analysis at the areas of refinement and reinforcement that align with the Quality Measures instrument.

**61042  15:20-15:45**
**Strength-based Resilience: Guiding a College Through a COVID Year as Interim Dean**
Chris Chamberlain, California State University, United States

The March 16, 2020 Stay at Home Order forced staff and Faculty at California State University East Bay (CSU East Bay) in Hayward, California to radically change how it worked and delivered its educational product to its customers. While the work from home order was anticipated to be a brief change to our work schedule, it soon developed into a year-long odyssey as four months later, the College of Education & Allied Studies long time Dean abruptly retired, leaving a new Interim Associate Dean to guide the college through the unchartered waters of a full online educational experience as well as developing post-COVID procedures. This case study of experiences provides valuable lessons on adopting a less is more approach helped keep a college and its students on a positive course in spite of the health crisis through the use of emotional intelligence, humor, strategic leadership principles, and instilling a "flexitive" work culture. Outcomes of this year-long experiment/experience include insight into organizational change processes, personal and professional growth through adversity, and a renewed sense of esprit de corps. As counter-intuitive as it might seem, the college is in a much better place than it was before COVID.

**61924  15:45-16:10**
**University/Industry-Collaboration: A Practical Model**
Tin-Man Lau, Auburn University, United States

University/Industry-Collaboration is not new to Industrial Design curricula, however, the contents of the programs are very different. For most collaborations, design students work as a design firm that takes in design problems from sponsors and develops design solutions. During the project, the sponsor may meet with the students once or twice to make sure students are on the right track. At the end of the project, students would present their final solutions. If the design solutions are satisfactory and fulfill the sponsor's

needs, the sponsor may come back for another project. This kind of collaboration is mainly a service/client model. The shortcoming of this model is that the sponsor usually funds the project a lot less than the design fee with a design firm while taking a risk of getting less professional outcomes. At the same time, the design school is competing with design firms having the advantage of a much lower cost. If the student's design quality reaches the expectation of the sponsor, the sponsor would no longer need any design firm, thus brings harm to the design profession. At Auburn, we tried a different approach that focused more on collaborations rather than providing design service. We developed a model that continues over a decade that provides students hands-on experience as well as job opportunities when they graduate from the program. This presentation focuses on a collaboration model that can bring benefits to the design industry while providing practical experience to the students.

**62088  16:10-16:35**
**Feedback Practices of School-based Mentors in the Work Integrated Learning Programme in South Africa**
Beatrice Ngulube, Tshwane University of Technology, South Africa
Patricia Mokgosi, Tshwane University of Technology, South Africa
Glory Chiloane, Tshwane University of Technology, South Africa

Research has demonstrated that feedback is an essential facet of assessment in the learning environment because it enhances learning. However, little is known about the feedback given to student teachers when they are on teaching practice and students' viewpoints about the role of feedback is not well understood as well. This study fills the gap by illuminating the feedback given to preservice teachers when they are on teaching practice. A qualitative content analysis approach was utilised to analyse three hundred and fifty journals. Alongside 10 students were interviewed to draw their perceptions and how they respond to feedback written in their journals. The researchers focused on written feedback which was written in student teachers' journals by mentor teachers. It was found out that feedback practices reflect mentors' personal belief systems and are constrained and influenced by their educational contexts. Some of the students interview responses reflected that the feedback they are given does not enhance learning. This then creates discrepancies, and such feedback interventions turn to disappoint. It is recommended that if feedback processes are to enhance learning, instructors should move beyond a view of feedback as transmission and acknowledge the impact feedback has on and the part students play in such processes. Instructors should give constructive feedback that enhance learning and develop deep disciplinary expertise. Feedback should be conceptualised as a developmentary dialogue that is positive and motivational.

**Friday On-site Parallel Session 2: 14:55-16:10**
Room 319B
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**61215  14:55-15:20**
**'Realistic' Experiences of Novice Teachers: Linking Coursework and Field Experiences to Develop Effective Practice**
Kevin O'Connor, Mount Royal University, Canada

This paper investigates the effects of a teacher education program designed to help teacher candidates integrate theory and practice within a "realistic" approach to teacher education (Korthagen, 2001). Specifically, we were interested in the experiences of novice teachers who are graduates of a four-year teacher preparation program designed to link theory and practice. This research is part of a longitudinal qualitative study that investigates the impact of transformative pedagogies by mentor teachers and teacher educators throughout teacher candidates' field experiences in years one and two of the program, practica experiences in years three and four of the program, and their initial year of teaching after graduation. In 2019-20, we conducted extensive interviews with twelve novice teachers who had recently graduated from our four-year teacher education program. Our research provides insight into the impact of the programmatic implementation of a realistic approach to teacher preparation by investigating experiences of novice teachers. It provides an example of how one university is strategically attempting to connect academic and school-based practices through a realistic approach to support novice teachers' ability to develop effective practice. In addition, the study suggests that a realistic approach to teacher preparation can impact novice teachers' choice to view the teacher profession as a long-term career. In the era of high teacher attrition (Carver-Thomas & Darling-Hammond, 2017; Clandinin et al., 2015), this study suggests that transformative pedagogies designed to provide sustained realistic experiences within field-based, integrated education courses have a positive impact on novice teachers' professional practice.

**61911  15:20-15:45**
**The Empirical Strikes Back: Post-pandemic Multi-sensory Implementation of Scientific Thinking Into Language Teacher Education**
Joanna Pfingsthorn, University of Bremen, Germany
Tim Giesler, University of Bremen, Germany

Educational policy makers in Germany assume that the pursuit of a compulsory Master of Education teaching degree leads to the development of scientific thinking and reasoning skills, and these skills are usually documented in the form of a research-oriented Master's thesis (KMK 2004). However, because research skills are only one of the relevant competence areas that future teachers need to develop (KMK 2004), their instruction and practice can be perceived as unnecessary by pre-service teachers, especially in the face of the felt necessity to focus on practical teaching skills, subject related as well as pedagogical knowledge and competences (Niesen & Pfingsthorn, 2020). The recent Covid 19 pandemic has made these structural problems even more apparent in that it partly alienated students from regular university and empirical work. In this contribution, we demonstrate a holistic attempt to reintegrate pre-service teachers into a more strongly research-oriented, post-pandemic university teaching. This intervention encompassed a set of multi-sensory, group activities that supported basic scientific thinking and reasoning skills (e.g. standard normal distribution and the understanding of probabilities; drawing logical conclusions; sensory bias) and were conducted at the premises of the local science museum, the Universum Bremen, with the use of interactive exhibits. We discuss the extent to which this attempt managed to successfully strengthen scientific skills of pre-service teachers as well as contribute to their academic resilience in the aftermath of the pandemic. We suggest some implications of multisensory research-based teaching for teacher education programs.

**62080  15:45-16:10**
**Wonder at the Heart of Learning: Incorporating Beauty and Aesthetics into Science Education**
Sharon Pelech, University of Lethbridge, Canada

What happens to preservice teachers' understanding of science education when given permission to explore the wonder and beauty of the natural world? Biologist Rachel Carson (1998) states that "a child's world is fresh and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed

vision… is lost before we reach adulthood" (p. 58). Research indicates that opportunities to reflect upon and delve into the beauty of the world are transformative in helping students appreciate the complexities of nature and encourages wonder and imagination, essential in the process of teaching science. This interpretive research explores how a class project: "Beauty and Aesthetics in Science", impacts preservice science teachers' understanding of science education, the nature of science and their own personal connection to science. The students were tasked to research a topic from nature, journal their experience, create an aesthetic representation of their experience, and then share their work with their classmates. From the data collected through student projects and semi-structured interviews, students expressed how being given an open-ended assignment was initially difficult but once they "surrendered to curiosity" their experience and passion for their topic transformed their understanding of science from being static facts to a process of wonder and questioning. This presentation will explore how this project may better equip subsequent generations of teachers to find ways to invite curiosity and wonder into their science classroom.

**Friday On-site Parallel Workshop Session 2: 14:55-16:35**
Room 321A

**61346  14:55-15:45**
**The Leadership of Listening**
Jeff Bolster, Point Loma Nazarene University, United States

This session will explore the idea of listening as a personal and professional practice that is critical to taking up effective leadership. The assumed challenge for this session is that in the face of our differences and difficulties, the default setting is to defend and explain, rather than to listen curiously. As an added layer of complexity, we can too easily utilize electronic modalities to disconnect us from our personhood as well as the humanity of those we're interacting with. The main point of this session will be the exploration of alternatives to this ineffective cycle. Researched using a scholar-practitioner approach, the presentation will be a range of accessible and practical resources regarding the practice of listening. In literature from various disciplines including education, business and leadership, there is a considerable increase in the amount of attention being given to concepts and practices of curiosity, self-awareness, and listening as a baseline of effectiveness. Using the opportunities found in the round table format, participants will be able to personally and professionally contextualize this material. We'll consider two questions: "When was the last time someone truly listened to you?" and "When was the last time you truly listened to someone?" Using the here-and-now, there will be time to put curious listening into real-time practice by discussing the common denominators of these positive and negative experiences. Applicable in meetings, working relationships with colleagues, supervisors and employees you'll find a way to move past complicated challenges and into effective service.

**61723  15:45-16:35**
**Depth of Knowledge: A Method and Model for Deeper Teaching and Learning**
Erik Francis, Maverik Education / Solution Tree International, United States

Teaching and learning for Depth of Knowledge has become both a focus and a priority in education. The cognitive rigor of modern-day academic standards, activities, and assessments are marked and measured by the level of thinking students must demonstrate, the kind of knowledge students must develop, and the depth and extent students must understand and use their knowledge and thinking— or learning — in a certain context. Depth of Knowledge and the DOK levels a different and deeper way of looking at academic standards, activities, and assessments. It also requires us educators to shift how we consider and qualify the complexity and quality of our teaching and learning. The delivery and intensity of a DOK teaching and learning experience depends on both the demand of the standard and the strengths of the student. This makes the DOK teaching and learning experience academically rigorous, socially and emotionally supportive, and student responsive.

**Friday On-site Parallel Session 2: 14:55-16:10**
Room 321B
Session Topic: Arts - Arts Theory and Criticism
Session Chair: To be Announced in Final Schedule

**61431  14:55-15:20**
**Creon's Paternity: The Issue of Law/Kinship Dichotomy and the Role of Megareus in Sophocles' Antigone**
Seokhun Choi, University of Seoul, South Korea

Since Hegel's foundational reading of Antigone in terms of the clash between law and kinship, critical interpretations of the play have predominantly seen the eponymous heroine in a favorable light while deeming Creon as a heartless dictator. In this paper, I seek to challenge the conventional state/family dichotomy by focusing on Creon's family-oriented aspect as an extension of revisionary studies of the play including Jo-Ann Shelton's "Human Knowledge and Self-Deception: Creon as the Central Character of Sophocles' Antigone" (1984) and Judith Butler's Antigone's Claim: Kinship Between Life and Death (2002). In addition to pointing to textual evidence for the importance of kinship to Creon, such as his royal status deriving from his blood relation to the former king and his sincere reaction to the loss of Eurydice and Haemon, I will call particular attention to the role of Megareus, Creon's another son who is just mentioned once towards the end of the play. Here, Aeschylus' contemporary tragedy Seven Against Thebes, where Megareus appears as one of the seven defenders of Thebes, and Fiona McHardy's Revenge in Athenian Culture (2013) will serve as the major references to explain the personal motivation for Creon's edict against Polynices' burial in light of the contemporary culture. Despite the dramaturgical and psychological significance of Creon's previous loss of Megareus, this important clue has rarely been discussed even in studies that sought to defend Creon. This reading will not only complicate understanding of the two major characters but also shed further light on the importance of family and kinship in the Athenian culture.

**61404  15:20-15:45**
**Metapoetry as an Approach to Interpret Muḥyiddīn ibn ʿArabī's Love Poem**
Mustafa Binmayaba, King AbdulAziz University, Saudi Arabia

The Sufi love poem of Muḥyiddīn ibn ʿArabī (d. 1240) has been a popular subject of exegetical studies due to the paradox between its context and its content. Ibn ʿArabī uses the classical Arabic elements of secular love poetry to describe his mystical love of God. His poetry about divine love is an example of the most perfect expression of the multiplicity of levels of meaning. The controversy over the interpretation of Ibn ʿArabī's love poem has continued from its time to the present. This is due to the contradiction between what his love poem says and what he intended to say. In this context, the present article explores Ibn ʿArabī's metapoetry as a method of interpreting his love poetry. The analysis shows how Ibn ʿArabī's metapoetry guides the audience to interpret his love poem in a spiritual way, transcending the surface meaning that may tempt the audience to read it as an earthly love poem. To interpret Ibn ʿArabī's love poem, according to his metapoetry, the audience needs to take three steps: First, begin the interpretational process from meaning rather than just words; second, generate spiritual meanings for the text rather than searching for worldly ones; and third, unite all possible spiritual meanings under the concept of the Unity of Being.

**61514  15:45-16:10**
**The Shah and His Camera on the Unveiling of Iranian Women from the Harem**
Fazilat Soukhakian, Utah State University, United States

Despite the general belief that Islam forbade representational images of people and in particular, women's faces, in 19th century Iran, the king of Persia, Naser al-Din Shah, photographed Persian women in his harem in erotic poses. His interest in photography and the camera led him to unveil the secret life of the private circles of his kingdom starting in his Court. In 19th Century, the King of Persia's interest in photography made him to reveal images of the forbidden bodies from within the most intimate and private places of andarun (harem). This is how the private realm became public and its hidden subjects became unveiled for the first time. The photograph of women from the harem in 19th century Persia could mark the birth of modern women in Iranian society. In Naseri period when the culture was so conservative and the concept of private (andaroun) was intensely guarded by the notion of male honor (namus), The camera brought the private to the public when presented the images of forbidden and unveiled women, helped the unseen to be seen and the invisible become visible in Iranian society. It was through photography that women could become active

agents in the formation of their own modernity not only by participating as subjects, they also become active agents in the formation of modern yet masculine medium of photography. The photograph recorded the moment that modern medium gave birth to the formation of modern Iranian woman.

**Friday On-site Parallel Session 3: 16:50-18:30**
Room 318A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**61242  16:50-17:15**
**Preparing Teachers to Increase Family Engagement of High School Multilingual Learners**
Selena Protacio, Western Michigan University, United States
Susan Piazza, Western Michigan University, United States
Virginia David, Western Michigan University, United States

As students progress from the elementary grades to middle school and then high school, the level of family engagement typically dwindles. However, given the importance of family engagement to student achievement, it is pivotal that families continue to be engaged, particularly for multilingual students at the high school level. Utilizing the notion of traditional and non-traditional ways of engaging families, the presenters will share various examples of how secondary teachers, who were enrolled in an English as a Second Language (ESL) endorsement program, attempted to increase family engagement of the multilingual learners in their school setting. Each case example is based on a content analysis of the Family and Community Engagement (FACE) portfolio that teachers submit as a program requirement. Examples of FACE projects to be discussed include conducting home visits with secondary multilingual learners, implementing curricular projects exploring families' funds of knowledge, inviting families to poetry readings in students' native languages, and finding innovative ways to improve communication with multilingual families. Each of these efforts will be discussed in relation to the continuum to family engagement, which focuses on the amount of agency families have in deciding how to be engaged with their child's learning (Goodall & Montgomery, 2014). Teachers' reflections on engaging families at the secondary level will also be included. The presenters will end with implications for teacher educators and educational researchers around preparing teachers to engage multilingual learners and their families.

**61231  17:15-17:40**
**It's Being Done Everywhere: Addressing the Marginalization of Social Justice Pedagogy in Elementary Classrooms**
Rayna Fujii, University of Hawai'i Manoa, United States
Stacy George, University of Hawai'i Mānoa, United States

This qualitative study examines the collaboration between science and social studies methods courses within a teacher preparation program. It will utilize two integrated content experiences (ICE) as a means to address the need for increasing pre-service teachers' confidence and skills in social justice practices. The study asks: 1) How did the lesson study cycle inform the effectiveness of the ICE strategy in increasing the use of social justice pedagogy in pre-service teachers? 2) What impact does the ICE strategy have on pre-service teachers' perceived ability and confidence in social justice integration? We explore the benefits and challenges of pre-service teachers' perceived ability and confidence in social justice integration. Additionally, this study aims to demonstrate how utilizing multiple disciplinary lenses might inform teacher preparation programs in increasing pre-service teachers' social justice pedagogy.

**61479  17:40-18:05**
**Culturally Responsive Mentor Teacher Professional Development: Hawaiian Girls STEM Camp for Social Change**
Tara Nkrumah, Arizona State University, United States
Kimberly Scott, Arizona State University, United States
Brenda Jensen, Hawaii Pacific University, United States

STEM (science, technology, engineering, mathematics) culturally responsive professional development for summer camp mentor teachers of Hawaiian high school girls, and its influence on pedagogy is not well known. The purpose of the study is to explore how mentor teachers, during a week-long residential STEM camp, apply culturally responsive practices while interacting and facilitating discussions with high school girls in Hawaii. Through mixed methods, researchers engage in pre- and post-surveys, and focus group interviews with an emphasis on emboldening Hawaiian high school girls in STEM, a study grounded in culturally relevant pedagogy. Results from the five mentor teachers show changes in understandings about the influence of culturally responsive practices on relationship building and dialogue with Hawaiian high

school girls from diverse backgrounds. The finding reveals that culturally responsive professional development bolsters teacher skills to merge critical dialogue on STEM content and social barriers for Hawaiian high school girls in STEM education to promote social change. This study demonstrates a link between culturally responsive professional development and teacher ability to cultivate student awareness of barriers for Hawaiian high school girls in STEM education unrelated to insufficient content knowledge that promotes student activism. The implication of this finding suggests that the mentor teacher preparation model utilized at STEM camps for Hawaiian high school girls increases participation and action-oriented outcomes against social inequity.

**59524  18:05-18:30**
**Immigrant Literacies: A Cultural Model Approach to Home-school Discontinuities**
Leila Kajee, University of Johannesburg, South Africa

The relationship between the home/ community and school for language acquisition and learning is significant. Researchers have shown that a rift between the home and school holds serious implications for children's literacy development. For literacy then, it is important that the home/ community and school coalesce at some point. Generally, what is valued by the school is expected to 'taken up' at home, however, the opposite should also hold true, but is often a missing link. While literacy studies have been conducted in immigrant communities worldwide, current work in South Africa is negligible. A concern is if literacy is immersed in homes and communities, how should schools respond? Unlike their parents, immigrant youth find themselves caught up between two worlds, neither fully part of the host country, nor fully part of the parents' world (Noguero, 2006). The focus of this paper is to present a more nuanced perspective on Indian immigrant home literacy practices and their cultural models of literacy. I also examine the possibilities for literacy development. Drawing on interview and observation data from two immigrant families, this paper concludes that that home literacy intersects with schooled literacy, that the families draw on cultural models of reading, and that religious literacy is important to both families. Recommendations for teaching and learning are made.

**Friday On-site Parallel Session 3: 16:50-18:30**
Room 318B
Session Topic: Learning Experiences, Student Learning & Learner Diversity
Session Chair: To be Announced in Final Schedule

**61967  16:50-17:15**
**Responsive Education Systems for a Changing World**
Brandy Yee, California Lutheran University, United States

No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It raises people's productivity and creativity and promotes entrepreneurship and technological advancement. It is education which transforms a person to live a better life and leads to broad social benefits to individuals and society. Helping the country to regain its equilibrium and recover from the COIVD-19 pandemic will be a central task of all Americans for years to come. Foundational to a return to stability will come from a well-educated workforce, keeping the United States and its citizens competitive, innovative and agile on the world stage. Enter the critical role our educators and educational institutions must play. We can no longer think of the formal "schooling" experience for our children as being complete after twelfth grade, and even the P16 concept neglects the now known critical transition from post-secondary credentialing into the workforce. In this oral presentation, I will explore the P20 notion of a supportive and necessary education continuum, and delve into a new form of responsive education needed, kindergarten through twelfth grade and into the nation's post-secondary system. Responsive education requires that educators be agile in their approach, it requires that systems become vigilant in their ability to respond to the ever-changing societal context, it requires the public understand how vital educators and education systems are in fostering in our students the knowledge, skills and attributes needed to thrive in a post-pandemic context.

**61294  17:15-17:40**
**Initial Participation in an Online Community of Practice: Why Participants Don't Come Back**
Gregory Motes, Texas Tech University, United States

People are increasingly driven to online communities in search of informal learning opportunities. Educational theory suggests that legitimate peripheral participation starts as people join communities of practice (Lave & Wenger, 1991), with one of the ultimate goals of successful communities of practice is to replace their oldest members with newcomers who are attempting to achieve mastery (Wenger, 1991). Very often, though, when users come into a community, their initial attempts at integrating in the community are not successful, causing them to either leave the community, or lurk indefinitely. This paper takes a look at participation in Reddit.com communities called subreddits, examining the initial attempt at user engagement in particular subreddits to identify trends that cause people to either become "full" participants or to disappear from any additional active participation in the subreddit. The subreddit chosen for this research is r/VeteransBenefits, which is a community of nearly 11,000 redditors. On a daily basis, new members of the community ask introductory questions attempting to navigate the complicated benefit system. Some of these members remain in the community for years, moving from the periphery to become experts who eventually regularly answer questions, while others do not return after their initial engagement. Examining the initial posts or comments of each of these groups potentially sheds light on how community experts should engage new participants to build a strong community of practice.

**61763  17:40-18:05**
**Nordic Approach to School as Service Operating Model – Evidence of the Role of Digital Literacy in the Context**
Jussi Okkonen, Tampere University, Finland

In school the stakeholders have different roles and their agency is related to somewhat established roles. In 2020 a shift to online school and massive utilisation of digital learning environments changed the landscape dramatically. DLEs provide more flexible opportunities for learning, but only if sufficient infrastructure and support for students are provided. School is altered to a service model, i.e.process that utlilised spatial dispersion and also asynchoronous workig. Quite dramatic change to previous idea of a school as place to gain learning outcomes The way to a flexible, inclusive, and sustainable school as service involves using a hybrid model of digital and physical learning environments. The digitalisation of schools is about taking the leverage of technology and adopting high-end solutions in parallel to those available in real life. Parents and

guardians are key to the success of remote learning in many ways. Teachers should consider parents experience and acknowledge that it may require extra effort for many parents to familiarise themselves with a situation that differs dramatically from their own experiences of attending school. Children and young people are the most important stakeholders in the school context. Students who do not have the skills to participate and lack the skills to understand the dynamics within digital learning environments can be easily excluded from learning. Shift to school as service requires different agency, enhanced digital literacy and extensive input by the key stakeholders. This paper operationalises and presents evidence of digital literacy and foundations of operating model with Nordic twist.

**61099  18:05-18:30**
**Pathways2Teaching: A Model to Grow your Own Program**
Margarita Bianco, University of Colorado Denver, United States
Robin Brandehoff, University of Colorado Denver, United States

As our nation becomes more diverse, calls for increasing the need for Teachers of Color (TOC) have become commonplace. Given the body of scholarship produced on the value of TOC, there is a critical need to develop creative programs designed to encourage the next generation of critical educators. This presentation examines Pathways2Teaching, a GYO teacher pipeline program that engages high school students of color in exploring teaching as not only a career path, but also a path for strengthening their communities and society. Pathways2Teaching is a rigorous, pre-collegiate series of 3 courses and fieldwork for students attending low performing high schools. Students earn 9 college credits and a paraprofessional certificate as they learn how teaching can and should be an act of social justice. The goal of this qualitative study was to explore the perspectives of high school age Latinx students (N = 22) in the Pathways2Teaching program regarding factors that influence or deter their consideration of becoming teachers. Results illustrate how attaining "educational justice" influences Latino/a students' perspectives on teaching. Further, an "influential teacher", especially teachers of color, had a powerful impact on participants. These relationships offered a safe space in school, provided encouragement when all else seemed hopeless, and helped shape their life trajectories. The authors argue that in order to increase the number of Teachers of Color in our nation's schools, we must first develop students' sociopolitical and critical consciousness as a means to disrupt the educational inequities they have experienced, for themselves, and for their communities.

**Friday On-site Parallel Session 3: 16:50-18:30**
Room 319A
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

**62140   16:50-17:15**
**Barriers to Help-Seeking in Academic Communities of Engagement**
Emily Bradshaw, Brigham Young University - Hawaii, United States
Zoia Falevai, Brigham Young University - Hawaii, United States
Allan Wong, Brigham Young University - Hawaii, United States
Steven Carter, Brigham Young University - Hawaii, United States
Jered Borup, Brigham Young University - Hawaii, United States

Learner engagement has been shown to improve learners' performance, pass rates, and sense of community (Avcı & Ergün, 2019; Heyman, 2010; Shackelford & Maxwell, 2012). The quest to identify how to optimize student engagement and learning goes back to Vygostsky (1978) and zones of proximal development. More recently, Borup et al. (2020) developed a model, based on Vygostky's work, the framework for Academic Communities of Engagement (ACE). This framework illustrates how actors within students' personal and course communities support their efforts to maximize their affective, cognitive, and behavioral engagement, increasing students' capacities for learning beyond their own skills and abilities. While insightful, the ACE framework has yet to explain how students seek support or how students' culture influences these behaviors--two gaps that our research team is invested in better understanding. Based on our review of the literature as well as insights from our own experiences supporting international students, our presentation will first discuss factors which deter university students from seeking help and utilizing resources within their course and personal communities. Second, we will highlight how help-seeking behavior interfaces with distinct academic communities of engagement as represented in the ACE framework. Third, we will review existing evidence for how help-seeking differs between cultures. Lastly, we will explore areas for future research on help-seeking, identifying research gaps and possible research agendas. Our work has broad implications for university support services and is increasingly relevant as faculty and administration in higher education seek to tailor support to the real, diverse populations enrolled at

**62248   17:15-17:40**
**Aatsimapi: Restoring Good Relations in Post-Secondary Education**
William James Pelech, University of Calgary, Canada
Betty Bastien, Red Crow Community College, Canada

Prevailing higher educational practices often lack culturally relevant frameworks and may contribute to epistemic violence in Indigenous communities. These practices may re-victimize Indigenous people by reproducing colonial identities and contributing to the continuity of intergenerational trauma. Generation of culturally affirming educational practices requires an Indigenous epistemologically-centred research design (Weber-Pillax, 2001; Bastien, 2004) consisting of: ancestral wisdom, Indigenous knowledge, traditional healing, oral tradition and storying, historical trauma, resiliency and community capacity-building. This presentation will focus on the articulation of an indigenous research paradigm; a knowledge building processes that is affirming and nurturing relationships ( seeking balance) for First Nation communities. This presentation includes the findings of a multi-phase Canadian research project supported by the Social Sciences and Humanities Research Council of Canada. The research design included twelve talking circles at two locations involving traditional knowledge holders and College representatives. Phase I: Identifying Indigenous Ethics, Values & Cultural Competencies involved the identification and articulation of Indigenous values, ethics, and cultural competencies. In Phase II: Development of Practices and Curricula, this project applied the culturally affirming framework generated in Phase One to curriculum development and teaching practices.

**62082  17:40-18:05**
**In Service of Others – Connected Leadership in a Higher Education Context**
Colleen Kawalilak, University of Calgary, Canada
Sylvie Roy, University of Calgary, Canada
Barb Brown, University of Calgary, Canada

In this presentation, three associate deans who each lead an Academic Support Office in a School of Education at a Canadian research-intensive university, feature reflections, leadership approaches, found synergies, and collaborations to cultivate and advance collective leadership and resilience. These Academic Support Offices (Research, Teaching and Learning, Internationalization) are located in a common physical space with an aim to foster coherence and collaboration across their respective Offices that support faculty members and undergraduate and graduate programs Additionally, two administrative support individuals and two facilitators support the work of these three Offices. Over the past 18 months, this team of seven transitioned to remote and virtual work in response to COVID-19. Opportunities and challenges pertaining to communications, collaborations and how resilience is being lived amongst members of the team are discussed. Guided by connectivism learning theory we applied this lens to make meaning of and reimagine our leadership through reflections on autonomy, connectedness, diversity and openness, and how these essences contribute to collective and collaborative leadership and resilience. We assert that building on the "relational" to support collaborative and generative work and learning communities that thrive is essential, and particularly in times of great change and a shifting higher education landscape.

**61401  18:05-18:30**
**Incorporating a Carpenters Apprenticeship Program into a Construction Management Curriculum**
Scott Kelting, California Polytechnic State University, San Luis Obispo, United States

This paper discusses Construction Management (CM) students' and industry perspectives of CM students working on a construction site as a first-period apprentice in the Carpenters Union. Some CM programs avoid hands-on experiences and labor internships due to the vocational stigma. This program was designed so participating student interns gain field experience in a ten week internship program to reinforce their classroom learning from the academic year. Detailed information about the program and the Universities partnership with industry and the Carpenters Union is provided. The internship began with one week of training that includes OSHA 10, fall protection, hand and power tool usage, and an introduction to labor history before students start their field internship. The ultimate goal of the program was to better prepare students with the skills that are demanded in the construction industry. A survey was conducted to understand student's and industry members' perspectives of this summer internship. The results of the student surveys are presented and discussed. Survey results indicated that students, industry members, and the Carpenters Union in California found the program to be mutually beneficial. This information may assist technical education programs that are interested in developing a partnership with the Carpenters Union and industry to better prepare students for careers.

**Friday On-site Parallel Session 3: 16:50-18:05**
Room 319B
Session Topic: Learning Experiences, Student Learning & Learner Diversity
Session Chair: To be Announced in Final Schedule

**62138  16:50-17:15**
**The Oceania Student Association: Creating a Pacific Student Community at a Midwestern University**
Sarah McNally, University of Michigan, United States

The Oceania Student Association (OSA) is a new initiative at the University of Michigan created to provide a resource and an opportunity for Pacific Islander students to gather, share their culture and life experiences. The NHPI population at Michigan is quite small and spread widely over the hundreds of disciplines taught at the undergraduate and graduate level. While the University has almost 40 student organizations supporting Asian students and almost a dozen organizations or "Asian/Pacific" students there was no single organization that address the needs of our student body. Located in the Midwestern United States, Michigan is geographically isolated from our Pacific roots and OSA address our need for community. The presentation will discuss challenges faced in creating a uniquely Pacific Islander student Association. One of the surprising battles was the reluctance of the University governing body to recognize Oceana as a unique entity by which we choose to identify ourselves, rather than the more generic Pacific Islander which does not fully capture our identity is Pacific people. OSA also seeks to educate students and faculty at the University of Michigan about the Pacific and its diverse cultures.

**61326  17:15-17:40**
**Transformative Language Learning and Teaching: From Theory to Practice in East Asian Language Classroom**
Hong Li, Emory University, United States
Zhengbin Lu, Spelman College, United States
Mizuki Mazzotta, Emory University, United States

Foreign language pedagogy in the US is facing a paradigm shift, i.e. from communicative language teaching to the emerging Transformative Language Learning and Teaching (TLLT) in response to significant social and political changes (Leaver, 2021). TLLT is based on the principles of transformative education, which has been prevalent in adult education for over two decades. It, in its essence, "causes the learner to change in some way – thinking, behavior, acceptance of the other, values, mindset, and/or emotion"[1] through their FL learning experiences. In other words, this theory posits that learners who are getting new information are also evaluating their past ideas and understanding, and are shifting their very worldview through critical reflection. However, as an emerging theory, much has remained unanswered about the TLLT paradigm. Based on research findings and practices in language classes, this presentation discusses the key principles and frameworks of TLLT and examines potential models of its application in the classroom. It reports case studies of how TLLT principles and key practices can be incorporated into existing courses in Chinese and Japanese language programs at a university in the U.S., focusing on content selection, learner involvement in the learning process, and flexibility in curricular experiences. Amid the pandemic and the national awakening on racial disparity, all educators play a crucial role in promoting social justice. We argue that TLLT has the potential of transforming language learners into linguistically and biculturally competent global citizens.

**61410  17:40-18:05**
**Studying Indigenous Art and Artists in STEAM Education: A Focus Group Inquiry**
Robert Campbell, University of British Columbia, Canada
Wendy Klassen, University of British Columbia, Canada
Des Marshall-Peer, University of British Columbia, Canada

Focus group methods were used to investigate pre-service teachers' perceptions of an art activity in which they created infographics that showcased Indigenous art and artists. The activity was a final project in a "STEAM" course and was designed to model respectful ways to teach and learn about Indigenous art and indigenous culture using digital media. Focusing on questions derived from research goals, the focus group participants addressed and discussed the overall effectiveness of this activity, other content and issues that emerge when studying Indigenous art and artists, instructional approaches that can support the inclusion of

Indigenous knowledge and perspectives, and initiatives undertaken to Indigenize a provincial curriculum. The focus group results indicated a need for increased inclusion and integration of Indigenous knowledge and perspectives in all school subjects, as well as more resources and more opportunities to learn about Indigenous knowledge and perspectives for pre-service teachers, practicing teachers, and teacher educators. The focus group participants also stressed the need, when Indigenizing a curriculum, to start locally and work out from there. The participants questioned check-list or "one-and-done" school activities that present Indigenous knowledge and perspectives, but are undertaken without background information or with little or no follow-up activity or discussion.

**Friday On-site Parallel Workshop Session 3: 16:50-18:30**
Room 321A


**61377  16:50-17:40**
**Using Narrative Inquiry to Develop and Illuminate Commonplaces of Reciprocal Learning Among International Teachers**
Cheryl Craig, Texas A&M University, United States

In this workshop, three key ideas will be developed: 1) narrative inquiry, 2) commonplaces and 3) reciprocal learning. These ideas were foundational to the Canada-China Reciprocal Learning Project, a seven-year international inquiry that provided real-world opportunities for Canadian preservice and practicing teachers and Chinese preservice and practicing teachers to learn from each other in mutually beneficial ways. This antidote to the burgeoning neo-liberalism that is spreading throughout the world used a storied method to study teacher stories, along with the commonplaces of curriculum (teacher, learner subject matter, milieu), to unearth critically important moments of shared impact. Those who participate in this workshop experience will learn the tools of narrative inquiry, the research paradigm from which it emanates, the research attitudes it cultivates, the research ethics that underpin it and the kinds of discoveries it affords. They additionally will come to appreciate why the curriculum commonplaces are near universal in their reach. Finally, reciprocity is presented as a web of relationships, a nexus of rich learning opportunities and an unparalleled international engagement strategy. Reciprocal learning tears down walls that separate and builds bridges of shared knowing of the other and the others' context. Prejudice and discrimination dissipate as a new appreciation of social justice and what constitutes the public good unfurls. Overall, the learning from the workshop reflects the Thai proverb that the kinder the relationships between people, the gentler the ways of the world. When intimately interwoven, narrative inquiry, the curriculum commonplaces and reciprocity offer keen insights and limitless possibilities.

**62068  17:40-18:30**
**Empowering Culturally Informed Practice in Mental Health with Asian Americans**
Liyang Rajegowda, International Education Counseling, United States

This workshop provides a training program and conceptual framework from which mental health professionals and educators can reassess and modify their approach to working with Asian American families. A theoretical framework and practical strategies will be presented which can be implemented facilitating a more culturally informed practice which will reduce miscommunication, improve the quality of communication, encourage families to express their needs, and provide a safe environment where Asian families can seek help and ask questions. With improved understanding of Asian culture related to mental health, professionals can improve the quality of collaboration and delivery of service, while assisting families to make informed evidence-based decisions, and become empowered advocates for their children. Establishing culturally informed communication is the foundation for Asian American's ability to access mental health services. These communities often struggle with supporting their own mental health needs. These families often need help understanding their responsibilities and rights, school systems, special education processes, school-family relationships, and mental-health-related resources in the United States. Participants will learn to help Asian American students and their families understand and improve access to mental health resources and related services, providing strategies that can facilitate their navigation of systems, and create a safe environment that would encourage them to reach out for help when needed.

**Friday On-site Parallel Session 3: 16:50-18:05**
Room 321B
Session Topic: Media, Film Studies, Theatre, Communication
Session Chair: To be Announced in Final Schedule

**61734  16:50-17:15**
**Diversity in Streaming Media: The Audience Perspective**
Rebecca Lind, University of Illinois at Chicago, United States

Streaming services such as Netflix, Amazon Prime, and Hulu are an increasingly important source of audio-visual media content. Some analyses have shown that the content provided by these services reflects greater cultural diversity than content found on legacy audio-visual media. But what does the audience think? This paper reviews multiple literatures that can inform a well-supported study of audience evaluations of diversity in streaming media. The first relevant literature stream addresses the very idea of diversity in media. This stream highlights how diversity has been conceptually and operationally defined, and how the concept has been applied across multiple contexts. The second main stream focuses specifically on how audiences approach and use media, with special attention to streaming media. This literature stream is notably informed by the uses and gratifications approach, and highlights themes useful to a broad investigation of audience evaluations of streaming media. The third main stream represents the confluence of multiple smaller streams. Taken as a whole, this stream provides multiple vantage points and valuable theoretically informed concepts, which seem to connect with the prior two streams in varied ways. These valuable concepts include cultural citizenship, situated acculturation, media literacy, identity and commodification, intersectionality, and more. Synthesizing these varied literature streams, as is done in this paper, will provide the foundation for subsequent work, supporting a multiperspectival approach to understanding how audiences evaluate diversity in streaming media.

**61861  17:15-17:40**
**Exploring Resilience in Later-Life Homelessness Using Documentary Film**
Victoria Burns, University of Calgary, Canada
Christine Walsh, University of Calgary, Canada

Resilience is an increasingly popular concept within the social sciences, including the field of gerontology. However, rarely is resilience considered in the context of older homelessness, a population rapidly rising in number, and largely absent from gerontological research, policy, and practice. This diverse population of older adults may encounter several challenges in their experiences of ageing, housing, and community life that influence their resilience and ability to age in the 'right' place. Drawing on the concept of place and resilience, we investigated how formerly homeless older adults enacted resilience in order to create a positive sense of place after homelessness. Drawing on interviews with seven older adults in Calgary, Alberta, Canada acquired through the co-creation of a documentary film "Beyond Housing", we ground our analysis in terms of facilitators and barriers to resiliency in relation to creating a sense of place at the level of dwelling and the broader community. Findings highlight how despite high levels of marginalization, the older adults enacted resilience through actively seeking out social connections, finding a sense of purpose, and maintaining positive attitudes, all of which contributed to creating a positive sense of place after homelessness. However, barriers related to income and opportunities to engage in their communities undermined their personal resilience and ability to feel in place. This paper concludes by considering the role of documentary film in advocating for marginalized groups, while highlighting how broader environmental contexts affect individual resilience and older adult's ability to age in the 'right' place.

**62160  17:40-18:05**
**Encountering the Other in Hindi Cinema: How the Screen Facilitates and Interpolates Audiences Into Aesthetic Identities**
Syed Haider, University of London, United Kingdom

The study of Hindi cinema is no longer as exotic or exceptional as it once was. The maturation of the study of this cinema, popularly termed Bollywood, allows films produced in north India to act as more than mere examples of reading India (Dwyer 2014) or presenting the transnational influence of Indian culture globally (Gopal and Moorti 2008). This paper deploys certain Bollywood films as case study to extend a broader idea of the way aesthetic experiences generally (and cinematic experience specifically) invite audiences to relate to, commune with, and encounter texts produced in creative industries through aesthetic identities. Films in

Bollywood for instance, draw on aesthetic practices opening up spaces in which viewers encounter the screen not through confessional identities but through a form of interpolation into an aesthetic identity; here the spectator is able to move beyond conflict and instead cohabit with difference and otherness. Thinking specifically of the 'Muslim question' (Islam 2019) and looking at films such as Ranjhana (2013), Gully Boy (2019), Secret Superstar (2017) and My Name is Khan (2010) this paper argues that these films engage in more than just representing Muslims on the Hindi screen. Through aesthetic practices that range from the visual and sonic to the poetic, these films offer an alternative register to relate to India's 'other'. The idea of aesthetic identities has cultural and artistic products at its very heart, arguing that such products may undergird a politics and pedagogy where the 'other' is not a threat but the self-misrecognised.

**Saturday On-site Parallel Session 1: 13:00-14:40**
Room 318A
Session Topic: Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: To be Announced in Final Schedule

**61321  13:00-13:25**
**A Contextual Adaptation of CBAM in the Implementation of a Trauma-informed Mentoring Framework for Nurses New to the SANE Role**

Sarah Hoffman, University of Minnesota, United States
Cynthia Bradley, University of Minnesota, United States
Ellen Frerich, University of Minnesota, United States
Ellen Johnson, Regions Hospital, United States
Linda Walther, Regions Hospital, United States
Kelly Krumwiede, Minnesota State University Mankato, United States
Carolyn Porta, University of Minnesota, United States

Forensic nurses, particularly those specialized in the sexual assault nurse examiner (SANE) role, practice in autonomous and high intensity professional nursing environments with highly traumatized patients. Resilience from secondary traumatic stress is a key consideration in retention, progression towards expert practice, and overall quality of care provided to patients. The Trauma Informed Care Community of Practice (TICCoP) targets the development and expansion of the SANE workforce in the Midwest region with a focus on nurses practicing in rural communities and with populations historically and disproportionately served in relation to documented prevalence of sexual violence (HRSA; award # T96HP42062-01-00; PI Porta). TICCoP is an innovative and multi-layered education and professional development platform that incorporates multiple preparation forms with an underlying emphasis on resilience capacity building. One of the five pillars of TICCoP is a trauma informed mentoring framework, within which a relational and transformative coaching approach functions as the primary platform for the application of Concerns-Based Adoption Model (CBAM). Here we describe the development and contextual adaptation of a CBAM framework. We report results from baseline assessments in relation to the engagement of nurses new to the SANE role with critical innovation components, and observations as mentoring groups initiate a negotiation around the intervention change path.

**61385  13:25-13:50**
**Collaboration, Dialogue, and Creativity as Instructional Strategies for Accredited Architectural Education Programs: A Mixed Methods Exploratory Investigation**
David Sledge, California State University, Sacramento, United States

Emerging innovative work environments coupled with new National Architectural Accreditation Board (NAAB) 2022 accreditation requirements call for a redesign of architecture programs from a focus on solitary projects to collaborative design dialogues and group creative production. Because creative collaboration depends upon social agreements of participants pooling their talents together, collaborative design depends on perceptions as much as abilities. This research aimed to understand the perceptions of architecture professors and graduate students on architectural education on the multidisciplinary challenges of the innovation economy. The research questions focused the study around collaboration, dialogue, and creativity. The research site was the Massachusetts Institute of Technology School of Architecture and Planning (MIT SA+P). A social-constructivist framework was applied to the construct of creativity. A mixed methods research design combined cross-sectional statistical analysis applied to quantitative data from the Reisman Diagnostic Creativity Assessment (RDCA) for creative ability, to qualitative data from interviews using grounded theory and axial coding matching the 11 creativity factors of the RDCA. The same sample (n=20) of architecture professors, and graduate students from MIT SA+P supplied data for both methods. Significant findings from this dissertation research included 10 models for collaboration instruction in higher education. Grounded theory developed in this study produced recommendations to enhance collaboration, dialogue, and creativity instruction in higher education with pedagogies that promote reality-based, active-learning, collective-intelligence relationships for the innovation economy. This study provides empirical data needed to disrupt outmoded higher education structures through collaboration instruction, and also meet the 2022 NAAB accreditation requirements.

**61444  13:50-14:15**
**Defining the Authentic in a Tertiary-Level Cultural Studies Course in Japan**
Barnaby Ralph, Seikei University, Japan

A key task in cultural studies and critical theory in general is coming to terms with "authenticity". Not only does the word itself need some kind of definition, but a multiplicity of possible theoretical approaches require navigation. When teaching cultural studies at a tertiary level to non-specialist students who are working in a second language, the challenge of the task intensifies. This discussion considers the question of how to develop, deliver and assess an interdisciplinary, tertiary-level course centred on ideas of authenticity and culture, particularly employing music and other affective output in various culturally-processed formats. It draws particularly upon my own experience in doing so for over a decade in Japan, and looks at successes, failures, false starts and opportunities. Along the way, approaches to key figures are explored, such as Jean Baudrillard, Umberto Eco, and Walter Benjamin, along with classroom and study strategies employed, and examples of modified texts and lesson plans.

**62159  14:15-14:40**
**Interdisciplinary Holistic Health Minor: Curriculum & Assessment**
Tara Crowell, Stockton University, United States
MaryLou Galantino, Stockton University, United States
Anthony Dissen, Stockton University, United States

The Holistic Health Minor (HHM) is an interdisciplinary program; its goal through interprofessional education (IPE), is to advance the understanding of complementary and alternative health care through education, critical thinking, and research with an array of healthcare professionals. The program is designed to provide students the knowledge and background necessary to understand relevant issues in holistic health. Specifically, this interdisciplinary minor provides students the knowledge and background necessary to understand relevant issues in holistic health; with the following two main goals: Interprofessional Education and Information Literacy/Research. This presentation provides an overview of the minor's curriculum, students' capstone portfolio assessment and alumni data from graduates over the last 5 years. More specifically, presenter(s) will provide specific logistics about the minor, students' capstone portfolio instructions along with implementation, completion, and assessment of this process (i.e., grading rubric), and share results of alumni data; both quantitative and qualitative data regarding the impact of the HHM in their current personal and professional lives. Results of descriptive statistics and qualitative data indicate the majority of participate currently incorporate knowledge, obtained during their minor, in their daily lives. Also, over half of the participants reported obtaining the minor contributed to securing their first job upon graduation. This material can assist institutions in rethinking and expanding their own interdisciplinary programs, that will hopefully facilitate students' educational and professional growth. Finally, presenters will touch on areas of future research needed to assess and strengthen their own HHM, along with other similar programs.

**Saturday On-site Parallel Session 1: 13:25-14:40**
Room 318B
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**62062   13:25-13:50**
**Riding the Run-Away Wave: Public Health Interns Respond to COVID**
Brenda Seals, The College of New Jersey, United States
Greg Seals, The College of Staten Island, United States

In the Spring of 2020, most Public Health Capstone student interns found their work shifted to assisting with response to COVID that ultimately focused on running clinics (testing, then vaccination), providing for basic community needs (food, housing, job loss, etc.) and providing essential services (supporting mental health organizations, for example). All students' lives were also upended as lockdown measures shocked classrooms into remote teaching. Applying a pedagogy based on a life-worlds pedagogy and the work of John Dewey guided curriculum delivery and content evolution. Interning students adopted leadership roles from creating floor plans for COVID testing to creating networks for redistributing food between different sites to minimize loss. Recognizing needs to support students due to stress, isolation and difficulties working in home environments and family disruption required streamlining curriculum. Thinking about how to provide avenues to recreate critical student experiences that occur naturally in the educational world like allowing for "hallway" time, gave students opportunities to meet each other and "chat". Such critical adaptions allowed students to learn from each other's resilience and enhanced coping. Coursework on leadership had a new meaning for students who shared difficulties adapting to ever changing COVID requirements, dealing with family and community uncertainty given confusing messaging about COVID, and losses. Referring to Dewey's model for guidance adapting curriculum to acknowledge and enhance resilience was key to intern's success. Lessons learned from application of this model will be central to the conclusions based on this case study.

**61424   13:50-14:15**
**Great Expectations: The Rhetoric, Responsibilities, and Realities of Elementary Teacher Resilience in the Era of COVID-19**
Elisheva Cohen, Indiana University, United States
Laura Wangsness Willemsen, Concordia University, United States

Throughout the COVID-19 pandemic, educational leaders and policymakers have emphasized the need for teachers to demonstrate resilience. As the weight of the pandemic has fallen heavily on teachers tasked with being educational, social-emotional, and even nutritional first responders in the face of ongoing crisis and uncertainty, it is unsurprising that calls for teacher resiliency have become commonplace. How do teachers who have shouldered a disproportionate load in the pandemic view exhortations for their resilience? Since March 2020, we have been interviewing elementary school teachers in a diverse, midwestern, suburban school district in the United States about their experiences navigating the many phases of pandemic teaching. Teachers have described how the discourse of resilience has placed the onus of responsibility on them to do it all: continue teaching in constantly changing modalities using new and varied technology, provide ongoing psychosocial and emotional support for students and families facing a range of crises, and support students' diverse academic needs and their demonstrate growth using standardized tests, all the while caring for their own families and themselves. Our findings illustrate that while parents, educational leaders and policymakers have great expectations for teachers, they have often failed to provide the systems and structures of support and training needed to facilitate teachers' burgeoning workload. Yet in the face of critical policy and structural gaps and ongoing uncertainty, teachers have nevertheless demonstrated continued resilience and have found innovative ways to educate and care for students, families, colleagues and themselves.

**62112   14:15-14:40**
**Create Your Own Practicum: How to Engage Underserved Students in Inquiry Science in the Midwest During COVID-19**
Rona Robinson-Hill, Ball State University, United States

The COVID-19 pandemic added a hurdle no educator ever suspected when training future teachers to teach science before student teaching and in their regular classroom. As the only African American female science

educator, assigned to train predominately White female elementary education majors how to teach science to diverse underserved students in grades K-5. In the Midwest the majority of the after-school programs and schools did not allow visitors in the schools, so this locked the pre-service teachers (PSTs) in this course out of the traditional practicums implemented in the Training Future Scientist Program. In order to fuel the PSTs desire to be a "Star Teacher" as espoused by Hagerman 1995 we designed the "Create Your Own Practicum." In order to prepare the three PSTs, the researcher used the philosophies of culturally relevant/responsive teaching (Gay, 2010), inquiry and the BSCS 5E Learning Model (Bybee, et al. 2006), and the Training Future Scientist pedagogy to create a group lesson plan in cooperative-learning groups using the BSCS 5E Learning Model.

The rationale for this presentation is to share:
• How authentic science inquiry teaching is still possible in a pandemic?
• What motivated the PSTs to volunteer for this endeavor to teach science in a pandemic?
• What are the outcomes of the students' the PSTs served?

This session will reveal the lived experiences of three PSTs and how this opportunity reduced their fears and increased their confidence and competency to teach science to 15-diverse underserved students in grades K-5.

**Saturday On-site Parallel Session 1: 13:00-14:40**
Room 319A
Session Topic: Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: To be Announced in Final Schedule

**61648  13:00-13:25**
**"Making It Happen": Teacher Candidates Making Sense of Elementary Social Studies Through Maker Space Experiences**
Tanya Stogre, Mount Royal University, Canada
Kerry Harmer, Mount Royal University, Canada

The innovative and unique learning opportunities of makerspaces and design thinking has garnered increasing attention. As such, the Maker Movement is becoming more embedded and visible in K-12 education, making it imperative for Education students to have opportunities to experience this prior to entering the teaching profession (Halverson & Sheridan, 2014; Martin, 2015, Martinez & Stager, 2013). In this oral presentation researchers will share the outcomes of a recent study integrating a makerspace into curriculum. One objective of this research was to assess the integration of a makerspace into curriculum to showcase the possibilities and opportunities for innovative teaching and learning. Another objective was to bring STEAM (science, technology, engineering, the arts, and mathematics) into the Humanities. In this qualitative research, design thinking and making were integrated into classroom teaching and learning through the use of emerging technologies. Specifically, design thinking and making were used to understand teacher-candidates' experiences of the elementary social studies education Program of Studies. Emerging from research interviews and assignment analyses were a number of themes supporting the notion that teacher candidates recognise the value of this experience as a successful pedagogical approach in their future professional practice as classroom teachers. Students also articulated the transformational learning that occurred for them as they were pushed out of their comfort zones and built creative confidence and technological literacies they did not initially feel capable of prior to their experiences using the makerspace.

**62117  13:25-13:50**
**An Ai-enable Knowledge Graph and the Support of Productive Struggle During Project-based Learning in Cybersecurity Education**
Ratrapee Techawitthayachinda, Arizona State University, United States
Yuli Deng, Arizona State University, United States
Zhen Zeng, Arizona State University, United States
Huan Liu, Arizona State University, United States
Ying-Chih Chen, Arizona State University, United States
Dijiang Huang, Arizona State University, United States

Traditional cybersecurity courses in college use lecture-based, passive instruction to deliver fragmented and incoherent knowledge to students. Although project-based learning (PBL) is adapted to support students' learning, students struggle with integrating coherent target concepts, using productive strategies to solve real-world problems, and managing their learning progress. To respond to the national challenge on the workforce development in AI for Cybersecurity, we propose a novel AI-enabled cyberSecurity knowledge graph (AISecKG) in the hands-on labs to simulate real-life cybersecurity scenarios and support students to engage in productive struggle. This study is conducted at a cybersecurity course of a public university located in the Southwest United States. Seventy students are enrolled in the course. Students are required to engage in three PBL projects that address real-world complex problem scenarios with the support of a virtual lab environment and AISecKG scaffold. Two pre/post surveys are implemented to understand the effects and learning process of AISecKG on students' conceptual performance and problem-solving capacities. The first survey measures students' metacognition, self-efficacy, and PBL learning processes. The second survey measures students' perception of struggle, self-efficacy to manage struggle, and strategies to manage struggle. Ten students are selected for interviews at the end of each project to understand their learning experience, challenges, and learning strategies of using AISecKG. The initial results showed that students positively consider that the struggles with the support of AISecKG help them develop deep understandings of cybersecurity knowledge through PBL.

**61527   13:50-14:15**
**Designing Outside of the Classroom: Branding Design for Thai Traditional Pottery**
Wichanat Tiwasing, Mahasarakham University, Thailand
Benjamin Ames, The George Washington University, United States
Pattanapong Tiwasing, Coventry University, United Kingdom

This research develops branding for pottery products in Mahasarakham, Thailand. The case-study is for the Baan Mo village: a community dedicated to pottery making for generations. This wisdom has been inherited from ancestors for over 200 years (Interview: Sudsakorn Chaiyot. 2020), yet there is no definitive brand for Baan Mo Pottery. Local design students were invited to work with the Baan Mo community to develop branding strategies that promote the sale and marketing of their products. 22 logo models were designed by 22 third-year students in Graphic Design at the Faculty of Architecture Urban Design and Creative Arts, Mahasarakham University. The research tool was a questionnaire examining and rating the 22 logo designs. The target samples were collected from 40 group members of the Baan Mo community. The collaboration of these two groups creates a symbiotic condition: the community benefits from the creativity offered by the students, while the students gain real-world experience working with clients to understand their process, goals, and needs. After visiting Baan Mo, students developed a deeper understanding of the cultural value of their products. The quality of their collaboration was evidenced in the 22 students' designs that captured the essence of the Baan Mo Pottery brand. The questionnaire and rating format allowed the students to witness the community's reaction to their designs and their thought-process in selecting their top three designs. As Educators, we see that placing students in these situations can lead to a deeper understanding of the world and their impact as Designers.

**61157   14:15-14:40**
**Challenges for Engineering Education to Enhance the Growing Demand for Professional Skills**
Mohamed Askar, Southern Utah University, United States
Jared Baker, Southern Utah University, United States

Engineering education development has been a topic of discussion for the last two decades. The concern has focused on improving quality in engineering education. The 2021-2022 ABET Criteria for Accrediting Engineering Programs has had diverse influences on the US engineering programs to meet accreditation standards. Considering engineering careers, the demographics of the labor force, the engineering industry needs, the technological revolution, and the trends in the worldwide spreading of engineering work, how well is the US engineering education familiarizing to encounter current and upcoming growing demands for professional skills and knowledge? Numerous academic studies indicate that new engineers do not have the skills required for professional practice. Several engineering courses focus enormously on the severe intellectual basics in math, while professional practice requires additional skills and competencies. The main objective of this paper is to investigate the consequences of engineering education and the escalating demand for engineering graduates with a mix of solid technical and professional skills. It then proposes a framework to develop engineering education to consider workplace demands, picks up tools to make working models in an integrative experience, and examines the challenges of coping with ABET accreditation. A matrix of eight dimensions was designed. The application-based teaching framework was tested on one engineering institution and the results were compared with the rational education approach. The framework's application has then identified the challenges for engineering education and its impacts on enhancing the growing demand for professional skills.

**Saturday On-site Parallel Session 1: 13:00-14:15**
Room 319B
Session Topic: Philosophy, Ethics, Consciousness
Session Chair: To be Announced in Final Schedule

**60832  13:00-13:25**
**The Pilgrimage in Judaism; Essence, Meaning and Goals With a Glimpse to Christianity and Islam**
Uri Zur, Ariel University, Israel

Pilgrimage is a form of immigration. Pilgrimage is an important religious commandment in Judaism, practiced when the First and Second Temple existed, based on the verse (Exodus 23:14). Since the Temples were destroyed, this commandment cannot be fulfilled at present. The essence of pilgrimage is the journey of one person or several people to a holy place, following their religion or faith. The ancient literal meaning of the "pilgrimage" was the physical ascent by foot of representatives from all the Israelite tribes between the 12th and 8th centuries BCE, to a site that was rounded as a foot (regel in Hebrew), building on the hillside (rather than altitude) characteristic of nomadic transient areas for the purpose of offering a sacrifice to God. The aims of the paper are identifying the phenomenon of immigration-type immigration. Different aspects of pilgrimage are comparatively between the three major religions Judaism, Christianity and Islam. Examination of the dimensions of pilgrimage in the three religions. Indication of special geographical sites for pilgrimage, like Jerusalem. The study will focus on the essence of pilgrimage in Judaism, with a glimpse into Christianity and Islam. The ideology and theology of pilgrimage. Pilgrimage as a social process, the existential, spontaneous and normative communes. The research approach is based on the research interpretation of pilgrimage that expresses immigration. Exploring the traditions of pilgrimage and their meaning. Exploring the history of pilgrimage, historical chronicles and geographical writings.

**61423  13:25-13:50**
**Roots and Resilience in Weil, Kołakowski, Todorov, and Finkielkraut**
Matthew Motyka, University of San Francisco, United States

This paper studies selective writings of prominent European intellectuals concerning the question of cultural roots and uprootedness. Simone Weil attributes to uprootedness many ills of the twentieth century induced by the dominant state culture that tends to uproot the subject from its intimate environment. The ultimate results are alienation and violence. Leszek Kołakowski and Tzvetan Todorov, two thinkers who lived the experience of uprootedness caused by their immigrant status, reflect on the future directions the world might take after the fall of the Iron Curtain in 1989. Alain Finkielkraut argues for the preservation of a genuine pluralism of ideas in our contemporary multicultural democratic society. The underlying common concern of these authors is the modern world at the crossroads, lost in its ideological entanglements, far from fulfilling the promise of a better, more open, inclusive democratic reality. Kołakowski refers to this crisis as spiritual recession, and the other three would very likely agree with this assessment.

**61304  13:50-14:15**
**The Universe as a Harmonious Field of Vibration – Is Humanity Out of Tune?**
Evie Holmberg, Boston University, United States

This paper begins with a reference to recent experimental research in the school of Engineering at MIT on the novel coronavirus (SARS-Cov-2). This research consists in translating into sound the spike protein of the virus which makes it so contagious, in order to examine its vibrational properties and find ways to destroy it. After brief references to similar research in the past which explored therapeutic resonant frequencies for common human pathogens, recent endeavors at reprogramming DNA by certain sonic frequencies, or simply attempts to translate the information coded in our DNA into music, this paper touches upon descriptions of the universe in various spiritual and philosophical traditions as a cosmic harmonious vibration. Based on this concept, certain aspects of human behavior (tentatively translated as various vibrational frequencies) seem to be "out of tune". Deviation from the cosmic harmonious vibration creates disharmony and gradual distancing and alienation from what these traditions call the "divine source" or the "universal consciousness". In humans, the incessant stream of ego-centric thoughts and the feelings and actions ensuing from them is the reason for this alienation. A common theme in philosophical and spiritual practices is slowing down the constant stream of thinking and ultimately reaching cessation of thoughts as the means of attaining peace and union with one's "inner source" which is the source of all creation. The paper concludes by exploring the

possibility that our survival may depend on adjusting our vibration so that we tune into what has been described as "universal consciousness" or as Plotinus calls it "the universal Soul".

**Saturday On-site Parallel Workshop Session 1: 13:00-14:40**
Room 321A

**61398  13:00-13:50**
**Addressing the Needs of Marginalized Youth Through a Commitment to Multi-Tiered Systems of Support**
Erin Baldauf, Lokelani Intermediate, United States
Dylan Hayden, University of Baltimore, United States

This interactive session will challenge participants to identify the various socio-environmental factors that impact students' ability to access their educations. Attendees will be asked to reflect on some of the factors that impact educational access, including the following: housing and/or food insecurity, marginalizing literacy practices, stigma-based school and community policies, and family status. Participants will review the history and evolution of the MTSS (Multi-Tiered Systems of Support) framework and craft strategies for implementing MTSS at their home school locations while tackling common obstacles to such implementation. Attendees will be encouraged to share strategies from their home campuses that are helping to close the achievement gap for their learners while also being given space to workshop challenges that they are facing on this front. Concern for Diversity, Equity, and Inclusion will serve as the cornerstone for workshop dialogue, both in relation to desired outcomes and in regard to how participants will be expected to engage with one another during the session.

**62054  13:50-14:40**
**Teaching and Learning Resilience Through School Gardens**
Sallie Marston, University of Arizona, United States
Moses Thompson, University of Arizona/Tucson Unified School, United States

Resilience for children (as well as adults) is the capacity to endure adversity with equanimity, i.e. with the confidence to push forward despite trials and tribulations. The accomplishment of personal resiliency is the result of learning to develop inner resources that can be drawn upon inn difficult times to approach and develop solutions to those problems. The COVID-19 pandemic and quarantine have had significant and possibly long-lasting impacts on children, especially their social and emotional development and resilience. This workshop will address resilience in the school garden learning environment and how its key elements—emotional regulation, impulse control, problem solving, empathy, self-efficacy and optimism—can be cultivated. The two presenters have over twelve years of experience employing school gardens as learning labs and publishing research on their effects. One is an academic and founder of a garden support organization for Title I schools; the other is a school counselor and director of that same school garden support organization, now serving upwards of 50 schools. The workshop will be divided into two parts. In the shorter first part, we will provide an overview of the scholarly literature on resilience, including related approaches such as self-determination theory, emotional intelligence, and social emotional learning, among others. In the second part we will offer workshop-based training that supports participants to enact both the principles of resilience-based learning as well as recognize those principles at work in the garden. Participants will receive a garden-based lesson in resilience they can adapt for their own use.

**Saturday On-site Parallel Session 1: 13:50-14:40**
Room 321B
Session Topic: Language, Linguistics
Session Chair: To be Announced in Final Schedule

**61405  13:50-14:15**
**The Verbal Act in The Poetic Language of Apology and Conversion: From Stylistics to Performative**
Lubna al-Shanquitiy, King Abdul-Aziz University, Saudi Arabia

This paper aims to explain how the language used in the poetry of apology and conversion addressed to the Prophet to perform a change of religious and political loyalty fulfills the conditions of the normal speech act as explained by the twentieth-century linguistic theorist John Langshaw Austin (d. 1960). The paper analyzes the ritual performative language of a madīḥ nabawī (prophetic panegyrics) composed by the renowned poet ʻAbdullāh Ibn al-Zibiʻrā (d. 15/636) to show how this type of poem functions not only to carry propositional content, noting the praiseworthy qualities of the Prophet, as many other poems do, but also to perform the act of apology and conversion that has a perlocutionary consequence, "acceptance and forgiveness." The paper also explains how the analysis of this poem requires the interpreter to begin with the smallest unit in the text (stylistics) to shed light on the performative act of the whole poem. This reveals how the power of the performative utterance in the prophetic panegyric, which has special communicative features within the text, carries out the prophetic panegyric language above and beyond its referential content.

**61528  14:15-14:40**
**Recursivity and Resilience in Corpus Linguistics**
Rodolfo Basile, University of Tartu, Estonia

I discuss how it is possible to recursively apply corpus linguistic methods in order to obtain precise results on large data samples, while having small language samples. The method called collostructional analysis (Stefanowitsch & Gries 2003) allows to check how strongly a lexeme (i.e. a word) is attracted to a certain linguistic construction and draw statistical conclusions. Some constructions are more transparent than others, and this allows the machine (i.e. the linguistic corpus) to recognize their meaning merely through morphological annotation.
(1)      Pöydällä         on         sukkia
         table.ADE       be.3SG sock.PL.PTV
         "There are socks on the table."
Some other constructions, like the Finnish Partitive E-NP construction (1), are ambiguous and require human interpretation, because the partitive subject often gets mixed up with other functions, i.e. temporal adverbials. This makes it impossible to analyze large quantities of data automatically. I propose a resilient reinterpretation of the classic application of collostructional analysis which works with small samples and draws big-data conclusions, reshaping the way we think about linguistic sampling. I call this sampling Expected Sample size (ES, Basile forthcoming), because it estimates how large the sample is supposed to be in order to observe the frequency obtained in a smaller sample.

**Saturday On-site Parallel Session 2: 14:55-16:10**
Room 318A
Session Topic: Educational Research, Development & Publishing
Session Chair: To be Announced in Final Schedule

**61993  14:55-15:20**
**Home in the Face of Climate Change: Communicating Pacific Island and Alaska Climate Displacement Using NOAA Science on a Sphere®**
Mercedes Blancaflor, Stanford University, United States
Leon Geschwind, NOAA Office of Education, United States
Beth Russells, NOAA Global Systems Laboratory, United States

Current climate curriculums for student education lack a discussion of the intersections between climate change and community displacement. This is despite the increasing relevance of forced migration as a component of climate discussions, given the number of people currently or anticipating displacement around the globe because of sea level rise, wildfires, record drought, melting permafrost, and destruction of critical infrastructure from rising global temperatures. "Home in the Face of Climate Change," helps raise critical awareness of this issue in two vulnerable regions, Alaska and the Pacific Islands. This educational lesson plan walks participants through the wide array of issues contributing to climate displacement by utilizing scientific data sets to discuss the issue of climate change, identifying which regions will be most impacted, and leading students in curated hands-on activities and discussions on how they can make a difference in this front. This educational programming is facilitated by the innovative NOAA Science on a Sphere® infrastructure, a room-sized global display system with a six foot diameter sphere which offers an engaging and captivating experience for viewers. The 3-D sphere is used to visually display scientific research depicting the impacts of climate change at different latitudes, the different challenges regions face because of rising temperatures, and broader national/global efforts in climate adaptation. This curriculum was developed in close collaboration between NOAA Regional Offices in Hawaii, Alaska, and Colorado, with input from local community members and Hawaii's Bishop Museum.

**61414  15:20-15:45**
**The Development of Leaders: Being, Knowing, and Doing – Leading Through Self Mastery**
Rajani Lata, Seattle University, United States

The study of leadership must include the question "how are leaders made?". Researchers agree that to develop as a leader requires three dimensions: Knowing, Doing, and Being. Together, these three dimensions enable a leader to bring the self and their abilities into the group interactions and organizational success. Therefore, all three need to be acknowledged for the role they play individually in leader development. The common theme in this research is that leaders are made or developed over a period of time. However, there is a divide in how much weight is given to each dimension: knowing, doing, or being a leader. Knowing includes the various aspects of intelligence and reflection in being aware of one's surroundings and social interactions. Doing includes the ability to problem solve, manage conflict, and utilize adaptive skills. Being highlights the development of self-concept, identity, and an individual's transformational abilities. Knowing and Doing are about a process where the leader's actions are amid their leading phase and Being is about identity development and one's self-concept and self-mastery. This paper argues that although all three dimensions of leader development; Being is the most critical dimension of leader development. The author reviews five research articles and, through discussion, shows that the Being dimension is the first and most important to develop as a leader. The author concludes with a call for future leadership development research on self-mastery and investment in creating the self-concept of leader development.

**61540  15:45-16:10**
**Combatting Plagiarism in a First-Year Writing Program**
Christopher Horger, American University of Sharjah, United Arab Emirates

Student plagiarism in first year writing courses has become more difficult to detect. Students can easily purchase papers online to fit a multitude of assignments, and plagiarism detection software, designed mostly to detect matching text, has frequently proven inadequate in the face of paraphrasing tools. Regrettably, many students have abandoned true invention and brainstorming in favor of easily accessible internet knowledge. In fact, using certain traditional writing assignments has become untenable since the topics can

be harvested with ease from the net and detection is out of reach. There are, however, solutions to limit the frequency of this problem. By insisting on more personal writing, even within the realm of public discourse, and by including reader-response features in writing assignments, student dependence on "borrowed" text diminishes, while voice and authenticity emerge more fully.

**Saturday On-site Parallel Session 2: 14:55-15:45**
Room 318B
Session Topic: Curriculum Design & Development
Session Chair: To be Announced in Final Schedule

**61464  14:55-15:20**
**Developing a Customer-focused Approach in Level 4/5 Graphic Design Students Through Project-based Learning**
Sahar Khajeh, University of Hertfordshire, United Kingdom

Studies have shown that progression from academic courses to 'real world' employment sectors is very challenging for graphic design students (Grieve and Meek 2015; Chiang et al 2018; Swanson 1994). From employers' perspectives, having experience in the 'real world' design sector, or as Grieve and Meek 2015 called the 'business of design', is an essential skill for recruiting a graphic designer. In this case, re-evaluating the Graphic Design curriculum by including multidisciplinary Project Based Learning (PBL) can provide graphic design students with the experience of a customer-focused approach in the 'real world'. This article demonstrates the development of a multidisciplinary PBL module that increases the connectivity of Graphic Design and IT students' academic courses with industry. On one hand, the multidisciplinary aspect of the project improves the skills of students to work within a design team in future. On the other, involving real customers with different cultural backgrounds from the industry, helps to improve the student's commercial and communicational skills.

**61531  15:20-15:45**
**Designing and Teaching High Impact Culminating Core Curriculum Seminars Centered on Vastly Contentious Topics**
Ulrike Brinksmeier, Mount St. Joseph University, United States

This presentation will engage the listener in the design and subsequent teaching of senior capstones based on global and contentious topics. At Mount St. Joseph University (MSJU), a liberal arts institution, the Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. The theme of the core curriculum is "The Common Good". The course development methodology is centered on the core curriculum learning outcomes and performance indicators. All course assessments are designed to evaluate the achievement of above learning outcomes. The presentation will share the content modules of two senior capstones: CORE 472: Immigration: Achievements and Perils at the Core of Our Nation, and CORE 435: I Plead the 2nd! Examining the Role of Gun Violence in the 21st Century. Core 472 examines US immigration from a personal, historical, political, socio-economical, and psychological perspective. Core 435 examines gun violence from the perspectives of history, public health, public policy and discourse, economics, psychology, rhetorical analysis and crime prevention. Both courses are global in scope and their topics have become highly politicized in the United States. At the conclusion of the presentation there will be time allotted for comments, questions, and critique.

**Saturday On-site Parallel Session 2: 14:55-15:45**
Room 319A
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

**61860   14:55-15:20**
**Addressing Vaccine Hesitancy in Minority Populations: Preliminary Analysis**

Sreelekha Prakash, Stockton University, United States
Natasha Patterson, The College of New Jersey, United States
Brenda Seals, The College of New Jersey, United States
Alexander Hoffman, Department of Human Studies, United States
Nichaunna Johnson, The College of New Jersey, United States
Arianna Ceballos, The College of New Jersey, United States

Background: CDC June 14, 2021 report indicated that race/ethnicity was known for 57% of people who had received at least one dose of the vaccine. Maximizing vaccine uptake in minority groups, especially those at increased risk for COVID infection and mortality/morbidity, is a public health priority and yet recent efforts to reach communities have limited success. Providing community forums where concerns and questions can be voiced, discussed and addressed serves as the basis for larger health education campaigns and strategies. Methods: Focus groups included African American, Latinx and Asian individuals addressing COVID-19 vaccine hesitancy and reluctance for a second shot of vaccines through focus group interviews. Content analyses identified major themes. Results: Community members were curious about the science behind vaccines including information about RNA, clinical trials and ongoing efforts to identify side effects. Suggestions included providing more information about the science of vaccinations with the use of common metaphors. Community members thought that recent Department of Health hires to be liaisons with communities and vulnerable populations was good but thought a continued presence and involvement of key community leaders would make these efforts more successful. Discussion: Health education approaches to improve vaccine uptake need a foundation of scientific information to thwart miscommunication. Communities need ongoing relationships with public health and trusted sources to ask questions and dispel myths. Short-term funding to public health agencies needs to be part of long-term enhanced infrastructures to build relationships and allay community concerns to improve uptake for COVID-19 and other vaccines.

**61309   15:20-15:45**
**The Relationship Between Anxiety and eHealth Information Literacy Among College Students During the Covid-19 Pandemic**

Zornitsa Kalibatseva, Stockton University, United States
Yulong Gu, Stockton University, United States
Xu Song, Stockton University, United States
Sreelekha Prakash, Stockton University, United States

Anxiety is the most commonly reported concerns among college students. During the COVID-19 pandemic, levels of anxiety have continued to increase among students. However, it is unclear whether having more knowledge about COVID-19 is associated with increased anxiety. This questionnaire study examined the prevalence of generalized anxiety and health illness anxiety among college students and their relationship with students' knowledge on COVID-19, health information literacy, ability to find evidence-based COVID information online, COVID-19 precautions, and demographic factors.  Data from 239 students collected in September and October 2020 revealed that students experienced moderate levels of generalized anxiety (M=8.1) and health illness anxiety (M=13.1), with over a third of the sample (36.7%) scoring above the GAD-7 cutoff of 10. Students with higher anxiety levels answered case scenarios about COVID-19 with higher accuracy (rho=0.14, p=0.03), although they were not better at finding the information online. Anxiety was positively associated with left-leaning political views, self-identifying as Hispanic, previous diagnosis and treatment of anxiety disorder. There was no association between anxiety and COVID-19 knowledge, eHealth information literacy, complying to COVID-19 precautions (such as mask wearing and social distancing), or frequency of checking COVID-19 case reports. These findings suggest that both generalized anxiety and health illness anxiety were prevalent in college students during the pandemic, highlighting the need to address anxiety. More anxious students answered COVID-19 scenarios more accurately suggesting anxiety did not impair their ability. This study provides reassurance that finding online information about COVID-19 does not relate to higher levels of anxiety.

**Saturday On-site Parallel Session 2: 14:55-15:45**
Room 319B
Session Topic: Humanities
Session Chair: To be Announced in Final Schedule

**53108   14:55-15:20**
**The Malay-Tao: A Filipino Experience of Consciousness**
Renz Villacampa, University of Baguio, Philippines

Proposing that the indigenous notion of Malay-Tao is an exposition of a Filipino phenomenological experience, this paper discusses the concept of Malay-Tao and establishes its groundedness to Filipino experience of consciousness. By "exposition of a Filipino phenomenological experience", what I mean is that there is a looming claim that Filipinos have no unique experience in terms of engaging with phenomenological, or even philosophical activity at that. This paper claims otherwise by delving on the concept of the Malay-Tao and how it exposes the Filipino phenomenological worldview in the day to day life-experience of Filipinos. The aim is to provide readers with a comprehensive discussion on the concept of the Malay-Tao as discussed by those who are inside the Filipino normative circle. To do this, the researcher conducted Key Informant Interview to Filipinos who are established in their philosophical studies and as well as Focused Group Discussion among the philosophy students of the Graduate Program of Saint Louis University. In the latter part of the paper, the relevance of the Malay-Tao on Husserl's Intentionality of Consciousness and Heidegger's discussion of dasein were pointed out. From this supposition, the Malay-Tao finds its philosophical grounding. As such, the intention of this paper to formulate a phenomenological framework that is unique and in concurrence to Filipino ethos and values formation, is achieved.

**62144   15:20-15:45**
**Empowerment and Translocal Solidarity: Resisting Coal Mining in the North of Chhattisgarh, India**
Catherine Viens, Université du Québec à Montréal, Canada

This contribution is about how communities facing extractivism use "translocal" solidarity as empowerment practices. It focuses on the use of the village assembly grām sabhā to protest coal mining and to develop solidarity in the Hasdeo Arand region in Chhattisgarh, India. This state is ranking second in the country for reserves. It is at the global-national-local nexus: even if the Covid-19 was a window of opportunity to reimagine development, the Indian government is promoting coal exploitation to become "self-reliant" and to position itself geopolitically. Consequently, the communities living in the region become the site of global/national/local power configurations. Research shows how people living in places rich in natural resources are being extirpated from their homes, generating losses and disconnections at several levels (Padhi et Sadangi 2020) and participating in their "disembodiement" and "deworlding" in the case of ādivāsīs (indigenous people) in India (Nirmal 2017). Nevertheless, little research has been done on the empowerment practices developed by these communities, especially women. This contribution argues that the solidarity developed translocally emerges from a sharing of lived experiences and emotional geographies. Moreover, it shows how local institutions can become catalyzers. It is based on interviews and content analysis of court transcripts, blogs and newspapers articles. The theoretical framework emerges of a feminist approach to federalism (Viens et A. Avoine 2020) and political ecology (Elmhirst 2015). It allows us to question the interaction between communities and federal arrangements in their empowerment practices and to mobilize the variable of "emotional geographies" (Sultana 2015).

**Saturday On-site Parallel Workshop Session 2: 14:55-15:45**
Room 321A

**62024 14:55-15:45**
**Creating Inclusive Spaces in the Digital Environment: A Reflection on Personal Bias**
Katy Hisrich, Governors State University, United States
Kimberly Peterz, Governors State University, United States
Amy Kelly, Governors State University, United States

The COVID-19 Pandemic has exposed more areas of student need. It has also revealed and magnified the societal failures that have caused inequities in our classrooms. There is an urgency to build capacity in ourselves and our students to allow them space in our classrooms where their voices are heard. We must also allow their voices to be heard in digital spaces. Creating this digital space begins with self-work. This work provides a brave space for us to make mistakes, to learn and grow from those mistakes, while understanding that racial inequity is not just a "Black" or "Brown" problem, but it is a problem that affects us all. Participants will reflect on if they are a beginner, ally, or activist in the work of equity, while addressing the unknown issues that our students of color face on a daily basis. They will explore and evaluate the role of color-blindness in society and the damage it has created, and how to counter its effects. Furthermore, participants will create their own racial autobiography and have an open dialog about speaking up against bias, ways to speak up, how we can extend our learning beyond the classroom, and suggest some organizations and personal work to get started. This new understanding will then be applied to address the inequities and identify solutions for these challenges in the digital classroom.

**Saturday On-site Parallel Session 2: 14:55-15:45**
Room 321B
Session Topic: Teaching and Learning
Session Chair: To be Announced in Final Schedule

**61903  14:55-15:20**
**Perceptions and Resilience of College Students Majoring in Physical Education Regarding COVID-19: Sports, Leisure, and Travel**
Sun Hee Park, Ewha Womans University, South Korea
Chang Beom Park, Sangji University, South Korea
Yena Lee, Ewha Womans University, South Korea
Eunjeong Kim, Ewha Womans University, South Korea

The impacts of social distancing due to COVID-19 pandemic have brought a wide range of restrictions in our daily lives, and fields such as sports, leisure, and travel have been especially affected by the pandemic.[1] Specifically, all of these fields are linked to the career paths of many physical education students after graduation, causing such students anxiety regarding both their studies and future employment. Therefore, this study investigates the perceptions and recovery potential of college students majoring in physical education during the pandemic. To this end, the researchers constructed a spoken corpus through in-depth interviews and conducted text mining techniques, supporting degree analysis of high-frequency words, semantic network analysis, and sentiment analysis on the corpus. The total number of words in the data from this study was 9,205, and the number of nouns to be analyzed was 4,899. In the sentiment analysis, 199 sentences were revealed to be positive values, and 116 out of 315 sentences were analyzed as negative values. These results are displayed in the correlation analysis, which includes the co-occurrences of bigrams such as "tourism-video", "online-tourism", and "safety-instead". Thus, the study confirmed that the participants were willing to overcome the negative impacts of the pandemic and the current instability by maintaining a positive perspective.

**61354  15:20-15:45**
**Team Eportfolios – Developing Employer-Valued Skills**
Maureen Andrade, Utah Valley University, United States

ePortfolios involve students producing and compiling artifacts that represent their learning and are accompanied by metacognitive reflection. They help students self-assess content mastery as well as monitor and improve their learning. ePortfolios are a high impact practice (HIP). HIPs encourage deep learning and support the development of employer-valued 21st century skills such as oral and written communication, teamwork, critical thinking, problem-solving, working with those different from themselves, and real-life application of knowledge. The benefits of team ePortfolios, in which students assign roles and tasks, create artifacts, reflect on their learning, evaluate their teamwork skills, set goals, and monitor progress have not been extensively researched. This session expands current knowledge by exploring the impact of team ePortfolios in a business management course offered across delivery modalities. It illustrates how various HIPs and their underlying elements (e.g., high performance expectations; investment of time and effort over an extended period of time; experiences with diversity; frequent, timely, and constructive feedback; reflection; real-world application; and public demonstration of competence) were designed into the course. It demonstrates how to sequence learning through teamwork, application, and reflection to help students build the knowledge and skills for a culminating community-based project. The presentation also shares self-reports of student learning based on reflections. The reflections were analyzed using UNESCO's pillars of learning—learning to know, learning to do, learning to be, and learning to live together, which reflect 21st century employer-valued skills. The study demonstrates the integration of HIPs to engage students and help them acquire critical learning outcomes.

**Saturday On-site Parallel Session 3: 16:25-17:40**
Room 318A
Session Topic: Curriculum Design & Development
Session Chair: To be Announced in Final Schedule

**62019   16:25-16:50**
**Current State of Pre-service Science Teachers' Metacognitive Regulation in a Method Course: A Case Study of Thailand**
Soonthareeya Sanium, Mahidol University, Thailand
Khajornsak Buaraphan, Mahidol University, Thailand

Metacognitive Regulation (MR) is one major component of metacognition. Although MR is very important, there is a rare knowledge about it especially in a pre-service teacher education level in Thailand. Throughout the pre-service teacher education, a method course is regarded as a big stepping stone for all pre-service teachers before they further teaching practice in schools. The goal of this study was to a) explore pre-service science science teachers (PST)' MR at the beginning of a method course at one Public University located in the Northern East region of Thailand, and b) examine the relationship between PSTs' MR and their Grade Point Average (GPA). The research participants were 29 fourth-year PSTs who enrolled in the method course. The Metacognitive Regulation Questionnaire (MRQ) was employed to explore the current state of PSTs' MR in a method course. MRQ was a five-scale of Likert, which was divided into three aspects: Planning, Monitoring and Evaluation. The Cronbach's alpha of MRQ was acceptable at .840. The data was statistically analyzed. The results revealed that the PSTs' current states of MR were at the medium level, that is, Planning (mean= 2.98, SD= .507), Evaluating (mean=2.87, SD= .440) and Monitoring (mean=2.76, SD= .490). There was no statistically significant correlation between PSTs' MR and their GPA. These findings urge for improvement of the method course to best suit the PSTs' MR background. Also, the MR regarding Monitoring aspect should be paid strong attention by the course instructors.

**62060   16:50-17:15**
**Formula for Successful Classroom Resilience: Surfing Waves of Classroom Change with a Theory of Educational Energy Development**
Greg Seals, The College of Staten Island, United States
Brenda Seals, The College of New Jersey, United States

The instructional approach, Seals' Theory of Educational Energy Development (STEED), provides guidance for adapting to large and small (r)evolutions in learning environments. Educational energy is the emotional energy that accompanies learning which, metaphorically speaking, may range from 'the light bulb coming on' to 'being hit by a ton of bricks.' Stated as Dewey's Law, an idea based on the educational philosophy of John Dewey as expressed in Experience and Education (1938), STEED identifies four variables linked to creating desired changes in educational energy in classrooms. The variables of STEED ($P$, $c_1$, $c_2$, and $i$) guide connection of curriculum ($c_1$) to fundamental elements in students' life-worlds, namely, students' stocks of knowledge ($P$), patterns of social interaction of significance to students ($i$), and students' pragmatic tasks ($c_2$). To keep educational energy at desired levels when changes occur in a learning environment, students and teachers can discuss changes to instruction responsive to new life-world circumstances. Classroom resilience then becomes built into planning of class activities. The authors of this paper proposal, one a professor of Public Health, the other a professor of Education, used STEED to transition, in student opinion, "seamlessly" when switching from in-person to online instructional formats during the first weeks of the pandemic. The authors also have found that STEED works as a reliable and valid guide to course preparation and class presentation during times undisturbed by major changes in contexts of instruction.

**62136   17:15-17:40**
**Teaching Resources for COVID-19 Education and Training: The COVID Coordinating Center for Social and Behavioral Research**
James McNally, University of Michigan, United States

The COVID-19 pandemic presents research challenges for measuring governmental, community, and population responses to a crisis. To date, the responses to mitigate disease transmission have been mainly social and behavioral, and these interventions have untold consequences on social and behavioral outcomes, which we are just beginning to understand. The impacts of COVID-19 have also strained the capacity of the U.S. healthcare system, often to breaking point. Front line care providers have faced high

infection risks, increased mortality, and exhausting work demands, leading many to leave the field entirely. Understanding the impacts of COVID-19 will require a cross-disciplinary team science approach with a particular emphasis on inequitable impacts among U.S. sub-groups. The new Social, Behavioral, and Economic Research on COVID-19 Consortium Coordinating Center (SBECCC) for COVID-19 related research, led by ICPSR, will provide a nexus for communication, streamlining information-sharing across the behavioral and social science community, multiple NIH Centers, and to the public. Work The new SBECCC will include resources and support for research specific to COVID-19. Its mission will promote collaborative work across a multidisciplinary research community, each with different missions, cultures, and ethos. The SBECCC will produce and disseminate materials that aggregate and synthesize research findings emerging from NIH investments in COVID-19 research as an open resource for all interested educators, students, and researchers. The project will provide teaching materials, data, and opportunities to apply for pilot studies on the impacts of COVID-19 among minority populations. This presentation will introduce the COVID Coordinating Center to educators.

**Saturday On-site Parallel Session 3: 16:25-17:40**
Room 318B
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**61793  16:25-16:50**
**The Role of Culture in Higher Educational Institution Responses to COVID**
R. Pam Barger, Wheaton College, United States

COVID-19 has changed the landscape of many institutions around the world, including schools, colleges, and universities. How has the role of culture shaped the decisions and responses in the educational sector globally? This research, which is a work in progress, aims to examine Hofstede's cultural dimensions and its impact for governments and specifically higher educational institutions to respond to policies effecting their campuses. The dimensions of national culture according to the Hofstede model includes: power distance (PDI), individualism and collectivism (IDV), masculinity and femininity (MAS), uncertainty avoidance (UAI), long term orientation versus short term normative orientation (LTO), and indulgence versus restraint (IVR). This research aims to look at least three of Hoftstede's cultural dimensions, specifically PDI, IDV, and UAI and how the public colleges and universities form educational policies to combat COVID for their employees and students.
Possible countries to be examined include:
• Australia and New Zealand (Oceania);
• China, Korea, India, and Thailand (Asia);
• Ethiopia, Nigeria, and South Africa (Africa);
• England, France and Germany (Europe);
• Turkey, Israel, and Jordan (Middle East);
• Brazil, Argentina, and Chile (South America);
• Canada, Mexico, and United States (North America)

**61151  16:50-17:15**
**Who Cares?: Pre-service Teacher Perceptions for Online Communities of Care**
Ronnie Tiffany-Kinder, University of Hawaii at Manoa, United States
Rayna Fujii, University of Hawaii at Manoa, United States

This instrumental case study is an analysis of student perceptions of online care pedagogies experienced in a teacher preparation program during a global pandemic. Researchers will discuss the factors that led to implementing online care pedagogies, the role of instructors and students as the carers and cared-for and the impact these pedagogies had on students' confidence and efficacy as pre-service teachers. The following research questions are addressed: How do pre-service teachers perceive their interactions with various care relationships while in a teacher preparation program during a global pandemic? How did the experiences with care relationships during a global pandemic impact the efficacy and practices of pre-service teachers? Communities of care in a teacher preparation program, particularly during an unprecedented global pandemic, nurture and support the personal wellness and professional growth of pre-service teachers. This ongoing study aims to identify key benefits for the continued regular implementation of care pedagogies in teacher preparation programs.

**61781  17:15-17:40**
**Tiki Time: A Pandemic Pedagogical Pivot From Educator to Entertainer**
Chad Harms, University of Notre Dame, United States

Returning to class after Spring Break in March, 2020, I was required by the University of Notre Dame to teach my course, Foresight in Business and Society remotely. My primary goal was to keep my students on track toward completing their semester (original deliverables maintained). To do this I adjusted the course schedule to weekly requirements, allowing them to look at material and complete assignments with some flexibility and on their own time-frame. When it came to the remaining 7 weeks' worth of content and instruction, I was able to reframe the 12 lectures into 18 Episodes of a talk show called Tiki Time. Students logged on the watch the show; which obviously presented course material, but also included a monologue, special guests, incorporated students' homemade commercials, and gave them a glimpse into my life as my family got involved. The production received rave reviews from the students, acknowledgement from the University, and outreach from Alumni. This submission follows up a 2006 article I published called "Educating

educators for virtual schooling: Communicating roles and responsibilities", and examines and updates the original roles 1.) Designer, 2.) Teacher, and 3.) Facilitator to include new responsibilities: [Pre-production: Set/Costume Designer, Writer, and Casting Agent. Production: Director, Host, and Camera Operator. Post-production: Editor (which required learning a new video/audio editing tool), Sound Technician, and Online Publicist.] Asynchronous delivery and Synchronous interaction through the innovation in pedagogical platforms and teleconferencing services has allowed faculty to continue to teach and guide students toward achieving their educational goals.

**Saturday On-site Parallel Session 3: 16:25-17:40**
Room 319A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**62051  16:25-16:50**
**Sustaining Ongoing Commitments to Teaching Through Collective Experiences**
Teresa Sosa, Indiana University, United States

In the 2020-2021 school year, first year teachers first hand experiences included a pandemic that largely challenged modes of delivery in schools and the lack of access for students of marginalized communities that made existing disparities even more obvious. But First year teachers also entered at a time when there was renewed interest in openly pushing issues of race, oppression, and violence into the forefront. Four Latina teachers and I write about their first year teaching. In this work, we first describe our commitment to developing an inquiry-focused kinship relationship and say a bit about who we are. We then make a case for how their tellings are testimonios and how I, as a researcher, attend to their shared experiences through the standpoint of Cultural Intuition. We then share some key aspects of their testimonios reflective of their ways of knowing and agency from their first year teaching (2020-2021 school year); cultural intuition and testimonio are described in a later section. We end this piece with our work moving toward building a coalitional approach to solidarity and shared commitments through expanding our kinship circle through supporting other Latinas and recent graduates from our teacher education program in their first year teaching (2021-2022 school year).

**61522  16:50-17:15**
**Teaching and Iterative Improvement: The Impact of Instructor Implementation of Courseware on Student Outcomes**
Rachel Van Campenhout, VitalSource Technologies, United States
Martha Hubertz, University of Central Florida, United States

Students need digital learning resources that will benefit their learning process, and educators need tools that provide meaningful data insights and can be integrated into their teaching practice. Courseware as a learning resource is designed based on learning science principles to optimize the learning process for students. However, it is also well-known that digital resources do not get optimum engagement on their own. The instructor's approach for implementation can have a sizable impact on student engagement—and ultimately—on outcomes. In this paper, we will compare two courses run in the spring of 2020 and spring of 2021. The courseware used here was created initially by artificial intelligence and automatic question generation and further enhanced with adaptivity and assessments by the instructor and instructional designer. The instructor taught both classes online using the same courseware, but made changes to how she implemented it. We will compare data from both sections to understand how these implementation changes impacted students—from platform engagement and learning data to student final exam data. Results show that the instructor's implementation changes increased student use of the courseware throughout the semester, and also increased exam scores. This direct comparison showcases the importance of instructor choices when incorporating digital resources into the classroom and provides a set of successful implementation practices for other educators to model in the future. In a time of significant change in education, it is more important than ever to better understand how technology and teaching practice can work together to help students be successful.

**61108  17:15-17:40**
**Experiential E-learning: An Emerging Pedagogy to Teach Online in Higher Education**
Ana-Paula Correia, The Ohio State University, United States

This presentation will discuss key societal shifts in a pandemic world that demand online pedagogies that foster engagement, camaraderie, and adaptability. It will explore issues in online teaching and describe online learning experiences designed and delivered with experiential learning tenets in mind. A further discussion of experiential e-learning as an emerging online pedagogy will take place. Experiential e-learning builds on Kolb's experiential learning cycle where four learning modes—concrete experience, abstract conceptualization, reflective observation, and active experimentation—are organized into a cyclical pattern. Experiential learning in higher education is often approached through case analysis, role-playing, and live or computer simulations. These activities allow learners to apply what they are learning to new situations and to

learn by doing. But they lack the messiness of reality because they neglect critical relationships that can only be encountered when working in authentic contexts. Online courses ought to offer learning activities that push the boundaries and expose online learners to real-world encounters with professional-like situations.

**Saturday On-site Parallel Session 3: 16:25-17:40**
Room 319B
Session Topic: Interdisciplinary: Arts
Session Chair: To be Announced in Final Schedule

**61355  16:25-16:50**
**The Built Environment as a Design Intervention to Promote Child Health and Wellness**
Kristi Gaines, Texas Tech University, United States

This study aims to address the importance of the built environment as an intervention in child development. Several studies have addressed the importance of the built environment in childhood learning and behavior. (Shabha, 2006; Gaines, Bergan, and Curry, 2014). However, interior and environmental design professionals have the ability to do much more by providing a health intervention to promote health and wellness. Approximately 30% of children in the US are overweight or obese (Cosco, N. G., Moore, R. C., & Smith, W. R., 2014). This project is based on research that shows that an outdoor learning environment (OLE) design strategy for childcare centers is associated with higher levels of physical activity and reduces sedentary behavior in preschoolers by 22% (Cosco, N. G., Moore, R. C., & Smith, W. R., 2014).
Methods for each site: 1. Pre-intervention 2. Design Development 3. A cost analysis  4. Implementation
Findings/Relevance to Design: Research has established a series of twelve key indicators for a successful OLE, including looping pathways with multiple activity centers that encourage movement and a less sedentary environment; fruit and vegetable production to promote heathier eating habits, and natural elements that stimulates a child's natural curiosity. The collaborative design team worked together to implement the project in the Southwestern US. Additionally, the goal is to implement the principles and develop OLEs in places such as municipal parks and primary schools. If selected, this presentation will explain and illustrate the twelve key indicators and provide practical recommendations for designers.

**60977  16:50-17:15**
**Thinking Outside the Zoom Box: Discovering Resilience, Innovation, and Creating Valuable Experiences for Ensembles During the Pandemic**
Kira Omelchenko, Wilfrid Laurier University, Canada
Colleen Ferguson, Texas A&M University, United States

Due to the pandemic environment, music educators and students have found themselves in challenging situations ranging from entirely online/virtual to fully in-person and face-to-face physically distanced ensemble rehearsals. This session will provide participants with insights and strategies to tackle challenges of various remote and in-person large ensemble rehearsal situations, as well as inspire attendees to find the opportunities through the obstacles. Participants will learn strategies for building resilience, creating innovation and cross-disciplinary projects, and providing quality experiences for students in virtual, hybrid, and socially distanced in-person educational settings. Strategies presented are gathered from the presenters' first-hand experiences with their large orchestral ensembles (ranging from 50-70 students) during the pandemic. Presenters will provide insights on what has worked well, challenges faced, technologies applied, and lessons learned during the process. They will also introduce various creative strategies to highlight collaboration and create a sense of community and belonging in a remote environment. Attendees will gain ideas and learn unique teaching concepts for the music ensemble in the current environment including fully remote instruction, hybrid instruction, and in-person settings. Topics such as utilizing the audio Jamulus platform, working synchronously with students from various time zones, how to engage students with limited access to technology and internet/WiFi, wellness for the instructor and students, finding value and motivation, meaningful assessment, and embracing technology will be discussed. A student panel will join the presenters (virtually) to provide students' perspectives.

**60997  17:15-17:40**
**Protest and Propaganda in the Post-WWII Pacific: Osamu Tezuka's X-point in the Pacific**
Michael Yates, Rikkyo University, Japan

Perhaps best known for his popular comics Atom Boy and Kimba the White Lion, Japanese manga artist Osamu Tezuka also wrote and illustrated a number of other works early in his career that were clearly aimed at an audience still trying to make sense of the atomic devastation of WWII and its sociopolitical aftermath. One of the few works by Tezuka to confront these topics directly is his 1953 manga, "X-point in the Pacific". Although ostensibly created for young readers, graphic depictions of murder, espionage, nuclear testing, and

suicide are explicit in the work. Comparison of this manga to other, more-famous works created by Tezuka during the early 1950s, suggests that "X-point in the Pacific" was strategically designed as a work of both protest against nuclear testing in the Pacific region and propaganda against the US military occupation of Japan; two very radioactive topics in Japan during the period.

**Saturday On-site Parallel Workshop Session 3: 16:25-18:05**
Room 321A

**61520  16:25-17:15**
**How We Survive and Aim To Thrive: Strategies for Navigating Academia Amidst the Pandemic as Black Female Faculty**
Ruby Cain, Ball State University, United States
Lamaiya Lancaster, College of Lake County, United States
Evette Simmons-Reed, Ball State University, United States

In March 2020 the COVID-19 Pandemic turned the academic world upside down. Everyone's concern turned to the students. How to ensure their safety by creating a COVID free learning environment. From this foundational point policies, procedures, strategies were developed, including safety protocols, increased utilization multi-modal teaching, advising, recruiting and support services environments, testing and vaccinations sites, access to PPE, etc. An institutional survey by the Dalhousie Faculty Association (2020) found that the pandemic resulted in the following realities for many faculty
• Increased work hours to support students and transition courses to remote teaching modalities
• Increased levels of stress and anxiety
• Significant negative impact on research and scholarship productivity

Sulé (2014) surmises the struggle within a culture of dissemblance, by recognizing the disenfranchisement within the academy in stark contrast to the personal or familial culture of being valued for the level of education and accomplishments. Black women faculty live dual lives of acceptance and disenfranchisement and giving way to the professional isolation/invisibility. Three African American faculty reflect upon their experiences, past and present, providing a critical reflection and analysis of their cultural selves, visions, motivations, and perceptions by others that intertwine to produce unanticipated outcomes, dreams deferred, and a resolve to survive and thrive.

This interactive session will showcase the lived experiences of three Black female faculty during the COVID-19 pandemic and solicit the sharing of experiences and observations of attendees.

**61263  17:15-18:05**
**Exploring Computer Science with Lynx to Learn Geometry and Logo Programming Code**
Thomas Walsh Jr, Iowa State University, United States

Learn programming using your Mac or Windows computer by accessing the Lynx cloud-based coding environment on the Internet to create projects across the curriculum. The text-based language workshop will introduce Logo programming primitives for practice creating geometric shapes and then apply the coding commands to develop a program procedure graphic.
Access to the web-based Logo Lynx program and free resources, including the developed curriculum Exploring Computer Science with Lynx (Walsh, 2020), is available at https://lynxcoding.club/ or e-book https://data.lynxcoding.org/help/en/Exploring%20computer%20science.pdf.
Research on Logo programming contributing to student learning has appeared in the literature during the last four decades. Empirical and meta-analysis research studies support of teaching Logo coding in developing student cognitive problem-solving skills has been documented using teacher-mediated or guided instruction. Using guided instruction with teacher-mediated scaffolding Exploring Computer Science with MicroworldsEX (Walsh 2013-2017) has been found as an effective curriculum in preparing the author's elementary and middle school students using the Logo code language to create geometric graphic, animation, and gaming projects. The instructional curriculum updated to a cloud-based platform Exploring Computer Science with Lynx (Walsh 2020) is anticipated to provide continue support to students and teachers in learning Logo coding. More research is needed to study teacher scaffolding and mediation skills to support learning Logo using the Lynx platform and transfer to other domains and programming environments including Python or JavaScript. Future employment of computer-programming jobs will be best for applicants with experience in a variety of programming languages and newest programming tools (Bureau of Labor Statistics, 2021).

**Saturday On-site Parallel Session 3: 16:25-17:40**
Room 321B
Session Topic: Humanities
Session Chair: To be Announced in Final Schedule

**61689  16:25-16:50**
**Can Physical Design Help Improve Self-regulation in Children and Build Resilience: A Theoretical Exploration**
Reem Bagais, Texas Tech University, United States
Debajyoti Pati, Texas Tech University, United States

The environment is an important component in child development, and it represents the external sources that affect a child's cognitive, behavioral, mental, and social development. According to Bronfenbrenner's ecological system model, it is crucial to understand the interactions between a child and his/her environment. This interaction can influence and shape the development of self-regulation (SR), which are the cognitive, behavioral, and emotional processes involved to drive motivation and actions toward controlling oneself. Home environment is considered as part of the immediate environment of the microsystem and encompasses physical and non-physical environmental factors that directly affect child development in general and SR. In lower socioeconomic status, supporting children's positive SR skills is part of creating resilience in the home environments. Recent attention has focused more on the provision of the psychological and social aspects of the environment, compared to the physical aspects. This study aims to address this gap by presenting a theoretical framework that may link the physical aspect of the environment and child SR. A literature review was conducted to analyze and synthesize published literature in different disciplines, to examine and articulate any potential relationship between physical environment and SR. Through collation of different theories, including chaos theory, allostasis theory, and self-regulation theory, this analysis develops a plausible explanatory framework that links child SR with physical home environment. This new theoretical framework can relate to children's ability to develop SR needed to be successful in later life and recover from setback and adversity, thus, supporting resilience.

**60748  16:50-17:15**
**In Pursuit of Latvian-Lithuanian Federation: Jonas Šliūpas in Hawaii**
James Montgomery Baxenfield, Tallinn University, Estonia

The collapse of the tsarist regime in the Russian Empire was a window of opportunity to seize independence for the Lithuanian nation. Following the February Revolution of 1917, Jonas Šliūpas (1861-1944) was charged by the Lithuanian Independence Fund to visit Russia, in order to ascertain the conditions of Lithuania war refugees, and determine what assistance the Lithuanian-American émigré might tender. However, Šliūpas also sought to promote the idea of Latvian-Lithuanian federation, and utilised this as an opportunity to pursue that ideal. Residing in Scranton, Pennsylvania, Šliūpas was unable to cross the Atlantic due to U-boat activity. Instead, he embarked upon what would become a round the world journey, travelling across the United States, and the Pacific Ocean in order to enter Russia through Vladivostok. During the course of this journey, Šliūpas travelled through both Hawaii and Japan. "In Pursuit of Latvian-Lithuanian Federation: Jonas Šliūpas in Hawaii" examines the observations and musings of Šliūpas during this journey. Focusing upon his experiences in Hawaii, a glimmer of his sense of bearing, and the courage he had in his convictions can be observed.

**61782  17:15-17:40**
**International Migration and Demographic Trends in Rust Belt Cities in America**
Baher Ghosheh, Edinboro University, United States

Many American cities in the Rust Belt are experiencing rapid population decline as a result of globalization, internal migration to the Sun Belt and industrial migration. The Brain Drain has meant shrinking tax-base, worsening dependency ratio and skilled labor shortages in many small cities. Erie, Pennsylvania is, in many ways, a prime example of the demographic and economic challenges many cities in the rust belt face. Economic transformation, industrial migration at the national and global levels and the rise of the new south has meant rapid population decline in many states in the Northeast, Great Lakes and mid-Western regions. Some cities are caught in a vicious cycle of population decline resulting in shrinking tax base. This study focuses on demographic trends and immigration patterns in Erie, Pennsylvania. Analyzing Census data from 1960-2020, the study examines the demographic trends in the region and their social and economic

implications. Erie has been selected as a settlement center for refugees, new Americans, and the number of refugees settling in Erie, based on data provided by the INS and the International Institute, has risen sharply since 1990. International migration has mitigated the rapid population decline in Erie. What can we learn from Erie's example? What does the demographic data tell us about the impact of international migration on Erie, PA? Can international immigration save these Rust Belt cities? What lessons can Erie provide for other cities in the Rust Belt that face similar challenges?

**Sunday Live-Stream Presentation Session 1: 14:00-15:40**
Room A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**62110  14:00-14:25**
**The Effect of Praising and Mutual Trust on Student's Learning**
Yasmine Mostafa, University of Fukui, Japan

Research has proven that praising is always considered an effective strategic way to motivate students in the classroom, raise their self-esteem and promote their positive behavior (Floress, 2017; Allday, 2012). The literature defines two types of praise: general praise (GP) which is a general statement of approval, and behavior-specific praise (BSP) which describes a specific characteristic or behavior of a child (Floress, 2017). Burnett (2001) reported that Australian children want to be praised for their achievements and behaviors (Burnett, 2010). This research investigated two cases. In the first case, the researcher studied how positive praise promotes Japanese students' self-learning and active engagement in a 6 graders English class in a Japanese school, whereas Japanese students are known to be shy and tend not to engage in English classes in fear of making mistakes. In the second case, the researcher shows how positive praise and constructional feedback can alter the aggressive behavioral attitude of a 6 grader Egyptian child in the classroom into active engagement and sense of responsibility. The research adopted a case study approach based on classroom observation and post-class interviews with the teacher for the first case and practical engagement with the student in the second case. The study suggested that the constant encouragement and praise during the class and the mutual trust between the teacher and the students that is derived by the safe learning atmosphere created by the teacher are the driving forces behind the students' positive behavior and active engagement in both cases.

**62137  14:25-14:50**
**Service Learning as Transformation: An Academic Touchdown**
Caron Westland, University of Colorado Denver, United States

Teaching becomes transformative when students combine community partnerships, a passion area, and an investment in service learning. When students are required to complete a service learning project, they engage in reflective thinking (Warren, 2012). Meaningful learning is realized in the process of a student independently deciding "what they will do" and building collaborative partnerships. During COVID 19, we saw the need to depend on the community more and become more collectivistic. This presentation will discuss the process of designing, engaging, and reflecting on service learning projects as a way to achieve transformative learning and building collaborative partnerships. While service learning can be correlated with higher test scores (Hart & King, 2007), the more powerful impact is the potential for transformation. Students, who are more enlightened because of a community-based experience, can bring that insight into their future profession. This allows students to build on their experiences as a way to increase their own cultural sensitivity (Boyle-Baise, 2005; Brown & Howard, 2005). The transformation is based on students seeking out their own partners and sharing their expertise in the form of service. The "transformed understanding of knowing" is created by the essence that all learning is personal (Palmer, 1993). The transformative nature of this process in which this project unfolds for students, and why the learning is so personal, is described. This presentation will highlight the student gains and insight as a result of the service learning assignment and offer ways to engage faculty in incorporating service learning in their curriculum.

**61789  14:50-15:15**
**Teaching Flipped Bi-synchronous Executive MBA Class: Practice and Findings**
Janejira Sutanonpaiboon, Sonoma State University, United States

This study was conducted in an online, bisynchronous Executive MBA Research Method class during April-May 2021. The class met online synchronously every other Saturday afternoon and Wednesday night, with two hours of asynchronous class time between the weeks, for eight consecutive weeks. Due to low enrollment, the class was a combination of a regular EMBA cohort and a wine cohort, consisting of 34 professionals and/or executives who work full time in various industries in the EMBA cohort, and in wine industry in the wine cohort. This was a significant increase compared to the same class taught in the previous year (18 students). The class employed a flipped classroom format where the instructor prepared all PowerPoint slides, lecture videos, research articles, assignments, etc. 1-2 months in advance, and posted all

learning materials at the beginning of the semester. Students would read the chapters and watched lecture videos on their own time (in the online asynchronous portion of the class), then met in an online synchronous class via Zoom. The synchronous class time was devoted to group discussions and activities. The instructor visited each group to join the discussions, provide suggestions, and answer any questions students might have. The class evaluation survey results show that student spent, on average, 4.94 hours per week synchronous (in class), 4.06 hours on reading, 3.74 hours on assignments/activities (asynchronous), and 3.06 hours on team meeting (synchronous). Additionally, 56% of students said the class greatly exceeded expectation while 41% said the class met expectation.

**62170  15:15-15:40**
**A Model-based Inquiry Activity Using LEGO to Promote System Thinking of Grade 11 Students on Buffer Solution Topic**
Warunee Khirirat, King Mongkut's University of Technology Thonburi, Thailand

System thinking in chemistry education aims to prepare future students who can relate the chemistry knowledge addressing real-world complex phenomenon and having more holistic perspectives. The system thinking skills are divided into three levels: (1) analysis of system, (2) synthesis of system, and (3) implementing knowledge to the real-world issue. In this study, a model-based inquiry learning activity using LEGO was developed to promote students' system thinking on buffer solution topics. In the activity, LEGO was used as a tool for students to simulate systems for representing the pH controlling process in related natural phenomena such as Maintaining the pH of seawater, the circulatory system, and the food industry, etc. The activity was implemented to 30 Thai high school students in the science and mathematics program using a one-group pretest-posttest design. A test on system thinking specific to the buffer solution topic and a student's self-evaluation questionnaire on system thinking skills were used as tools for collecting data. An analysis of the three levels of system thinking skill showed that the average posttest score of each level was significantly higher than the pretest score in all levels especially in implementing knowledge to the real-world issue. After the activity, students' reports from the questionnaire indicated that they could relate each component in systems and could elaborate their knowledge to other systems.

**Sunday Live-Stream Presentation Session 2: 15:50-17:30**
Room A
Session Topic: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: To be Announced in Final Schedule

**61478  15:50-16:15**
**Pandemic Opportunities: ICT Appropriation and Professional Development**
Valentina Canese, Universidad Nacional de Asunción, Paraguay
Roberto Paez, Universidad Nacional de Asunción, Paraguay
Jessica Amarilla, Universidad Nacional de Asunción, Paraguay

Education has experienced massive changes since the arrival of the COVID-19 pandemic and the implementation of confinement and other measures to address the crisis. The mass use of ICT to ensure education continuity has led the education community to rapidly adapt to these changes. ICT appropriation is a complex process that involves a multiplicity of factors including contextual and individual ones. This work presents a discussion on how secondary teachers in Paraguay, like teachers around the world, were forced to adopt ICT as a way to meet the educational needs of their students and how this forced adoption became an opportunity for professional development and teacher innovation. As part of a larger study, it follows a nested qual-quan-qual mixed methods design through the use of focus groups interviews and a survey questionnaire adapted for the purpose. A stratified probabilistic sample was selected from all secondary schools in the country for the survey and teachers were selected through purposeful sampling for the focus group interviews. The qualitative data analysis resulted in the following categories: ICT tools used for instruction, professional development, challenges and opportunities. To determine whether the level of teachers' self-perception is influenced by the degree of integration of ICT processes in the classroom, a multinomial logistic regression analysis was performed. Results show that the perceived level of expertise was related to the use of specific tools and software. Additionally, qualitative results showed that teachers viewed the forced appropriation as an opportunity to grow as professionals and exert educational change.

**61451  16:15-16:40**
**Collaborative Autoethnography as a Tool for Building Community Resilience and (Re)constructing Educational Practices: A Response to the COVID-19 Pandemic**
Denisse Lillo, The University of Warwick, United Kingdom
Erika Abarca, Universidad de Chile, Chile
Katiuska Oyarzun, Universidad de Chile, Chile

Language teacher identity has received strong attention lately given the importance of "understanding the complexities of identities that second/foreign language teachers construct" (Kayi-Aydar, 2019, p. 281); how teachers perceive themselves as professionals can impact, e.g., their pedagogical choices (Duff & Uchida, 1997), teacher development (Kanno & Stuart, 2011), and access to power and ownership of language (Varghese et al., 2005). Further, analyzing teacher identities should not only be the work of researchers, but also of practitioners themselves. In this paper we propose the use of collaborative autoethnography (Chang, 2013) as a powerful tool for analyzing identity while building community resilience and (re)constructing educational practices. We conceive identity as an ongoing process of (re)construction and (re)interpretation and, therefore, not as "a fixed and stable entity" (Akkerman & Meijer, 2010, p. 2), but rather as a dynamic process that may shift depending on time and context. Moreover, from a dialogical approach, identity encompasses different dichotomies: it is both unitary and multiple, both continuous and discontinuous, as well as both individual and social (Akkerman & Meijer, 2010). In emergency contexts, collaborative autoethnography allows the exploration of teachers' individual identities using their experiences as primary material to expand the understanding of a critical social phenomenon. It also encourages participants to listen to multiple voices, examine their assumptions, and challenge their mindsets (Chang 2013). This may result in a deeper interpretation of collective critical experiences and a consequent (re)modelling of educational practice, with clear implications for educational policy and teacher professional development.

**61529  16:40-17:05**
**Distance Tutoring: Examining the Influence of the Pandemic on Student Satisfaction**
Mariane Gazaille, Université du Québec à Trois-Rivières, Canada
Andréanne L. Nolin, Université du Québec à Trois-Rivières, Canada

Physical distancing has characterized higher education for almost two years now, universities and colleges having migrated to online teaching because of the pandemic. Although students could pursue their studies and remain socially connected by means of online platforms, decreases in mood and wellness behaviors of university students were observed (Copeland et al., 2021). Decreases in mood and wellness may in turn affect students' motivation and satisfaction, hence their learning and performance (Viau, 1994). In distance education, social presence (Garrison et al., 2000; Gray & DiLoreto, 2016), instructor quality (Gopal et al., 2021, p. 16) and interaction (Kuo et al., 2014) contribute to satisfaction. Migrating to online teaching has altered the way students interact, thus the importance to investigate the possible relation between the wider social context and student satisfaction. The current study is part of a larger research project, which aims to evaluate the benefits of distance tutoring in terms of perceived learning, willingness to speak, and student satisfaction. Inspired by the coordinator's weekly reports, a post hoc hypothesis emerged as to examining the effect of the pandemic on student satisfaction with regard to distance tutoring. Ten 30-minute synchronous, one-on-one e-Tutoring sessions were offered to students registered in a post-secondary ESL course. Data was gathered from a questionnaire administered during the last tutoring session. Tutees first reported their levels of satisfaction on a 4-point Licker scale and then explained their answer. Averages of satisfaction and frequency counts of explanations were calculated. Results will be compared to those obtained before COVID.

**62326  17:05-17:30**
**Reaching Beyond: The Lived Experience of Loss Among Overseas Students During the COVID-19 Pandemic**
Chin-Ping Liou, Fu Jen Catholic University, Taiwan

This qualitative study explored how overseas students experienced loss during the COVID-19 pandemic. It involved in-depth, semi-structured interviews with six college students returning to their home countries for winter vacation and requested to postpone their return to campus life in December 2020. Their accounts were analysed using interpretative phenomenological analysis. Two major themes were identified from the analysis: (1) deconstructing the familiar, which included three sub-themes: loss of autonomy and freedom of movement, loss of in-person class, and loss of psychological well-being; and (2) moving forward, which comprised two sub-themes: learning to live with inconvenience and reaching beyond. These findings implied an understanding of loss as deconstructing the familiar and resilience as bouncing forward and reaching beyond. These findings inform future research and help counsellors, mental health professionals, and academics better understand college students' experiences of loss and resilience during the pandemic.

**Sunday Live-Stream Presentation Session 3: 17:40-19:20**
Room A
Session Topic: Curriculum Design & Development
Session Chair: To be Announced in Final Schedule

**61552  17:40-18:05**
**The Human Element Factor as an Education Experience for Learning and Development**
Jonathan Chiong, Jose Rizal University, Philippines

The Human Element is a holistic and comprehensive methodology for improving the way people work together, leading to better individual, team, and organizational performance and rate of goal achievement. By dealing with root causes rather than superficial behaviors, The Human Element helps individuals, teams and organizations eliminate the behaviors that sabotage, undermine relationships, and lower motivation. For an organization to survive, they must face many challenges today from the growing pressures of economy, society and environment. It is no longer possible to manage organizations without considering global, environmental, and social sustainability impacts. To balance business growth, several things are needed: a sustainable environment; adaptable people (individuals, organizations and society). The study identifies three basic needs that students' organization members share: the need to feel significant, competent, and likable. When people interact with each other, they seek the right amount of inclusion, control, and openness so that they can feel good about themselves. The study resulted to the application of FIRO (Fundamental Interpersonal Relations Orientation) theory that creates understanding of those needs by putting them into three basic levels that interact with one another. These are: Behavior, Feelings, and Self-Concept. FIRO also clearly shows that Self-Concept drives Feelings, that Feelings drive Behavior, and that Behavior drives results. FIRO theory provides the foundation for understanding how to develop sustainable, high-trust, and collaborative relationships in organization by understanding the key factor that lies in all of them.

**62075  18:05-18:30**
**Experiential and Collaborative Learning: Co-Teaching Reimagined Tracking Long-term Benefits of an Alternative Instructional Methods in a Cross Disciplinary Course**
Hawa Stwodah, Virginia Commonwealth University, United States
Deidra Arrington, Virginia Commonwealth University, United States

In the fashion industry, designers and merchandisers work together to bring creative ideas to fruition through saleable, desirable fashion products. However, often in fashion programs at universities offering degrees in design and merchandising, the disciplines are siloed with little interaction or collaboration. This research investigates the academic and vocational benefits of combining fashion design and merchandising students in a studio environment to create a line of apparel. It also examines the opportunities the course leveraged during the 2020-21 on-line teaching modality. The research explores how incorporating action learning and simulation in fashion education prepares students seeking fashion careers. Students learn to adapt to different work environments and creative problem solving through the simulation of a 'real world' workplace. The research contributes to the field of fashion education by introducing a method of cooperative teaching, which includes peer teaching, experiential learning and critical thinking resulting in the cross-pollination of parallel, but disparate disciplines. The instruction is made possible through teachers from analogous, but differing backgrounds, who bring insight into the classroom demonstrating to students the team work and flexibility required to fuel an inspired result. The studio course created to address the void in the curriculum has been monitored and documented for over 5 semesters. The course has transitioned through several disruptive semesters where modalities have pivoted and counter-pivoted. The course has mirrored the changes occurring in the fashion industry.

**62088  18:30-18:55**
**Feedback Practices of School-based Mentors in the Work Integrated Learning Programme in South Africa**

Beatrice Ngulube, Tshwane University of Technology, South Africa
Patricia Mokgosi, Tshwane University of Technology, South Africa
Glory Chiloane, Tshwane University of Technology, South Africa

Research has demonstrated that feedback is an essential facet of assessment in the learning environment because it enhances learning. However, little is known about the feedback given to student teachers when

they are on teaching practice and students' viewpoints about the role of feedback is not well understood as well. This study fills the gap by illuminating the feedback given to preservice teachers when they are on teaching practice. A qualitative content analysis approach was utilised to analyse three hundred and fifty journals. Alongside 10 students were interviewed to draw their perceptions and how they respond to feedback written in their journals. The researchers focused on written feedback which was written in student teachers' journals by mentor teachers. It was found out that feedback practices reflect mentors' personal belief systems and are constrained and influenced by their educational contexts. Some of the students interview responses reflected that the feedback they are given does not enhance learning. This then creates discrepancies, and such feedback interventions turn to disappoint. It is recommended that if feedback processes are to enhance learning, instructors should move beyond a view of feedback as transmission and acknowledge the impact feedback has on and the part students play in such processes. Instructors should give constructive feedback that enhance learning and develop deep disciplinary expertise. Feedback should be conceptualised as a developmentary dialogue that is positive and motivational.

**61992  18:55-19:20**
**Motivation in MOOCs: A Qualitative Study on the Design and Evaluation of an Online IELTS Course**
Yu Hao, University of Oxford, United Kingdom
Gleb Lantsman, Harvard University, United States

Due to the pandemic, 2020 was an unprecedented year, including for online course providers as one-third of the learners that ever registered on a massive open online course (MOOC) platform did so in 2020. This paper focuses on a MOOC course on IELTS, which is the most popular test-prep language course on Udemy.com. However, despite its overwhelming popularity, upon closer inspection, the course seems out of line with the current body of research on motivation, and motivational supports are by and large absent. In this paper, the authors analyze this Udemy learning experience for built-in motivational supports by applying multiple theories of motivation and learning/teaching. Suggestions as to how to improve the MOOC design are then made. The analysis can potentially shed light on ways to aid MOOC course designers in catering to a diverse student body, including students under stereotype threat. Importantly, the results of this research are deemed generalizable and applicable to numerous other MOOCs for language learning, test-taking, and beyond.

**Sunday Live-Stream Presentation Session 4: 19:30-20:45**
Room A
Session Topic: Assessment Theories & Methodologies
Session Chair: To be Announced in Final Schedule

**61908   19:30-19:55**
**Changing Trends and Attitudes Towards Online Assessment**
Renáta Nagy, University of Pécs, Hungary
Jon Marquette, University of Pécs, Hungary
Vilmos Warta, University of Pécs, Hungary

The presentation aims at eliciting insight into the results of ongoing research regarding evolving trends and attitudes towards online assessment of English and other subjects. The focus pinpoints online as one of the most trending forms available during the global pandemic. The study was first initiated in 2019 in which its main target was to reveal the intriguing question of students' and assessors' attitudes towards online assessment. The research questions the attitudes towards the latest trends, possible online task types, their advantages and disadvantages through an in-depth experimental process currently undergoing implementation. Material and methods include surveys, needs and wants analysis and thorough investigations regarding candidates' and assessors' attitudes towards online tests. The examined test tasks include various online tests drafted in both English and Hungarian by student volunteers at the Medical School of the University of Pécs, Hungary. Over 400 respondents from more than 28 countries participated in the survey, which gives us an international and intercultural insight into how students with different cultural and educational background deal with the evolving online world. The results show the pandemic's impact which brought the slumbering online world of assessing roaring alive, fully operational and now bears phenomenal relevance in today's global education. Undeniably, the results can be used as a perspective in a vast array of contents. The survey hypothesized the generation of the 21st century expect everything readily available online, however, questions whether they are ready for this challenge are lurking in the background.

**61532   19:55-20:20**
**Supporting Mastery Learning Through a Multiple-Submission Policy for Assignments in a Purely Online Programming Class**
Joseph Benjamin Ilagan, Ateneo de Manila University, Philippines
Marianne Kayle Amurao, Ateneo de Manila University, Philippines
Jose Ramon Ilagan, Ateneo de Manila University, Philippines

The Learning Edge Momentum (LEM) theory suggests that once students fall behind, it gets more difficult to catch up with the course material. It then becomes increasingly more difficult to connect new, higher-level concepts to those solid edges of knowledge with mastery of basic concepts. Learning for Mastery (LFM) acknowledges that students learn at different paces by allowing students unable to master tests the first time to catch up eventually. This paper describes how an online introductory Python programming course offered to business students followed a multiple-submission policy for assignments to support LFM. The multiple submission policy contributed to the students' mastery by encouraging individual practice and experimentation while also increasing the students' comfort level and confidence. The research attempts to find relationships between taking advantage of the multiple-submit policy and results of summative assessments. Qualitative data on students' self-reported progress per week is cross-referenced with quantitative data from the results of a regression analysis performed on LMS logs related to students' engagement with course material. Performance on summative assessments is used as the regression's dependent variable, and engagement with formative assessments in terms of the number of attempts and performance per attempt is used as the explanatory variable.

**62001   20:20-20:45**
**Using Rasch Measurement to Validate Exams**
Douglas Lovett, Higher Colleges of Technology, United Arab Emirates

Rasch Measurement is a statistical process used by established international exam boards, such as IELTS, to validate test items and ensure equivalency of tests. It is also used by researchers to analyze the reliability, targeting, and fairness of numerous exams. However, it appears to be underutilized for assessment among most higher education institutions. In this presentation, I will explain various ways Rasch Measurement can be used for assessment validation. I will then outline how we have used it in the English Communications

(EC) programme at the Higher Colleges of Technology (HCT) for almost a decade, highlighting issues such as item targeting, problematic test items, item bias, and test dimensionality. I will then briefly demonstrate how a simple Rasch Analysis of an exam can be conducted, and how the results can be applied to improve the quality of the assessment.

**Sunday Live-Stream Presentation Session 1: 14:00-15:40**
Room B
Session Topic: International Education
Session Chair: To be Announced in Final Schedule

**61460  14:00-14:25**
**Solo Retreat: Zen Masters' Reflections on Learning in Isolation**
Hugh Schuckman, University of Utah, United States

In the vast majority of cases, Korean Zen (Seon) Buddhist teachers and students teach and learn together in community. Today, the Jogye Order (the largest school of Korean Zen) supports 1,725 temples for education and training for nuns and monks. These institutions have long considered living and working together in a close community as one of the most vital aspects of their training. Yet these same schools require monks and nuns to engage in three month or greater solo retreats. These periods of self-study and reflection serve as advanced training leading monks and nuns towards becoming master teachers. This research presentation focuses on the educational processes of solo Zen retreats. The research methods include archival research and semi-structured interviews of past solo retreatants in the Kwan Um School of Zen (KUSZ). Archival research from KUSZ lectures and books on solo retreats provide context to the learning processes. Further, semi-structured interviews recorded in 2020-2021 with Zen Masters highlight valuable lessons learned from personal experience. The research and presentation specifically centers on the curriculum, experience, and educational outcomes from solo retreats. All three categories contain valuable educational insights for confronting contemporary challenges in global education.

**61715  14:25-14:50**
**Stress, Procrastination and Proactive Coping of Selected Foreign Psychology Students**
Gina Lynn S. Salazar, University of Perpetual Help System Dalta, Philippines
Ma. Lea A. Ronda, University of Perpetual Help System Dalta, Philippines

Students encountered challenges amidst this Covid-19 pandemic. These students managed to have a face to face classes, but due to pandemic, they were migrated to digital classroom so not to hamper their learnings. Stress is inevitable. This research study emphasized on stress, procrastination and proactive coping of selected foreign Psychology students (N=399) enrolled in one of the universities in South Metro Manila. Researchers employed the descriptive- comparative and correlational design in this study. This study predicted that there are no significant differences in the respondents' stress, procrastination and proactive coping in terms of gender and socioeconomic status. Similarly, it was hypothesized that stress is not significantly related and predictor of procrastination and proactive coping, and procrastination is not significantly associated and predictor of proactive coping of the selected international students. Results manifested that male and female respondents did not significantly vary in their stress (t=.057, p>.05), procrastination (t= 1.713, p>.06), and proactive coping (t= -1.322, p>.05). In terms of socioeconomic status of below 5000 Rps, 6000-10000 Rps, 11000 - 15000 Rps, 16000 - 25000 Rps , and 26000 - 29000 Rps, it was found out that there are no significant differences in the stress (F= 1.288, p>.05, procrastination (F=.288, p>.05), and proactive coping (F= .141, p>.05) of the respondents.

**60891  14:50-15:15**
**Integrated Culture and Language Teaching**
Cecilia Ikeguchi, Tsukuba Gakuin University, Japan

For years, scholars have searched remedies to the inadequate treatment of the role of Culture in Foreign Language Education. On one hand, course book and syllabus designers treated language and culture tasks separately. Some go as far as to place culture at the "core" of language instruction, whereby the ultimate goal is cultural awareness and intercultural communication competence（Tran-Hoang, 2010）. On the other hand, ESL research argues that focusing primarily on culture in language classrooms runs the risk of undermining the last 40 years of SLA research. The 2017 National Curriculum Revisions in Japan labelled Communication Competence as one essential life skill. Curriculum is challenged and "interaction" has become the key element in language and communication (Kubota, 2019). Although recent trends show that scholars and educators have come to embrace the natural interdependence of language and culture (Ennis, M, 2015), culture teaching has left much to be desired. An extensive review of literature reveals related problems include instructors' negative attitudes, ineffective instruction and absence of academic support for teaching culture. This presentation suggests an interdisciplinary approach to the teaching of

Communications that help create a powerful learning experience emphasizing integrative learning and heightened student engagement. The goal is to show that by carefully selecting culture content and tasks, and maximizing student engagement through classroom interaction, culture learning can be fully integrated into communication classes. This careful integration exemplifies the case "inside a white box there are two black boxes wanting to come out."

**61082  15:15-15:40**
**Institutional Research of an Interdisciplinary Undergraduate Curriculum of a Sino-U.S. Joint Venture Liberal Arts and Sciences University in China**
Huiyuan Ye, Duke Kunshan University, China
Noah Pickus, Minerva Schools, United States

Duke Kunshan University (DKU) is a Sino-American joint venture liberal arts and sciences university with an unusual undergraduate curriculum in that interdisciplinarity is built into every major from the beginning. Sustaining this interdisciplinary model, however, meets challenges such as mixed understandings about interdisciplinarity, relatively inexperienced faculty members for this mode of teaching and learning, and combined difficulties about starting a joint venture higher education institution in China. The biggest challenge is, while DKU deliberately designed key features for its interdisciplinary curriculum to work, there is a growing need for assessing how this innovative curriculum is understood and whether students and faculty, those who experience the curriculum in the frontline, understand it in the same way. Without this knowledge, it would be difficult for DKU to continuously align design efforts with student learning outcomes that are direct results of interdisciplinarity. This institutional research adopts mixed methods by surveying and interviewing DKU undergraduate students (N=543) and faculty (N=124) to further identify and make connections across the interdisciplinary curriculum. A special focus is placed on the relationship between the curriculum and DKU's seven institutional Animating Principles (e.g., Rooted Globalism), in the sense that critically and creatively engaging this relationship may serve to inform a more complete understanding of interdisciplinarity at DKU. Findings of this research will help DKU exemplify a fully interdisciplinary undergraduate curriculum that is well-connected with institutional learning outcomes. A key innovation of this research is referencing and localizing the VALUE rubrics from the Association of American Colleges & Universities.

**Sunday Live-Stream Presentation Session 2: 15:50-17:30**
Room B
Session Topic: Curriculum Design & Development
Session Chair: To be Announced in Final Schedule

**61878  15:50-16:15**
**Master of Engineering Management: A Reference Curriculum Development**
June Ho, Macquarie University, Australia
Viken Kortian, Macquarie University, Australia
Nazmul Huda, Macquarie University, Australia

Due to the multidisciplinary nature of Engineering Management (EM), understanding core requirements for the curriculum design is critical for the growth of this discipline. However, Australia still lacks agreement among universities on Master of Engineering Management (MEM) program curricula with no professional quality standards.
Aim: This study aims to provide an insight into MEM curriculum development in Australia through benchmarking with the standards from a global professional society - the American Society of Engineering Management (ASEM). Methodology: Firstly, from preliminary research of MEM programs, a database of course structure is developed. Then, word cloud and text analytic techniques are used to provide an insight into the current curricula. Benchmarking is made by comparing these current practices with ASEM curriculum requirements and EM domains. Finally, an in-depth case analysis serves as a self-assessment example. Findings: The results show the maturity in Australian MEM program quality. Curricula meet the rigorous standards of ASEM and align with the EMBoK guide. However, this benchmarking exercise also helps to diagnose the problems, such as EM domain balance, integrating emerging trends into curricula, and the scatter in the course structure. The case study provides an in-depth analysis of using this reference of curriculum development to seek for excellence in program quality. Originality: This study is the first one to suggest a benchmarking method for MEM programs in Australia with global professional standards. It raises the question of a professional body for this discipline, and also provides a seed study for similar benchmarking exercises for other programs.

**60841  16:15-16:40**
**Understanding the Concept of 'Concepts': Creating Deep Learning Experiences**
Sumit Mandhwani, Prometheus School, India

As teachers, we aim to create meaningful experiences for our students. The intent behind each lesson is to understand the context and create understandings that are not restricted to factual knowledge, which is easy to access given the internet. Therefore, it is meaningful only when students are being elevated to the understanding using the language of concepts. This session explores the meaning of concepts in an Economics classroom, using the work on Concept-Based Curriculum and Instruction by Dr H. Lynn Erickson and Dr Lois A. Lanning, along with the work on Concept-Based Inquiry by Rachel French and Carla Marschall. The aim of this session is to argue that using the lens of concepts in planning knowledge and skills can lead to deep transferable understandings.

**61413  16:40-17:05**
**A Professional Development Program for Teachers in Chile: Beliefs and Appraisals Around the Teaching and Learning of Writing**
Constanza Alvarado, University of Chile, Chile
Erika Abarca, University of Chile, Chile
Silvana Arriagada, University of Chile, Chile
Patricio Cabello, University of Chile, Chile

Evidence indicates that students have few opportunities to develop argumentative writing in school (Graham et al., 2013; Meneses, 2008; Concha et al., 2010 ), directly affecting their possibilities of participating in more complex literate worlds, like higher education, where these skills are required for succeeding (Wesley & Lowenthal, 2010). This article analyzes preconceptions about writing in participants of a Writing Teacher Professional Development (TPD) program in a public University in Chile. This work was guided by two research questions: (a) What are the beliefs and appraisals about the teaching and learning of writing in the context of this TPD program? (b) What are some of the reflections (contrasts with previous beliefs and appraisals) reported by teachers after and during their involvement in this TPD program?

This qualitative exploratory study expands on a previous one (Alvarado et al., 2021), using semi-structured interviews (Rubin & Rubin, 2012) at three points in time during 2018 and 2020 with seven ongoing participants of the aforementioned Writing TPD program. Preliminary results of the data show that teachers envision the writing teaching-learning process as a communicative process based around the construction of meaning. Further, teachers reflected on the re(construction) of what a meaningful student-centered learning environment means. Finally, this study not only adds to the literature on Writing TPD programs to prepare students for higher education but also emphasizes the importance of constant teacher reflection as a concrete way to modify and adapt teaching practices, allowing teachers to feel empowered by their beliefs.

**Sunday Live-Stream Presentation Session 3: 17:40-19:20**
Room B
Session Topic: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: To be Announced in Final Schedule

**61534  17:50-18:05**
**Exploring Effective Ways to Conduct Breakout Room Sessions for Engineering English Class**
Miori Shimada, Anaheim University, United States

The presenter will describe some emerging issues in EFL environment in Japanese universities due to COVID-19 and introduce some critical feedback from teachers and students. The presenter will then focus on one serious issue that language teachers have been struggling. It is to find out how to manage Breakout rooms more effectively replacing face-to-face classroom. Having encountered this particular problem, the presenter designed the task-based Breakout room sessions using the worksheets in her Technical English classrooms. For example, the class will be split into several groups, and a student-leader will lead each group doing an assigned task relevant to the unit they studied in the previous week. The 15-minute tasks include: having the group members draw a picture using 2-dimensional/3-dimensional objects, creating quizzes with complicated math calculations, teaching the components of a material/product and so on. The presenter has also decided to provide a note-taker to observe the group work more closely and report it to the teacher by filling in the worksheet. The questionnaire results from the students who joined these task-based activities will later be shared and discussed. It is hoped that attendees will gain more awareness of the problems to the Breakout rooms, as well as develop more ideas of Breakout room activities for their own classrooms.

**62164  18:05-18:30**
**The Application of Student-led Discussions to Enhance English Language Learners' Higher-order Thinking**
(Bess) Yu-Shien Tzean, National Taiwan Normal University, Taiwan

One major concern in the realms of reading literacy within an ever-increasingly digitalized world is students' application of higher-order thinking and relevant cognitive processing on the constant influx of new information. Without active and conscientious practices of higher-level of cognitive processing, young adolescents may be prone to become either oblivious or susceptible to contents presented from online sources including widely-accessible news information from mass media outlets. However, with overt productions such as group discussions and verbal interactions with peers, students are prompted with opportunities to delve into news topics and issues with intellectual processing requiring higher-order thinking. This research study will first outline the need for an interactive student-led discussion intervention for the activation of students' critical thinking engagements with news media materials in English as a Foreign Language contexts in Asia. Second, the researcher will delineate the scope of the study and the application of student-led discussions implemented in a public university in Northern Taiwan. Finally, the researcher will provide the outcome of a survey on students' self-perceived conceptions of higher-order thinking practices when leading group discussions. The results demonstrated that students have accumulated positive experiences in areas involving generalization, incorporation of logical analysis, formation of perceptions, as well as making connections and reflections on topical news content in relation to individual personal experiences.

**62135  18:30-18:55**
**Teaching Speaking Skills Asynchronously: A Manga-based Approach in EFL Classroom**
Takako Yasuta, Fukushima Medical University, Japan

This study introduces a manga-based EFL activity effective in a classroom where no real-time interaction occurs. Even though speaking activities were limited during the pandemic, making comics along with linguistic analysis of the language in manga offered an opportunity to learn communication skills in English including sociolinguistic factors. In this study, the author introduces a manga-based approach used in a college-level EFL course in Japan. Due to COVID-19, the university switched to on-demand online instructions. Live streaming instruction was restricted. Due to LMS constraints classes comprised one-way instruction through materials with no interactions among students and the instructor. Although speaking practice was restricted under the circumstances, students could learn spoken English in the virtual world of manga comics.

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The manga approach was used in an on-demand online EFL course at a university in Japan. Students learned the idea of "role language", the language in the manga that reflects the personality of the speaker and sociolinguistic appropriateness in conversation. Students examined English expressions in manga and analyzed how they are different from the original Japanese expressions. Finally, students created their own manga using written English in the narration and spoken English in speech bubbles. In this approach, students could "virtually" enjoy conversation through characters in manga, learned sociolinguistic appropriateness, and differences between spoken and written English. Results of the post-class student feedback survey were positive. Students enjoyed conversation in the manga, learned situationally-appropriate expressions, and how non-verbal information conveys meaning.

**Sunday Live-Stream Presentation Session 4: 19:30-20:45**
Room B
Session Topic: Learning Experiences, Student Learning & Learner Diversity
Session Chair: To be Announced in Final Schedule

**61311  19:30-19:55**
**Patchworking and Paying it Forward: Undocumented Students Access to Social Capital**
Julie Stuckey, Purdue University, United States
Lisa Lambert Snodgrass, Purdue University, United States

The primary purpose of this systematic review is to assess how undocumented students in the United States leverage their assets to successfully attend and graduate from higher education institutions (HEI). A 1982 U.S. Supreme Court decision gave undocumented children access to public education from pre-school through grade 12. While no single U.S. legislation forbids the enrollment of undocumented students in HEI, there are laws that remove access to federal financial aid. Federal legislation gives states the freedom to determine whether these students receive reduced in-state tuition rates and state financial aid. This paper explores how undocumented students use the strengths of their communities to patchwork together the financial and emotional resources needed to overcome systemic barriers. It also examines the ways that students pay it forward through shared information and activism.

**62085  19:55-20:20**
**Fantasy and Reality of Metacognitive Illusion: A Comparative Study of the Effects on Self-regulated Learning Across Diversified Majors**
Patrick McIver, Daegu Catholic University, South Korea
Sang Young Park, Daegu Catholic University, South Korea

Our convoluted and rapidly changing world requires self-initiated and self-regulated learning, not just during the formal years of schooling but also across our lifespan. Therefore, learning how to learn is a critical tool for success; however, research on learning, memory and metacognitive processes has exhibited that learners have a tendency or a perception and beliefs about learning that can diminish, rather than heighten, their effectiveness as learners. Improving educational achievement requires extensive efforts on various fronts; however, insight into the multitudinous approaches to achieving self-regulated learning in contexts is critical to promote effective learning strategies. Previous research concluded that students often use inadequate self-regulated learning strategies, believing these strategies are effective. This aspect is known as a metacognitive illusion. Metacognitive illusions occur when the circumstances trick learners into believing they have successfully learned something, when in fact, they have not. Different factors can mislead people into mistaken assessments of learning success. To be effective self-regulated learners, students actively have to influence and adjust all cognitive, metacognitive, and motivational learning processes. This study examines a sundry of major students learning strategies in theoretical/practical major university classes. The study will test the effectiveness of the students' self-regulated learning strategies against the advances in cognitive strategies. This study expands the research in metacognitive illusion in an authentic university setting, considering that cognition and motivation, behavior, and context may explain students' self-regulated learning strategies choice strategies. This study draws on the assumption that self-regulated learning is a theoretical foundation.

**62167  20:20-20:45**
**How to Build a Knowledge Graph as an Intelligent Learning Assistant to Improve Learning Outcomes of Using Cybersecurity Hands-on Labs**
Yuli Deng, Arizona State University, United States
Zhen Zeng, Arizona State University, United States
Kritshekhar Jha, Arizona State University, United States
Ratrapee Techawitthayachinda, Arizona State University, United States
Dijiang Huang, Arizona State University, United States
Ying-Chih Chen, Arizona State University, United States

Hands-on laboratories are a critical learning approach for cybersecurity education. It provides real-world complex problem scenarios and helps learners develop a deeper understanding of knowledge and concepts while solving real-world problems. But there are unique challenges when using hands-on labs for cybersecurity education. First, there is a lack of a coherent way to manage existing lab materials, making it

hard for instructors to create practical and systemized learning plans for a semester-long class or a degree program in the cybersecurity domain. Second, it requires the significant effort of instructors to monitor students' lab sessions, to provide timely feedback and hints, which is time-consuming and non-scalable. In this proposed research, an AI-enabled knowledge graph is contracted to provide assistance during lab sessions. Natural language processing is used to process learning materials and extract relevant concepts. Knowledge graphs were then constructed with all concepts identified. Students are provided access to a virtual lab environment with the knowledge graph as assistance during each lab session. The knowledge graph will provide students with key concepts, background knowledge, and practice material corresponding to tasks in each lab. It also provides a Q&A portal to answer student questions. A case study with controlled groups of students in an undergraduate cybersecurity class is conducted to capture the students' conceptual performance and problem-solving abilities with and without knowledge graph assistance, in order to measure the effectiveness of the proposed solution. Initial results show that users tend to gain enhanced learning outcomes and were more motivated in learning cybersecurity.

**61311  20:20-20:45**
**Patchworking and Paying it Forward: Undocumented Students Access to Social Capital**
Julie Stuckey, Purdue University, United States
Lisa Lambert Snodgrass, Purdue University, United States

The primary purpose of this systematic review is to assess how undocumented students in the United States leverage their assets to successfully attend and graduate from higher education institutions (HEI). A 1982 U.S. Supreme Court decision gave undocumented children access to public education from pre-school through grade 12. While no single U.S. legislation forbids the enrollment of undocumented students in HEI, there are laws that remove access to federal financial aid. Federal legislation gives states the freedom to determine whether these students receive reduced in-state tuition rates and state financial aid. This paper explores how undocumented students use the strengths of their communities to patchwork together the financial and emotional resources needed to overcome systemic barriers. It also examines the ways that students pay it forward through shared information and activism.

**Sunday Live-Stream Presentation Session 1: 14:00-15:40**
Room C
Session Topic: Literature/Literary Studies
Session Chair: To be Announced in Final Schedule

**61533  14:00-14:25**
**Eating, Chatting, and Talking Back: Japanese Modern Schoolgirls' Agency in the Early Twentieth Century**
Yu Umehara, University of Tsukuba, Japan

The representation of eyes is an important interpretive tool in analyzing the modern schoolgirls in the early twentieth century. Scholars in the field of girlhood such as Kan Satoko have pointed out that Japanese modern girls' culture was characterized by sentimentality. The eyes, an organ that exudes tears, have many symbolic meanings in the modern subgenre of girls' novels. Illustrations draw girls' luminous brown eyes filling with tears. According to scholar Takeda Shiho, girls' tears often signify nostalgia, sorrow, and lament over the loss of their female friends in novels of girls' magazines. This paper is interested in another body part that carried a symbolic valence: schoolgirls' mouths that became a contested terrain. I argue that schoolgirls' mouths, or rather, their use of the organ, served as a potential instrument for social change in girls' culture. This paper offers a reading of the "speaking mouth" and the "eating mouth" of schoolgirls in girls' novels and illustrations in schoolgirls' magazines such as Shojo Gaho[Girls' Pictorial] and Joshi Bundan[Woman's Literary World]. Schoolgirls create a unique language used only among them. They also eat out and chat while eating—an act that can be contrasted against feeding children and husbands at home. They are audacious enough to talk back to their parents and teachers. By reading the representations of schoolgirls' mouths that eat and talk, this paper demonstrates the ways in which they functioned as a site of struggle against the traditional (and patriarchal) norm and to reclaim control over their own bodies.

**61085  14:25-14:50**
**Rabindranth Tagore's Chandalika: A Buddhist Drama**
Eiko Ohira, Otsuma University, Japan

Rabindranath Tagore wrote quite a few essays on his belief in Buddha's teachings. And he composed Buddhist dramas such as Malini (1896), Natir Puja (1926), and Chandalika (1933). Chandalika is the most powerful drama among these three major works. Tagore challenged orthodox Buddhist views. He changed the focus of the story "Sardulkarna-Abadan" in The Sanskrit Buddhist Literature of Nepal, on which Chandalika is based, and presented his own view of the essence of Buddha's teachings through a chandalini's dauntless spirit and desiring subjectivity. Surprisingly, Chandalika has received little critical attention. To begin with, there has been no systematic approach to its source materials. Tagore's works cover a broad field, and critical works deal with them only sporadically. There has been scant research on his religious views, and the most neglected area is his perspective on Buddhism. To help to rectify this critical neglect, I would like to focus on Chandalika, examining how Tagore dramatizes his beliefs.

**61934  14:50-15:15**
**The New Zealand Candidate: Rehabilitating the Masculine in Ray Mount Rogers' Novel "The Long White Cloud"**
Daniel McKay, Doshisha University, Japan

In ancient iconography through to present-day equivalents, Western cultures have depicted equestrianism in implicitly yet unequivocally gendered dimensions. The trend survived and was invigorated in anglophone settler colonial cultures, though to date only the cultural productions of the United States have received dedicated scholarly attention in this regard. This presentation recovers a hitherto unresearched primary text from the New Zealand literary tradition, Ray Mount Rogers' novel "The Long White Cloud" (1960), arguing, firstly, that it is a relatively unsurprising continuation of the gendered forms of representation that preceded it; but, secondly, that its integration of mid-twentieth century American anxieties over women's place in society into equine-theme genre fiction is without precedent in the New Zealand canon (and unlikely to be found elsewhere either). The genre conventions of the horse-racing novel enabled Rogers to reproduce Cold War ideologies of a primarily American provenance without 'upsetting' the masculine conceits that underpinned them.

**62092   15:15-15:40**
**Assessing Global Negotiation Skills From the Viewpoint of Discourse Competence**

Laura Anca Parepa, Tsuda University, Japan
Tsuyoshi Kida, Dokkyo University, Japan

This paper is concerned with developing negotiation skills in English for Japanese university students at both undergraduate and graduate levels. As a part of international communication projects, we used the Model United Nations (MUN) as pedagogical material. Our theoretical and practical challenges as instructors have been how to evaluate students' negotiation skills objectively. Although the MUN is a widely used simulation to enhance students' negotiation ability, a straightforward methodology to assess students' negotiation skills is missing. In this paper, we define global negotiation competence as a complex of different types of language competencies, such as communicative competence, pragmatic competence, discourse competence, interactive competence. Negotiators need to be capable of producing a convincing discourse to highlight their claims and maintain good interpersonal relationships with their counterparts. Their discourse can be analyzed in terms of subjectivity and intersubjectivity. Using makers that we selected from our discourse competence theory, we will show how these aspects appear quantitatively and qualitatively in the data taken from different sets of informants (advanced vs. less advanced, Japanese vs. non-Japanese international students, STEM majors vs. social sciences). These data will be parsed using a Text Mining Analysis, and the preliminary findings will be presented.

**Sunday Live-Stream Presentation Session 2: 15:50-17:30**
Room C
Session Topic: Ethnicity, Difference, Identity
Session Chair: To be Announced in Final Schedule

**61570  15:50-16:15**
**Rethinking Hong Kong Protests Through the Lens of Social Media and Adult Learning Theories**
Yingyilong Hu, University of Toronto, Canada

In 2014 and 2019, Hong Kong captured the world's attention with a tidal wave of 'pro-democracy' protests. Where did it come from? How has it evolved? How has it been reported? What are some key takeaways related to Adult Learning? This paper will serve as an 'informational brochure' to share knowledge on Hong Kong's recent protest history with reported and gathered from both the Western and the mainstream Chinese media. This paper has been also an attempt to share implications and learning together with educational and theoretical perspectives. This article incorporates a threefold methodology. First, I explore the history of Hong Kong and the 2014 and 2019 protests in Hong Kong by referencing social media reporting to study ethnicity and Hong Kong identity. Two, I study three adult learning theories. Specifically, I consider Holford (1995), Mezirow (1997), and Rogers (2014), which offers a better way of understanding and conceptualizing the social movement and the foreshadowing behind the screen. Third, I discuss Hong Kong Protests as a case study that could apply the selected adult learning theories, rethinking the role of social media and the different ways of learning. Indeed, Hong Kong Protests and ethnic identity are an understudied thread running throughout the adult education and learning theories and provide a camera lens to (re)interpret such political matter and social movement happened to Hong Kong, which is to study a complex bond to its history, ethnicity and education system.

**61759  16:15-16:40**
**What Is the Network of Overseas Chinese/Ethnic Chinese?**
Yuki Yokohama, Kanto Gakuin University, Japan

Today, there are Chinatowns not only in Asian countries, but also in Europe, America, Africa, and many other countries around the world. Historically speaking, most of the Chinatowns were built by overseas Chinese immigrants in order to live in the country. And their networks seem to be connected to many parts of the world. However, the nature of these networks are not clearly understood at present. This study examines the components of the networks that exist among overseas Chinese, including their place of origin, surnames, peer organizations, and the Chinese merchant networks that have been attracting attention since China's reform and opening-up policy. The research method was based on a number of papers that focused on the networks of overseas Chinese. As a result, especially in recent years, the commercial networks of overseas Chinese tend to be perceived as if they are already spreading around the world and actively doing business with China under globalization. In reality, however, the network between Chinese immigrants and China is not as strong as it seems. On the other hand, networks by place of origin in China still exist, for example, the Fujian World Congress is held every year. In other words, it became clear that when researching overseas Chinese networks, it is necessary to take a multifaceted perspective in analyzing their personal connections, the immigration policies of their countries of origin, education, and social environment.

**61968  16:40-17:05**
**Re-writing History on the Streets: Poster Art and Installations in Delhi's 2020 Anti-CAA Protests**
Ronie Parciack, Tel Aviv University, Israel

This presentation addresses the street art, mainly posters and art installations, produced during the widescale protests against the Indian Citizenship Amendment Act (December 2019). This art was documented during fieldwork conducted at 11 protest sites in the Indian capital in February 2020, and disappeared from the streets with the outbreak of the Covid-19 pandemic and the lockdown imposed on the city. The protest centers that formed in and outside the Indian capital departed considerably from typical protests since Muslim women gathered non-violently and sat in silence in fenced and often gender-segregated areas. The protest complexes were decorated with poster art, protest art installations and photography exhibitions echoing each other with slight variations. Focusing on three iconic loci: Shaheen Bagh in the south, central centers (e.g., Nizamuddin and Turkman Gate) and in the working-class neighborhoods in Northeast Delhi (Seelampur, Chandbagh Mustafabad and others), this presentation discusses the ways in which protest sites and art struggled to actively widen the circles of civil engagement,

processed the issue of state violence and most importantly, aimed at changing the socio-political order and write a new discourse of citizenry on the streets.

**62198  17:05-17:30**
**Generative Excavations – An Experimental Pedagogy for an Architecture Travel Abroad Design Studio**
Yael Erel, Rensselaer Polytechnic Institute, United States

"Now let us, by a flight of imagination, suppose that Rome is not a human habitation but a psychical entity with a similarly long and copious past— an entity, that is to say, in which nothing that has once come into existence will have passed away and all the earlier phases of development continue to exist alongside the latest one…" (Sigmund Freud Civilization and its discontents 1927). Inspired by Freud's reading of Rome as layered entity, we developed an analytical and experimental pedagogy for a travel abroad studio that excavates stories embedded within buildings and unlocks them as a contemporary reading. Each student team was given a square fragment of the Nolli Map of Rome with an embedded architectural "gem". Through deep observation, dissection and analysis in multiple scales the students proposed a thesis revealing the logic embedded in the artifact and its zeitgeist; uncovering the spirit of the time it was written through the spirit of our time, when it is read. We used devices of our time - scripting, environmental analysis, 3D computer modeling and 3D printing to make the ephemeral physical and precisely project our poetic imagination. The ambition of this project is to turn the reading of an architectural gem into writing, taking the analysis to its next generative step. An architectural reading becomes a key to unlock a new beginning.

**Sunday Live-Stream Presentation Session 3: 17:40-19:20**
Room C
Session Topic: Cultural Studies
Session Chair: To be Announced in Final Schedule


**61135  17:40-18:05**
**The Mom-in-Chief on the Side-stage: Making Michelle Obama 'Just Like Us' in Celebrity Gossip Magazines**
Andrea McDonnell, Providence College, United States

This presentation considers the representation of Michelle Obama in American celebrity gossip magazines In Touch, Us Weekly, and Star between 2007 and 2016. Drawing from primary source data, close reading of images, captions, and editorial content throughout this period suggests that Ms. Obama was depicted primarily as a mother, wife, and family member. Using dozens of articles published during the Obama campaigns and Presidency, I consider the visual and textual content of the magazines in order to outline the narrative portrayal of the First Lady across this magazine genre. Gossip magazines frame Michelle Obama using the same techniques employed in coverage of other famous figures, positioning her as a celebrity who is aspirational, but also ordinary and knowable (McDonnell, 2014). Examination of this coverage suggests that celebrity gossip magazines provide a side-stage (Meyrowtiz, 1985) image of the First Lady, a representation that appears to offer insider, behind the scenes knowledge, while at the same time carefully honing her political brand. I argue that this side-stage presentation helped to develop an image for Michelle Obama that was non-partisan, family-oriented, and relatable and that this image, while appealing to readership, also worked to minimize the first African-American First Lady's impressive educational background and policy initiatives. Finally, this talk considers the ways in which this side-stage presentation of the "mom-in-chief" (Henderson, 2010) may have served as a response to initial media depictions of Michelle Obama as an "angry Black woman" (Thompson, 2011).

**62124  18:05-18:30**
**Walumarra Giilang: Researching with Indigenous Peoples**
Sadie Heckenberg, Swinburne University of Technology, Australia

As Indigenous peoples our cultural connectedness is intertwined by oral histories and sharing knowledges from generation to generation. Present-day knowledge systems are interwoven with ways of being that has been handed down to us, continuing to bring life to our community narratives, maintaining connection to country and the customs, beliefs and values of our old people, our Elders and Ancestors. Knowledge shared within families and communities, ensures 'ways of being, knowing and doing' remain connected and protected in an ever-changing world. These knowledges and way of doing, though, have been the topic of research for many non-Indigenous researchers and practices of knowledge appropriation from Indigenous nations still occur. As such it is vital that ethical research structures to protect and empower Indigenous communities are embedded in institutions, that non-Indigenous researchers uphold cultural respect, and that Cultural Safety is ensured. Cultural Safety being ingrained within ethical research practices, and the significant place of the performative aspects of research, can ensure Indigenous knowledge is protected within a research environment, that research brings true beneficence to our communities and that our voices as Indigenous peoples and the voices and values of our Elders remain empowered and self-determined, ensuring Indigenous knowledges stay in Indigenous hands.

**62057  18:30-18:55**
**The Effect of Americanization on Latin Pop: Diving Into the Cultural Mainstream**
Jeongwon Lee, Hankuk University of Foreign Studies, South Korea

This research aims to find out the effect of Americanization on Latin pop. In a period of increasing global integration and rapid technological progress, Latin pop started to gain its popularity and leave their mark on the mainstream pop music. Latin pop is one of the most popular Latin music genres which is generally originating in Latin American culture. Nevertheless, it is undeniable that significant amount of Latin pop records has been distributed under the great influence of the United States. Historically, in the 44 years between 1955 and 1999, 455 singles by 117 Latin artists made the list on the Billboard Hot 100. Soon, "The Latin Pop Explosion" in 1999 started to change the U.S. music scene bringing an unprecedented surge in the popularity of Latin pop. This "Latin Explosion" occurred in the U.S. became a crucial opportunity for Latin artists to attract worldwide attention in the 21st century. However, the paper proposes the question why the

Latin pop music is fundamentally based upon the U.S. market and hasn't come from where they naturally should come from: Latin American countries themselves. Given this situation, this article recognized the necessity to investigate the reason for Latin pop's efforts to firstly ride into the U.S. cultural mainstream to make ultimate inroads in the global music industry. Based on this research question, the paper clarifies the "Latin Explosion" and today's "Latin boom" as another example which shows overwhelming dominance of American marketing as a form of "Americanization of Latinos".

**Sunday Live-Stream Presentation Session 4: 19:30-20:45**
Room C
Session Topic: Cultural Studies
Session Chair: To be Announced in Final Schedule

**61583  19:30-19:55**
**'Who Education Hep': Cybercrime and the Threat to Education in Ukwuani**
Ikem Godspower Ujene, University of Ibadan, Nigeria

Against the backdrop of formal hard work which had produced successful Ukwuani citizens such as Patrick Osakwe (former senator of the Federal Republic of Nigeria), John Eke Uti (World Heavyweight Champion) and Prof. Stephen Okecha (renowned international scholar) etc., there is the sway of cybercrime (popularly called 'street business' or "Yahoo Yahoo" among Ukwuani youths) which is massively perpetrated by and threatens the existence of the Y and Z generations. With a case of Ukwuani Local Government Area of Delta state in Nigeria, and the employment of qualitative data collected through nine in-depth and three key informant interviews which were content-analyzed, the study brings to the fore contemporary patterns of cybercrime and its educational implications on Ukwuani youths. Also, the entrepreneurial cum informal educational implications of cybercrime were delved into. With the triangulation of Hirchi's social bond and Shaw and McKay's social disorganization theories, the study submits that the heightened rate of cyber-criminality in Ukwuani is fueled by the interplay of political malfeasance, unrewarding educational system and economic shortfalls hence, the suggestions that democratic gains should trickle effectively down to the suburbia and rural areas and economic disbursement should be improved upon so as to create more attractive employment opportunities for the Y and Z generations especially those with academic and technical know-how.

**61268  19:55-20:20**
**Strategies of Film Archives in the Face of National Trauma: Exile and Colonies**
Alberto Berzosa, Spanish National Research Council, Spain
Josetxo Cerdán, Filmoteca Española, Spain

National film archives are complex institutions with many levels of management, which also carry the weight of the history and identities of states. They are sensitive spaces of collective history, given the complexity of their activity as regulators of visual materials that shape national identities. As a result of the patrimonial turn that film libraries underwent in the late 1980s, their collections began to receive amateur materials filmed by private individuals in substandard formats outside the commercial circuits. These materials, which until then had been considered minor by these institutions, came to be recognised as audiovisual heritage. At the same time, they posed numerous challenges in terms of rights management, the collapse of restoration teams, and their difficult fit with a programme that seeks to attract the general public to cinema. The complex handling of those materials becomes more complex when dealing with films made during critical processes of mobility, such as those related to exile or colonial expansion. For the memory of nations, like it happens in Spain, the memory of the exile after the Civil War and its recent colonial past in the African territories is particularly traumatic. Precisely to overcome the frictions regarding the memory of exile and African colonies in a sort of institutional resilient proposal, Filmoteca Española, has developed in recent years (2018-2020) a strategy to activate and generate debate around these materials based on research work and production of new films. This contribution will explain what this programme consists of and show its results.

**62172  20:20-20:45**
**The Influence of Dancehall Music as a Means of Female Empowerment or is it Provoking Violence Against Women**
Melsia Tomlin-Kraftner, Bournemouth University, United Kingdom

This presentation explores the peripheral aspects of Femicide and to what extent the influence of Dancehall music is a means of female empowerment. On the other hand, is the sexual objectification within the lyrics and the choreographies provoking violence against women? Femicide is the intentional murder of women, usually perpetrated by men, but a growing number of female family members are involved. There are mixed messages evolving from sexual objectification within Dancehall music or any music with lyrics that explicitly denigrate women. The recently released dancehall song 'Go Dung/Down Deh' by Spice, Shaggy and Sean Paul, is one such example of explicitly arranged lyrics that either empowers women in the sexual act or promotes sexual objectification, and even more are men provoked with such lyrics to perpetuate control

leading to violence against women. In this study, the lyrics from Dancehall music are explored as Literary interpretations drawn from extant studies, interviews and YouTube content analysis. As a mixed-methods research, once knowledge of what the lyrics mean and the significance of the choreography identified, the study explores various lenses from the perspective of individuals such as dancers, women who watch and feel inspired to perform, parents of children who perform, and Dancehall management within the music industry.

**Sunday Live-Stream Presentation Session 1: 14:00-15:40**
Room D
Session Topic: Educational Support
Session Chair: To be Announced in Final Schedule


**61185  14:00-14:25**
**Defining Special Needs: From Nonspeaking to Doctor in Education**
Kerry Magro, New Jersey City University, United States

In this presentation you will hear from someone who was nonspeaking until 2.5 and now today is a professional speaker who travels the country interviewing students impacted by a diagnosis via the Facebook Page A Special Community (over 214,000 followers) and has given 100 scholarships for students with autism to go to college. In his session he will provide case studies from students with special needs on what they want educators to know. Learning objectives include: 1. To learn about the experiences of students with special needs from the case studies of self-advocates sharing with educators what they would like them to know. 2. For the attendees to gain awareness of special needs across the lifespan from adolescence to transitional services when the school bus stops coming when these students become adults. 3. To leave with 10 tips on how to help students through K-12 become the best versions of themselves. What also makes Kerry's presentation unique is that he is one of the few autistic adults self-advocating for change in how our society deals with special needs. The fact that many of his topics focus on communication shows an element in the world of autism that hasn't been explored yet. What also will make Kerry's story different is his personal life narrative of how he went from being "disabled" with minimum communication skills to now speaking so articulately and communicating so clearly that many say he could have never been autistic.. Time will be left for Q&A.

**61004  14:25-14:50**
**Enabling Change for the Better: Teaching and Learning about Information, Misinformation, and Reactionary Populism**
Lorna Rourke, St. Jerome's University in the University of Waterloo, Canada
Pascal Lupien, Brock University, Canada

In recent years we have witnessed the rise of far-right populist movements characterized by xenophobia, authoritarianism, and hostility toward democratic institutions. We have also experienced a global pandemic and a plethora of anti-science misinformation. These offensives are successful when people lack skills that would allow them to think critically about information and therefore to fully exercise democratic citizenship. Political science has theorized the link between information and power; its critical pedagogical practice encourages students to identify and challenge such dynamics. Information and media studies understand the cognitive decision-making activities involved in processing information. Information literacy (IL)—the ability to analyze and think critically about information—is particularly relevant in the current political and post-pandemic climate. But these disciplines, and the epistemologies they produce, rarely intersect with each other and with critical pedagogy. If information is power and power is at the core of politics, those who study politics and those who understand how information is created and manipulated must work together to support resilience against threats to democracy and truth. In this session a Political Scientist and a Librarian will discuss how misinformation and lack of IL skills threaten democracy and public health. We call for a collaborative research and pedagogical agenda, grounded in a holistic understanding of information as power, that will help achieve a more informed citizenship and promote a more resilient democracy. We will propose the development of a transtheoretical model linking political science, information and media studies, and critical pedagogy to suggest new paths for teaching.

**62073  14:50-15:15**
**Up Your Game in Research: How Universities and Colleges Can Help Faculty Write and Publish!**
Remilyn Mueller, Grand Canyon University, United States

Literature shows that there is many published research on faculty development that gears towards teaching (Mohr & Shelton, 2017; Martin et al., 2019; Berry, 2018). However, teaching is not the only expectation from faculty members. Many colleges and universities struggle to make more faculty write and publish research. In fact, faculty tenure and university accreditations also depend on the number of research published. Universities have conducted endless training, and seminars but the chance to make more faculty do actual research and publish is slim. And yet, those who have become successful in their first publication seem to

have been set from a launching pad and they become consistent researchers that publish annually from that first success. This presentation is an accumulation of best practices for universities to design faculty development programs that are geared towards research.

**62033  15:15-15:40**
**Transforming Services and Supports For Students with Emotional and Behavioral Disabilities**
Marcel Lebrun, Plymouth State University, United States

This presentation will discuss the findings and recommendations of a multiple-year research study in an urban school district. The study investigated practices in self-contained emotional behavior disorder programs at the elementary, middle and high schools. Recommendations for effective management, curriculum and effective interventions for these specialized programs will be presented. This presentation will focus on the difficult work of shifting the perspectives of all stakeholders, including those of general education staff, administrators, special education staff, other specialists, family members, and community stakeholders to embrace a vision of full inclusion. This presentation will include a description of using research-based tools such the Participatory Evaluation and Expert Review for Programs Serving Youth with EBD tool (PEER_EBD, Walker & Cheney, 2015) with staff who worked in programs specifically for students with disabilities, and the resulting program reforms developed by the staff with a goal of supporting their students in typical education settings (Jones, 1987). These teams transformed their practices and programs from a patchwork of approaches based on individual perspectives and experiences, to articulation of a clear eligibility process based on research-based assessments, with an application of evidence-based practices such as functional-behavioral assessment and positive support planning, student- and family-driven individualized support planning, co-teaching models in the typical classroom, and collaboration with community supports such as mental health and child welfare. The presentation will also include the district-level work to develop, and gain buy in for a clear vision focused on the implementation of Multi-Tiered Systems of Support.

**Sunday Live-Stream Presentation Session 2: 15:50-17:30**
Room D
Session Topic: Higher Education
Session Chair: To be Announced in Final Schedule

**62059  15:50-16:15**
**Gender Diversity in Single-sex Education: Trans-inclusive Admissions Policies in Contemporary American Women's Colleges**
Maki Ikoma, Aichi University, Japan

Recognizing the evolving understanding of gender, many women's colleges in America since 2014 have revisited the meaning of "women" and included a wider range of gender diversity in their admissions policies by being trans-inclusive. Their degree of inclusivity, however, varies widely, which has led to a heated debate about the mission of women's colleges. This study explores this issue in depth by examining how changing definitions of gender have caused women's colleges to interpret their institutional missions in contemporary America. In particular, it investigates how women's colleges attempt to continue upholding their traditional missions of empowering women while also expanding their institutional roles to serve diverse gender groups. In order to investigate this question, this study looks at the twenty-two women's colleges that, as of 2021, have announced trans-inclusive admissions policies. Examining their trans-inclusive admissions policies in light of their mission statements, it reveals that by utilizing four main approaches that incorporate the ideas of "diversity", "human rights", "self-exploration", and "sisterhood and/or a singular focus of women", women's colleges attempt to maintain their historical commitment to serving women while also embracing their new expected role to meet the needs of other gender groups. This study, by illustrating their complex and sometimes contradictory responses in their policies, shows the continued challenges for justifying single-sex education in today's rapidly changing world.

**61454  16:15-16:40**
**Experiences in Higher Education in Chile in times of COVID-19**
Rosa Bahamondes, University of Chile, Chile
Erika Abarca Millán, University of Chile, Chile

As the pandemic turned instruction entirely online in several countries, students and teachers were presented with the issues of having to re(construct) what these different institutions (university, family) look like, their boundaries, and physical spaces. In this exploratory qualitative project we aim to analyze the impact of transforming face-to-face classrooms to emergency online education (Hodges et al., 2020) for a sample of university students and instructors in a public university in Chile during the COVID-19 pandemic, guided by the following research questions: What are the most salient themes participants discussed when asked about their university experience during the pandemic? What are the main challenges that participants report? We focused on the experiences (Abarca Millán, 2020) of instructors and first-year students using data from two university-wide surveys. From the surveys, we used demographic information and answers to open questions included for 240 freshmen and 67 instructors in one college of this university. Answers to these questions were coded using a thematic analysis (Guest et al., 2014). Concerning findings, students reported concerns about online modality instruction, mental health issues, and issues with available learning spaces. Instructors reported exhaustion due to class preparation and teaching and concerns about student participation.
This study has important implications not only to inform online instruction during times of restricted (or no) access to face-to-face classes but also to inform educational policy in developing countries concerning university-wide and nation-wide conditions that need to be met to serve all students.

**61936  16:40-17:05**
**The Indian Odd: Women's Rising Education and Declining Labor Participation**
Gauri Khanna, OP Jindal Global University, India

The disproportionate representation of women in labor as compared to their education is an Indian odd which will be examined in this study. Women are attaining higher education degrees at similar rates as men but hold a much lower track of considerable labor participation. Women constitute only 21% of the workforce as compared to 49% of total enrolment in higher education in India (AISHE,2020). This apparent paradox is result of a variety of factors where gender roles in society and discrimination at job work play its role interchangeably. However, no study so far has assessed the dynamics of personal and economic factors

collectively. This study aims to address the gap in literature by collectively exploring the personal and economical determinants to explain the negative correlation between women's education and their labor participation in India. The theories of human capital suggest that with more education, women acquire greater skills, and their earnings increase, resulting in higher labor force participation (Chattarjee, 2018). In India, counter-theoretical results from data deserve greater research attention than it has been given.This study will provide an acute test of personal and economic determinants affecting women's labor force participation. It will establish new directions for future research that will explain the negative correlation between women's labor participation and higher education in India.

**61262  17:05-17:30**
**International Students' Acceptance of Online Learning During Pandemic: Some Exploratory Findings**
HoangNam Tran, Tokushima University, Japan

The COVID-19 outbreak in 2020 has impacted campus life in many ways, including shifting to online mode of teaching and learning, restricting face-to-face communication and activities, and forming of new norms of education. This paper investigates impacts of the pandemic to the way international students taking class and doing research, the satisfaction level, and obstacles of international students in Japan to online learning, as well as the factors which may influence the students' acceptance of online learning, A questionnaire containing both Likert-style and open-ended questions were sent to all international students at a university in Japan. Almost half of the non-research international students reported that their taking class was impacted, while almost 30% of graduate international students reported that their doing research was impacted during the pandemic. Japanese proficiency, years of enrollment and family status are found to be associated with impact on taking class. Access to supportive information from university is found associated with satisfaction level of online learning. These findings imply further investigation may need to be conducted for more evidence on whether that acceptance of online learning could be associated with certain factors, and if online learning could be a new norm of education.

**Sunday Live-Stream Workshop Presentation Session: 17:40-18:30**
Room D

**61539**
**Bridging the Gap: Educational Experiences and the Impact of the Changing Generations**
Monica Milinovich, Professional Educational Consulting, LLC, United States
Cameron Bender, Professional Educational Consulting, LLC, United States

The educational system is constantly evolving with each new generation. Each generation exhibits their own unique characteristics and behaviors that inevitably change and impact the education system and its learners. As Baby Boomers leave the profession and Generation Xers move up into administrative roles or veteran teaching positions, our Millennials take on more teaching roles, with the newer Generation Z students that sit in front of them. Each of these groups hold tightly to belief systems, life experiences, and behaviors that are quite different. These differences are rarely mentioned during research, or addressed during professional development and instructional coaching, leaving many teachers confused on best strategies to reach their new learners. Mentoring new teachers creates another challenge between different generations of teachers as they hold different approaches to their careers, varying degrees of work ethics and arrive with diverse skill sets. Our students come to school disconnected form the adults within their classrooms and school buildings, and we must find ways to reengage with them and teach them. Taking a deeper dive into the differences and similarities of each generation, their needs, and best methods for bridging the gaps is an essential component that needs to be incorporated into our educational systems. The diversity among generations continues to grow, and we must explore best practices within our educational settings to ensure success for everyone.

# Virtual Poster Presentations

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

**61730**
**A Multifaceted Approach to Complex Needs: Targeted Interventions for Gifted Students With Autism**
Sacha Brayley, University of British Columbia, Canada

Recent studies have focused on identification of gifted students with ASD and on their learning experiences; however, there appears to be a gap in the research regarding effective interventions for these students. Most intervention strategies target either the student's giftedness or their ASD diagnosis, but their unique challenges require targeted interventions that extend beyond those designed for students with a single exceptionality of either giftedness or autism. The purpose of this study was to determine the efficacy of targeted, multi-faceted interventions designed to address the complex, often contradictory needs of a gifted student with ASD. The study used a single-subject research design, which took place over the course of two school years. Targeted interventions were designed and implemented to address the specific needs of a 9-year-old male BIPOC student, who had received an ASD diagnosis at age 3, and who was subsequently identified as highly gifted at age 7. A literature review, which looked at the identification of gifted students with ASD and how these dual diagnoses impact their experiences in school, informed the design and implementation of interventions. Practitioners conducted interviews with the student, parent, and teachers, which uncovered differing understandings and expectations that contributed to school avoidance, frustration, and anxiety on the part of the student. In collaboration with the parent, teachers, and student, a series of interventions were designed to address this student's specific needs. Behavioral observations, progress monitoring, and pre- and post-intervention interviews were collected as evidence to determine the effectiveness and relevance of the interventions.

**62132**
**Emotional Literacy: Equipping Students with Skills**
Caron Westland, University of Colorado Denver, United States

Today, more than ever, our students need to become emotionally literate. This poster session will explore the science and strategies to integrate emotional literacy across curricular areas. While some students being served in special education might not be able to pick up the social cues, they can be taught emotional intelligence skills. Learn how to teach students to name and express emotions across the curriculum. Schools have begun utilizing Social Emotional Learning (SEL) as a foundation for integrating all students back into the classroom this year. Students can begin to learn to empathize, control impulses, communicate clearly, solve problems, and build friendships (Frye, 2018). Naming emotions can be a foundation for relationship building (Voltmer & von Salisch, 2019). Students need to understand the mirror neurons in the brain when someone smiles and someone reciprocates (Jaffe, 2018). Brackett (2019) asserts that we should be given permission to feel and that adults and students should be taught the skills to ask how someone feels and to take the time to listen. After being in lock down/shut-in during the global pandemic, we only had the chance to be with those in our household/bubble. When we got on social media or on a zoom call, we had an opportunity to express how we were feeling. That was the beginning. In this poster, we will explore the power behind relationships/peer mentorship to support emotional intelligence.

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

**61537**
**Students' Perceptions Toward Dyads and Triads in the English Classroom**
Naoko Ichii, Shibaura Institute of Technology, Japan

This study exclusively focuses on a dyad (a pair) and a triad (a group of three) in an English classroom setting. It investigates the differences between dyad and triad interactions and explores the students' perceptions and attitudes toward the interactions. The characteristics found in each interaction are categorized respectively according to the findings of research in clinical psychology. 57 Japanese second year university students majoring in Engineering were asked to introduce themselves in dyads and in triads

at the beginning of each lesson. The questionnaires were administered in the first and the last lessons of the semester to collect data. The research results indicated that how they experienced both dyads and triads differed although they had positive feelings toward both dyad and triad interactions. For example, in dyads, they felt close and comfortable, while in triads, they felt some distance and somewhat uncomfortable. In dyads, they felt some pressure to keep the conversation going while in triads, they felt less pressure because they could rely on the other two members to help carry the conversation. Some distinctive opinions were observed in each interaction and this could have some implication when teachers use pair work and group work in English lessons.

**IICAH2022 Pre-Recorded Virtual Presentations**

**Teaching and Learning**

**61348**
**Early Elementary Online Learning: Rubric for K-5 Teacher Online Learning Activity Design**
Esther Ntuli, Idaho State University, United States

With the understanding that online learning for early elementary students is here to stay, this presentation provides findings from a case study that documented teacher use of self-designed online activities with young children during the COVID-19 pandemic. Using qualitative approaches, the study analyzed 30 online activities from different platforms used by teachers and developed an online design rubric based on recurring design features within the selected activities. A purposeful sample of teachers was used to pilot the rubric. The findings of the study reveal the potential of using an established rubric to cut down on time spent by teachers designing online learning activities for young learners, findings also indicate a general lack of online developmentally appropriate pedagogical strategies for young children. Implication for practice will be discussed.

**IICAH2022 Pre-Recorded Virtual Presentations**

**Arts - Arts Theory and Criticism**

**62081**
**From Virtual Space to "Third Space": Mickey Mouse in Shanghai during the 1930s and 1940s**
Yujing Qian, Beijing Film Academy, China

Mickey Mouse made his Chinese debut in the Shanghai illustrated magazine Liangyou in 1932. Since then, urban audiences in Shanghai began to see both authorized and unauthorized Mickey Mouse cartoons in various entertainment mediums, including magazines, newspapers, and films. Through the analysis of images in various Shanghai media, this paper explores how the cultural identity of Mickey Mouse in Shanghai went through a fundamental shift from a citizen of the world to a distinctly American figure in the late 1930s and 1940s. The paper has two sections. The first section focuses on Mickey Mouse images in early 1930s Shanghai. These images portray a universal character with no distinct definition of age, ethnicity, race, class, nationality, or local identity—a figure that can only exist in virtual space. The second section turns the focus towards the late 1930s and 1940s when unauthorized comic strip adaptations of Mickey Mouse created by Chinese cartoonists spring up in Shanghai. One such comic strip, Milaoshu you Shanghai (Mickey Mouse Traveling to Shanghai, 1948), exemplifies how Mickey Mouse shifts from being a symbol of cosmopolitanism to becoming a character with a specific national and racial identity: a white American man. By setting this white American male Mickey Mouse in 1940s Shanghai, Milaoshu you Shanghai depicts a world full of contradiction between the East and the West constructing a world that can be called, to use Homi Bhabha's term, a "third space" – a hybrid space emerged from the interface between existing cultural forms.

**IICAH2022 Pre-Recorded Virtual Presentations**

**Arts - Performing Arts Practices: Theater, Dance, Music**

**61397**
**From Old Creole Days: Sampling the Afro-creole Folk Song of Louisiana of the Late Nineteenth Through the Twentieth Centuries**
Phyllis Lewis-Hale, Jackson State University, United States

This lecture-recital will highlight selected arrangements of Louisiana Afro-Creole folk songs of the late nineteenth through the mid-twentieth centuries that utilize a Creole patois. These songs reveal a distinct, yet diverse approach to the ethnomusicological heritage of the African experience in the New World. The study explores selected songs of Camille Nickerson, Efrem Zimbalist, Julien Tiersot, W. T. Francis, and Mina Monroe (with Kurt Schindler) while noting various societal influences shaping the subject matter and compositional elements they employ. The main objective is for this lecture-recital to introduce and critically discuss specimens from this little-discussed repertory, both published and unpublished, thus helping to define a neglected corner of Afro-American song. The lecture-recital also serves as a performer's guide, providing information helpful to others seeking to explore the diversity of historical Afro-American cultural contributions.

**IICAH2022 Pre-Recorded Virtual Presentations**

**Arts - Social, Political and Community Agendas in the Arts**

**62115**
**Liminality in Inclusivity: Faculty Perceptions Towards an Inclusive Educational Community**
Rebecca Kan, Nanyang Academy of Fine Arts, Singapore
Jonathan Chng, Nanyang Academy of Fine Arts, Singapore
Arthur Chiang, Rainbow Centre, Singapore
Yeok Nguan Tan, Rainbow Centre, Singapore
Linda Prebash, Rainbow Centre, Singapore

As Singapore lives with COVID-19, the notion of an inclusive educational community is imperative to enhance the engagement of persons with diverse learning abilities. Over the course of eight months from February to September 2021, concepts of human-centred design, disability through the lens of inclusion, and principles of Universal Design for Learning were examined in the context of inclusive arts education in a higher educational context. This study interviewed 10 artist-educators to evaluate their responses towards inclusivity at the end of the programme. The findings are interpreted through the lens of liminality. The proposition here is that liminal encounters in faculty development can be described by one or more of these practices: separation, in which one leaves the original pedagogical approaches and begins to embrace a different way of thinking; exploration, in which one journeys towards inclusive practices; realization, in which one begins to reflect on and question the self; and innovation, in which one experiments with new pedagogical approaches to transform the curriculum in higher education of the arts. By viewing the findings through the lens of liminality, we suggest that inclusive practice brings about personal resilience to those involved. The paper offers an opportunity to think deeply and creatively about what it means to envision inclusive practices in higher education of the arts, and to explore alternative models of evaluating professional development to bring about collaboration, empathy and an ethics of care.

## IICAH2022 Pre-Recorded Virtual Presentations

## Arts - Teaching and Learning the Arts

**61916**
**School Songs: Place, Space and Embodied Architecture Within UK Independent School Communities**
Emma Bryden, Birmingham City University, United Kingdom

Since the 1850s, UK independent schools have composed songs which encapsulate their singular identity (David, 1850) and, through their regular performance (Farmer, 1860), establish a lasting bond amongst staff, students and past students (Butler, 1953). These school songs fall within eight broadly connected themes (Ewart, 1969) and are a lens through which to view the school's history, aspirations, views on education, morals and individual cultural praxis. The closure of schools during the COVID pandemic (DfE, 2020) dispersed their communities and prevented the physical performance of these songs at annual occasions such as speech day and Founder's Day (Bryden, 2021). To cultivate a sense of community when it was needed most, independent schools turned to online performances of their songs, featuring virtual choirs and orchestras, to facilitate their ritualistic inclusion within the academic year. This presentation therefore interrogates the necessity of a set physical space for the performance of a school song. The approaches taken by several schools in facilitating performances of their songs will be explored, and their reflections upon the success of those performances will be presented alongside an examination of historical examples. The outcomes of these investigations show that there is a hitherto unstudied embodied architecture which occurs through the habitual performance of independent school songs. Furthermore, it will be shown that this phenomenon can enable the community's identity to be successfully recreated outside of the physical school environment.

## IICAH2022 Pre-Recorded Virtual Presentations

## Literature/Literary Studies

**61815**
**Sustained Moment of Insight in Simeon Dumdum's if I Write You This Poem, Will You Make It Fly**
Hope Yu, University of San Carlos, Philippines

A rich structure of Filipino beliefs about animals inspires this paper to compare them with poetry, particularly, the poetry of the contemporary Cebuano writer, Simeon Dumdum Jr., which, in a very unusual discourse, suggests an extraordinary level of perception into the nature of the relationships between people and animals. Dumdum's recent poetry collection, If I Write You This Poem, Will You Make It Fly (2010), embodies a practice of the artistic incorporation of birds, and this praxis offers a measure against which to assess the abundant list of birds in the Philippines. Dumdum, being one of the most attentive artistic "employer" of birds – and his use of the winged creatures, epitomizes an ideal point on the range of an animal-centered aesthetic. In describing my study of Dumdum, I will also attempt to approach the broad questions of why and how poets use animals: what it means when we write about animals, and what implications (positive or negative), rendered from an ecocritical lens, attend the production and understanding of such poetry.

**62168**
**Violence for Self-respect in the Indian Socio-political Context: The Psychological Intricacies Perpetuating Yellow Journalism in Siddhartha Deb's Surface**
Rohit Jahari, Indian Institute of Technology Ropar, India

This article will read Siddhartha Deb's novel Surface (2005) to illuminate how an unsuspecting individual becomes prey to yellow journalism. And which Deb imaginatively presents through a diffident journalist's desperate effort to bolster self-respect by achieving an admirable professional standing among his peers. In the process, to gain readers from the Western countries, Amrit Singh deliberately punctuates his reportage on the insurgency challenging India's democratic setup with multiple fictions that pander to most Westerners' preconceived notions of the country. Foremost, to establish that Amrit indeed possesses a self-respecting mindset, this study borrows from Immanuel Kant's instruction to treat all rational beings with absolute respect, which several scholars use as a philosophical basis to comprehend self-respect. Next, Amrit's willingness to distort the facts is elucidated through the psychiatrist James Gilligan's observation that people

who excessively prioritize upholding their self-esteem are most likely to utilize violence for maintaining their ego. Accordingly, Amrit's single-minded aim to reinvigorate his dwindling prestige makes him ignore the facts that expose how the armed insurgents have ruthlessly shot and maimed a woman named Leela. Instead, he callously sensationalizes her suffering to project India as violence-ridden for the Western readers. Through a plot replete with nuanced understandings of the human psyche, Deb paints a poignant picture of the cut-throat world of media organizations exploiting a victim's tragedy.

## IICAH2022 Pre-Recorded Virtual Presentations

## Sexuality, Gender, Families

**61362**

**Homosexuality and African Criminal Justice System: Exploring the Current Laws and Enforcement Regimes in Nigeria**
Bamikole Martins Aduloju, Robert Gordon University, United Kingdom

The discussions surrounding the position taken by the various legal systems towards the lifestyles, practices and or acts of the homosexuals have gained notoriety and remained topical within and outside the academic space. While some nations have reviewed their criminal laws to decriminalize homosexuality, others have reinforced their justice system against it. Most African nations fall in the latter category, with the most recent example from Nigeria where her 2014 criminal law prescribes 14 years jail terms for the act. Within the academic literature, scholars have generally appraised the African legal stance, and particularly the Nigeria regime, from different perspectives; such as human right, medical laws, international law, legal history etc. However, not many researches have focused on examining the specific provisions of the so-called anti-gay legislations in Africa. This paper is exploratory in nature. It selects Nigeria as a case study and examines the scope of her laws on the 'crime' of homosexuality. Whilst references were made to other African countries, the paper isolates the Nigerian Same Sex (Prohibition) Act and discusses the legal elements of each provision of the Act and the crimes it establishes. It also investigates the current enforcement mechanisms put in place. Ultimately, by exploring the Nigerian 'anti-gay' laws and other African states as they are, this paper makes accessible to the international community how the regime expect persons of LGBTQ to conduct their lives and businesses within the ambit of the existing laws, even while the debates to review or repeal the laws continue.

## IICE2022 Pre-Recorded Virtual Presentations

## Assessment Theories & Methodologies

**62335**
**Peer to Peer Learning Model**
Sidra Rafique, Abu Dhabi University, United Arab Emirates
Smitha Dev, Abu Dhabi University, United Arab Emirates

Peer to Peer Learning Model Introduction Learning from one another is a characteristic of all courses at all levels, not just informal learning. Students have conversations about what they are learning inside and outside of the classroom, whether teachers are aware of it or not. The first approach when stuck a problem is to ask the fellow student not the teacher. It helps benefit from each other's useful experiences and makes learning enjoyable and less burdensome. The power of peer-to-peer learning is evident daily (Boud, Cohen & Sapson 2013) in popular cultures as demonstrated by books and films. The report is based on the direct experience of the peer-to-peer model applied through discussion posts and written assignments where students will comment on each other's work and provide feedback in the classroom and analyze its effects. Although the focus is on higher education, the themes apply to a broader audience. The research will analyze the challenges faced by teachers and students; during the implementation of Peer-to-Peer learning, in the classroom environment and will provide recommendations for those challenges in the adoption of the P2P scheme model in traditional classroom settings.

## IICE2022 Pre-Recorded Virtual Presentations

## Challenging & Preserving: Culture, Inter/Multiculturalism & Language

**60837**
**Maltese as a Foreign Language Teachers' Intercultural Competence**
Jacqueline Zammit, University of Malta, Malta

This study sought to understand how teachers of Maltese as a foreign language (MFL) develop intercultural competence by exploring the importance of intercultural competence (IC) to MFL teachers, the characteristics of interculturally competent MFL educators, and the ways in which educators develop IC. The study adopted the interpretivist paradigm and a case study research design to collect qualitative data. Seventeen MFL teachers of adult learners were purposefully selected because they all taught MFL to non-native adults. These educators were interviewed, by answering the researcher's ten unstructured questions. A smartphone was used to record the interviewees. Findings regarding the perceptions of the teachers who were interviewed are as follows. Firstly, the participants stated that IC is important for MFL teachers because it helps them to embrace diversity, to help adult learners to learn the target language (i.e. Maltese) better, and to be sensitive and accommodative to learners from different backgrounds. Secondly, according to the participants, an interculturally capable person is one who knows their own culture and others' cultural aspects, respects and accepts other cultures. It was also found that teachers develop intercultural capabilities through learning at a school and by visiting other countries and being immersed in the cultures of those countries. The implications of the findings as supported by existing literature, are that IC is important for foreign language teachers and as a result, intercultural training, learning through interactions with others and visits to other countries are necessary to develop intercultural capabilities.

**61940**
**Oral History Project: Learning Language and Culture While Serving Immigrant Communities**
Maria Grazia De Angelis, Saint Mary's College of California, United States
Audrey Edmondo, Saint Mary's College of California, United States

This presentation offers a pedagogical framework for a community engagement project that can be used by instructors of any language. Over the past twelve years, students in Professor Maria Grazia De Angelis' Italian classes have examined issues connected with immigration through interviews with members of the Italian community in the San Francisco Bay Area. Students conduct the interviews in Italian, developing their language skills, and record the stories in videos they present to the immigrants and archive as part of a larger historical record. The interviews are conducted in person but were held over Zoom during the

pandemic. While this project focuses specifically on Italian immigrants in California, it could be done with immigrants in any language and region.

This project benefits both the students and the people they interview, while at the same time creating a vital historical record.

1. Talking with immigrants is culturally eye opening for the students and motivates them to improve their language skills.

2. For the immigrants, having their stories recorded gives them the gift of history, having their life stories recorded for posterity.

3. For the future researchers, the final documentaries and Story Map (using ArcGIS software) will be a rich historical resource of immigrant stories, uploaded on a website that created with the help of a grant. The presentation will include samples of student work, a sample syllabus, strategies for assessment, and tips from the perspective of both the instructor and the students.

## IICE2022 Pre-Recorded Virtual Presentations

## Curriculum Design & Development

**61177**
**Course Redesign Collaboration and Scaffolding**
Jennifer Zaur, University of Arizona Global Campus, United States
Allison Rief, University of Arizona Global Campus, United States
Amy Johnson, University of Arizona Global Campus, United States

Designing courses that engage online learners to achieve the highest level of mastery of course learning outcomes is at the forefront of online course development at The University of Arizona Global Campus. In Spring 2021, full-time faculty in the Department of Education and Liberal Arts had the opportunity to redesign one of their core courses, ECD315: Curriculum Planning and Design for Early Learners. Throughout this presentation, we will explore this process and highlight specific examples of how scaffolding and collaboration allowed for redeveloping a course that would increase student mastery of learning outcomes. Similarly, the co-construction of content by full-time and adjunct instructors alike sought to deepen the partnership between these groups while increasing the self-efficacy and sense of connection to the university for the participating adjunct instructors. Participants will leave the session with practical strategies that can be used immediately for developing comprehensive and effective courses and curriculum.

**61179**
**Student and Faculty Experience With a Redesigned Discussion Forum**
Amy Johnson, University of Arizona Global Campus, United States
Michelle Simecek, University of Arizona Global Campus, United States
Bryan Aylward, University of Arizona Global Campus, United States

In this session, the authors will discuss implementing a research study regarding different formats of discussion forums. In a recent redesign of ECE 315: Language Development in Young Children, a modified discussion structure was implemented. The rationale for this research project came from the two ECE 315 faculty developers who were interested in students engaging in learning through discussion forums on a deeper level than previously witnessed in prior sections of the courses. ECE 315 is a high enrollment course with a new offering almost every week for students. From June 1, 2019, through May 31, 2020, there were 50 sections offered of this course with a total enrollment of 1,009 students who took the course, with an average course size of approximately 20 students per offering. Our research questions include (1) In what ways has the discussion redesign impacted student performance? (2) What are student perceptions regarding the new discussion approach compared to the traditional discussion approach? (3) What are faculty perceptions regarding the new discussion approach compared to the traditional discussion approach? (4) To what extent do faculty and students prefer the new discussion approach compared to the traditional discussion approach? The research results will be presented, as well as additional data points from these course offerings, specifically related to student success and course retention rates. The presentation will conclude with opportunities for future research.

**61430**
**Vocabulary in Japanese EFL Textbooks: What Vocabulary Should Junior High School Graduates Learn Next?**
Shusaku Nakayama, Meiji Gakuin University, Japan

This research investigates vocabulary words occurring in Japanese EFL textbooks designed for junior high school students. For this study, I make a corpus of junior high school textbooks, which is sourced from one series of government-approved textbooks, for a total of three textbooks. Text data are gathered from reading passages, example sentences, new words, and language activities so that the corpus can include as many English words that students are supposed to come across in the textbook as possible. The completed corpus contains approximately 45,000 tokens. This textbook corpus is compared with the New General Service List (NGSL), which can provide approximately 92% lexical coverage of general English texts with 2,800 high-frequency words, in order to see if textbooks are composed of words worth learning for students and how many of words in the NGSL are taught in textbooks. Results suggest that more than 95% of words occurring in textbooks are covered by the NGSL; however, textbooks present only 37% of words in the NGSL. These results indicate that textbooks largely consist of words that students are highly likely to meet in the real world, but they are only part of core high-frequency words. Hence, it may be almost impossible for

junior high school graduates to read authentic texts without any help and would be therefore indispensable to focus on the rest 63% of NGSL words in senior high school to help students to be able to understand authentic texts.

**61438**
**Engaging Students to Chinese Language Enhancement Classes With Communication-Intensive Components**
Ming Wai Christy Chung, The University of Hong Kong, Hong Kong

One of the University educational aims for undergraduate curricular in The University of Hong Kong is communication and collaboration. Students will learn how to communicate effectively in academic, professional and social settings and work with others and make constructive contributions. The University approved the Communication-intensive Courses initiative from 2018-19 by recognizing courses that provide HKU students with the core communicate competences needed for creative, economic and social success on campus and in the workplace. In traditional classrooms, students learning Chinese Language are expected to listen to lectures and finish the related assignments to strengthen their understanding and master the knowledge gained in class. However, in CiC courses, they focus on four main areas of communication: i) oral literacy, (ii) written literacy, (iii) visual literacy, and (iv) digital literacy. In our Chinese Language Enhancement courses which are Communication-intensive badged, students will learn the communication knowledge and skills through a variety of activities including in-class discussions, completion of assessed and non-assessed tasks and / or assignments, guest workshop, peer and teacher feedback on both speaking practice and written assignments. Students will have developed certain abilities and attributes of being effective communicators.

**IICE2022 Pre-Recorded Virtual Presentations**

**Design, Implementation & Assessment of Innovative Technologies in Education**

**60750**
**Determinants of Emergency Remote Online Learning Satisfaction During a Pandemic**
Daniel Mills, Ritsumeikan University, Japan

The Coronavirus (COVID-19) pandemic caused a major disruption to tertiary education around the world. With very little warning, university faculty had to convert face-to-face classes to online delivery, often without adequate guidance, training, or resources. In Japan, the situation was exacerbated by the fact that online learning in formal university education is not widespread. Therefore, Japanese university students were forced to adapt not only to the "new normal" of living with a pandemic, but also to the new technologies, struggles, and isolation of emergency remote online learning (EROL). To that end, the presenter conducted a survey of 158 university students at a private university in Japan to ascertain overall satisfaction with their online English-language courses, and to explore how autonomy and individual differences influenced satisfaction. The survey instrument contained sections related to 1) Emergency Remote Online Learning Satisfaction, 2) Autonomy, 3) Demographics, and 4) Open-Ended Questions. The results of the research showed a significant correlation between emergency remote online learning satisfaction and autonomy. In addition, individual differences including gender, technological self-efficacy, and internet connectivity influenced satisfaction and/or autonomy. A description of the methods used to conduct the research as well as the results and implications of the study will be presented in this session.

**60768**
**Intellectual Property Protection Against the Resilience of Startups Millennial Business During the COVID-19 Pandemic**
Sri Mulyani, University 17 Agustus 1945 Semarang, Indonesia
Anggraeni Endah Kusumaningrum, 17 Agustus 1945 Semarang, Indonesia

This study aims to raise the economic resilience of the community, especially startups in overcoming the turmoil of the COVID-19 pandemic in the millennial generation through intellectual property protection. During the COVID-19 pandemic, various large companies and small and medium businesses experienced a decline in the business sector. The millennial generation as one of the actors in startups has also experienced a decline, so that it requires strengthening its resilience. The problem in this study is how to model the resilience of startup companies in overcoming the turmoil of the COVID-19 pandemic. What are the obstacles in implementing the resilience model for startups? The research method used in this research is normative juridical supported by primary data. The research location is in a start-up company (startup) in the old city of Semarang. The old city of Semarang as an open space in providing business opportunities between local and modern businesses. This research was analyzed qualitatively. This research is expected to provide benefits for the growth of the city's competitive ability. The results show that the intellectual property protection is still low in startup companies in the millennial generation, due to factors other than product quality. Product quality improvement can be done through the protection of intellectual works.

**IICE2022 Pre-Recorded Virtual Presentations**

**Education**

**61247**
**Virtual Learning – Social Pedagogy Promotes Active Agent**
Sada Jaman, LaGuardia Community College, United States
Ahmed Abdelhalim, LaGuardia Community College, United States
Mazeda Qayaum, Western Standard International School, Bangladesh

Social pedagogy is more than a transformation in the academic institution. LaGuardia Community College has envisioned creating more meaningful and authentic learning opportunities by using social pedagogy to promote student ownership in the virtual platform. The Covid-19 pandemic has catapulted the academic institution and opened a new way of performing teaching and learning. During the pandemic crisis, faculty have faced challenges in various capacities. The institution has embraced the social pedagogy features in many ways to promote their teaching and learning. Despite the challenges, faculty in the Business and Technology Department (BAT) at LaGuardia Community College (LAGCC) has transformed the classroom face-to-face teaching to virtual learning space. Educators aimed to develop meaningful connections and interaction for students and administrators across the campus and help students become active agents of their education. Using the notion of social pedagogy, BAT faculty explored strategies in promoting the students' ownership in self-study. Results suggest that the social pedagogy enhanced self-directed learning opportunity for students during the pandemic crisis. Furthermore, the study revealed an innovative approach to nurturing students' educational experience to shape them as independent learners. Presenters will also share resources that can help the audience to utilize them and foster innovative practices. The audience will get an opportunity to exchange ideas and explore approaches to engage students in the virtual platform.

**IICE2022 Pre-Recorded Virtual Presentations**

**Education / Pedagogy**

**62027**
**Influence of Regional Educational Policies of Municipalities in The Republic of Bulgaria on Teacher Status-Role Models**
Nadezhda Kaloyanova, University "Prof. Dr. Assen Zlatarov", Bulgaria

Regional educational policies in the Republic of Bulgaria are implemented through programs and projects with European, national, regional or cross-funding. They are implemented both by the Municipality itself and by educational, cultural institutions and NGOs in partnership or with the support of the municipality. Some of the programs cover all educational institutions in the municipality. Others have a specific focus and scope. The aim of the study is to determine the impact of regional educational policies on the status-role models of teachers. The main research thesis is that the nature of teacher's status-role models is directly dependent on the level of development of educational policies of local government. It is assumed that the more developed these policies are and the more local educational initiatives in which teachers participate, the more relevant, rich and dynamic is their status-role model. The last significantly affects the quality of education provided in the respective Municipality. In the study are analyzed the educational policies of two bulgarien municipalities - the Municipality of Burgas and the Municipality of Vidin. The two have different areas and socio-economic capacities. Respondents to the research are 185 teachers from different stages and levels of the education system and 12 principals of the educational institutions in which teachers work. A structured questionnaire was developed for the purposes of the study. The questionnaire establishes the amount and nature of teachers' involvement in local educational initiatives – on one hand, and the characteristics of their status-role profile, on other. A comparative qualitative and quantitative analysis is performed. Relationships are sought between the level of development of local educational initiatives and the characteristics of the status role profile, which can generally be defined as traditional (conservative) or actual (innovative).

**IICE2022 Pre-Recorded Virtual Presentations**

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

**61448**
**Resilience Among Teachers and Students with Learning Differences During the COVID-19 Pandemic: Similar Practices in Differing Contexts**
Jeanette Landin, Landmark College, United States

When the COVID-19 pandemic started, teachers' and students' initial impressions were that a return to normal would occur soon and that the shift to online and distance learning were a short-term anomaly. After 18 months of pandemic restrictions that have caused distancing in both the teaching and other social aspects of learning, remaining resilient and proactive is becoming increasingly more challenging. For teachers of and students with learning differences, additional challenges and trials with distancing and online learning exists. Including the obstacle that prior models and expectations of high-contact teaching and peer-based social learning have irrevocably changed. What was once the norm for teaching and learning face to face, and added obstacles because of the intrinsic challenges, is that learning differences present themselves in a variety of ways. Faculty and student perspectives are explored to present opportunities for ramifications to the pre-COVID-19 teaching styles. As well as, revealing to faculty and students that the trials to come are greater than expected environmentally, inside and outside of lessons and academic activities, and interpersonally with faculty and students with anxieties that COVID-19 has presented over the last 18 months. Many methods of increasing resilience and proactivity through the pandemic have been explored, including mindfulness, but few methods of increasing resilience have been explored with faculty and students with learning differences. The online accommodations detracted from "normal" faculty and student resilience.

**62047**
**Initiatives Social Adaptation Promotion Program for Adolescents With Developmental Disabilities**
Fumika Kimura, Tokyo Kasei Gakuin University, Japan

In Japan, there has recently been started programs for adolescents with physical, mental and developmental disabilities based on the same political systems. So administrations have many difficulties in rehabilitation program for adolescents, especially who are not affiliated with schools or have already graduated from schools. Programs for children with developmental disabilities are increasing little by little. And existing programs for adolescents are for school refusal or for mental disorders such as schizophrenia and depression. There are also problems specific to developmental disabilities and peculiar to adolescence, and it is difficult to apply them as they are. Moreover, almost administrations had been experienced in programs focused on only one kind of the disabilities. And I intend to develop and examined the program for the adolescents with developmental disabilities. The purpose of this program was to understand own characteristics and differences from others, to be confident in oneself, and to acquire the ability to maximize one's good points. The frequency of the program was once a week for 3 to 5 hours. The program was standardized and main contents of the program were outdoor activities and indoor activities. Participants were 5 people aged 19 to 20 years. All participants showed positive qualitative changes. Although it was difficult to see the relationship with the main social life, the participants have changed, such as continued participation, going out to school and playing with friends more often. In the future, it will be necessary to develop not only qualitative evaluation but also quantitative evaluation tools.

**IICE2022 Pre-Recorded Virtual Presentations**

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

**60928**
**COVID 19 Pandemic: Surfacing Filipino Senior High School Students' Images of Philippine Government Through Drawing**
Jennylyn Garcia-Cabbuag, University of Santo Tomas, Philippines

This qualitative study aims to describe how senior high school students in public schools in Plaridel, Bulacan identify their views and images of the Philippine government, particularly in its response to the COVID-19 global pandemic. A three-part research instrument that specifically sought for a.) respondents' influence in watching or reading the news, the format of news accessed, the language they prefer, news section or types of news they read or watch the most; b.) senior high school students' assessment on their awareness of the Philippine government and c.) drawing or doodle on how senior high school students perceived the government in response to the COVID-19 pandemic. Results show that the Philippine government has helped the citizens by providing cash aid or relief in other forms, but despite the "good efforts" are the "hidden acts" of corruption.

**IICE2022 Pre-Recorded Virtual Presentations**

**Educational Policy, Leadership, Management & Administration**

**60769**

**Legal Protection for the Millennial Generation Against the Massive of Junks Food During the COVID-19 Pandemic**

Anggraeni Endah Kusumaningrum, University of 17 Agustus 1945 Semarang, Indonesia
Sri Mulyani, University of 17 Agustus 1945 Semarang, Indonesia

The millennial generation as the nation's next generation needs safe food consumption and does not endanger their health and soul, even though in reality the level of awareness of the younger generation to consume safe, quality, and nutritious food is still lacking because they prefer fast food because it is practical and tastes good without Thinking about the dangers that threaten fast food is that in addition to being addictive, consuming too much fast food can cause complications, such as obesity or chronic diseases that can affect activities. This study aims to discuss legal protection for the millennial generation against the rise of junk food during the COVID-19 pandemic which has an impact on the resilience of the nation's next generation. The research method uses a normative juridical method that uses secondary data as the main data supported by empirical data, namely millennial consumers and will be analyzed qualitatively. The results showed that legal protection for the millennial generation already exists but is not optimal because the legal awareness of the millennial generation to the importance of consuming healthy and safe food is low and there is no government alignment with healthy food management. millennial generation trend.

**61243**

**Toughen Up, You Are a Woman: 4 Journeys to Lead Change During the Pandemic: A Story From the UAE**

Sultan Alkaabi, Emirates University, United Arab Emirates
Azzah Abdool, Hamdan Bin Mohammed Smart University, United Arab Emirates

This study provides insight and understanding of how four public-school Female Principals in United Arab Emirates have led to the transformation to online learning during the covid-19 epidemic. The study explores how the Four Principals have implemented a principalship style that supports their school's transition of learning taking place on campus to online learning. It also highlights their main role in the transformation to online learning. Qualitative methodology was implemented in the collecting data and analysis stage. The findings have helped to respond to the research questions in terms of identifying the major challenges and changes the four Principals have encountered during the transition to online learning. Research findings demonstrate that besides leadership style, communication was a major component in successful transformation.

**61536**

**Instructional Leaders' Reflective Inquiry Practices: Impact on Teachers' Instructional Competence and Students' Academic Performance in Selected Public Schools in Manila**

Kathleen Marie Castaño, University of Santo Tomas, Philippines
Rodrigo Litao, University of Santo Tomas, Philippines

The various tasks and high expectations add to the problems in the workplace. Instructional leaders, school principals, academic chairs, or coordinators must possess the mental insight to identify and approach the problems (Schmieding, 1999). The study examined if the reflective inquiry practices of the instructional leaders create an impact on the desired teaching performance of the teachers and the academic performance of the students. The study used Explanatory Sequential Design which consisted of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The respondents were chosen using non-probability sampling methods and purposive sampling. One hundred forty-nine (149) instructional leaders participated in the survey, and eleven (11) instructional leaders consented to be interviewed in public elementary schools in Manila, Philippines. Survey questionnaires identified the correlation between the reflective practices and the provided variables and semi-structured interviews were conducted to explore the collective views of the respondents about the phenomenon under investigation, which helped attain data triangulation. The survey questionnaire was patterned after the works of Faghihi & Sarab (2016), Egleston, Castelli, & Marx (2017), and Matsuo (2016). Permission was granted by the authors. The interview guide question was validated by experts in the field. The results of correlation analysis revealed that the teachers' performance and students' academic performance are not significantly

correlated with the instructional leaders' level of reflective inquiry practices. The performance of students and teachers seems to be predicted by other factors in relation to the instructional leaders' reflective inquiry.

**IICE2022 Pre-Recorded Virtual Presentations**

**Educational Research, Development & Publishing**

**61367**
**Study of University Education in COVID-19: Considering Future Lectures Based on Survey Results**
Mayumi Hori, Chuo University, Japan

COVID-19, which is longer than expected, has a great negative impact on our society and life. We are restricted in our actions and many restaurants and businesses are bankrupt. The unemployed are also accelerating. In the field of education as well, various restrictions were imposed, and we had no choice but to change to a method of continuing education with the personal safety of students and faculty members as the top priority. Since face-to-face lectures were common in Japan, education at universities was also restricted, and we had to change to online lectures in a hurry. The faculty are struggling to prepare for online lectures and create teaching materials that they are not accustomed to. Even with the gradual progress of vaccination, the end of COVID-19 has not been expected, and we are in a situation where we have no choice but to continue online lectures. The author's university conducted the questionnaire survey of online lectures from students. The purpose of this survey is to understand the current situation of students at online classes and to improve the next classes more effectively. The survey's implementation period was February 25-March 17, 2021, the target was undergraduate students, and the number of respondents was 5,703 (Ratio of respondents to the survey subjects: 23.2%). In this paper, the author will introduce the results of the survey and will consider how to improve the future education with pandemic based on this survey result.

**IICE2022 Pre-Recorded Virtual Presentations**

**Educational Research, Development & PublishingForeign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)**

**61800**
**Increasing EFL Learners' Comprehension of Academic Lectures by Improving Notetaking Skills**
James Broadbridge, Bunkyo Gakuin University, Japan
Yoko Kusumoto, Tokyo University of Technology, Japan

The recent growth in the prominence of English as a Medium of Instruction (EMI) courses at universities, in which students study content in their L2, has led to a growing demand for EFL students to be trained in the study skills required to succeed on these courses. One feature that sets university courses apart from secondary education is the academic lecture in which students are expected to listen, filter, and record vital information under real-time constraints. The ability to do so can mean the difference between success and failure on such a course, yet teaching materials aimed at EFL students rarely provide a pedagogical framework for learning how to take notes, and guidance for lecturers to aid them in creating clear materials that EFL students can comprehend is equally rare. This presentation reports on action research in the Japanese context that seeks to improve learner notetaking skills by implementing Siegel's (2018) four-step approach to notetaking. Previous iterations of the study have highlighted that while students were able to improve their notetaking ability, this failed to lead to improved scores on comprehension tests. The current iteration of the study draws on research by Siegel, et al's (2019) use of an information unit scoring system to shed light on the reasons for this failure of participants to illustrate improved comprehension. Results from the study have implications for EFL teachers hoping to better prepare their students for life on EMI courses, and lecturers wishing to make their lectures more accessible for EFL learners.

**IICE2022 Pre-Recorded Virtual Presentations**

**Higher Education**

**60905**

**Recruiting and Managing Volunteers for Academic Libraries: Tips and Suggestions for Running Successful Programs**

Michael Lorenzen, Western Illinois University, United States

Although not extensively covered in the library or education literature, academic libraries in higher education have been making use of volunteers for centuries. For a variety of reasons, some individuals wish to give of their time to support the mission of an academic library. They may be students, employees or retirees of the institution, or members of the local community. Regardless of the reason, working with volunteers means working with people and that includes all of the normal rules of managing people in a library with additional considerations also being brought into the mix. This presentation will be broken into several parts. To begin, what exactly does the current literature say about recruiting and managing volunteers in libraries? More specifically, how does it address it in an academic setting? It will then look at legal considerations. In particular, this will review screening of volunteers, the eligibility of volunteers, and their working conditions. The presentation will then review how an academic library would go about finding (and understand the motivation) of volunteers. It will also look at the practicalities in volunteer management. It will conclude with a look at fundraising and library volunteers.

**60918**

**Measuring Environmental Consciousness and Green Consumerism of College Students in the Philippines**

Jesus Panlilio, Holy Angel University, Philippines

This study intends to find out and describe the measure consumer attitudes regarding environmental consciousness and green consumerism of college students in Angeles City, Philippines. It covered Filipino college students in Angeles City namely Angeles University Foundation (AUF), City College of Angeles City (CCA), Holy Angel University (HAU), and Systems Plus College Foundation (SPCF), totaling to 16,618. A convenience sample of 384 students was drawn from this population. The population of this study were considered homogeneous in terms of age group and education level. Therefore, respondent age and education were assumed relatively fixed within this population. The focus then was on the other demographic variables, specifically gender and income. Several statistical techniques were used at the analytical stage, including descriptive analysis (i.e., frequencies, mean scores, and standard deviations) to deal with the first 2 hypotheses, and analysis of variance (ANOVA, i.e., t-test and F-test) to assess the other hypotheses. The first two hypotheses were evaluated on the basis of the critical value of the 5-point Likert scale, which is 3 (scale midpoint). Obviously, this value divides the measuring scale into 2 halves—favorable and unfavorable attitudes. The higher the value of the mean score the more favorable the attitude, and vice versa. The findings were college students are generally positive in terms of their environmental consciousness and are likely to adopt green consumerism. There is no significant difference in consumers' environmental consciousness due to their gender and family income. There is significant difference in consumer's likelihood of adopting green consumerism due to their gender. Male college students have higher adopting tendencies on green consumerism while their female counterpart are a little lower adopting tendencies. There is no significant difference in consumer's likelihood of adopting green consumerism due to their family income.

**61043**

**Successes and Challenges of a Business Process Redesign and Centralization of Faculty Management Systems and Process into a Faculty Portal**

Bryan Aylward, University of Arizona Global Campus, United States
Cassie Hurst, University of Arizona Global Campus, United States

University of Arizona Global Campus's (UAGC) Academic Operations teams have spearheaded a complete Business Process Redesign (BPR) of the institution's work, centralizing many of the 3rd party systems and processes into one, centralized faculty management portal/system supported through APL nextED. This presentation will outline the successes and challenges experienced with the initial migration of processes from numerous 3rd party products, as well as our internally supported academic operations systems and services, to a centralized faculty management portal. This will include the initial project plan, challenges encountered, and future projection and planning for next phases. The presenters will outline the approaches

taken in the design and migration of services over to the system as well as our communication strategy with Full Time and Associate Faculty.

In addition, the presenters will outline how the Academic Operations teams have implemented a focus on continuous improvement through the application of Active Learning Theory. Through a collective approach focused on process improvement and improved operational efficiencies in all functions and processes, the teams are seeing immense efficiency increases that are now managed through the new faculty management portal.

**61064**
**Mental Health Promoting Communities of Learning**
Natalie Frandsen, Simon Fraser University, Canada

The number of students enrolled in higher education with diverse learning needs is increasing, alongside growing numbers of students taking courses online. Additionally, as a consequence of the COVID-19 pandemic, post-secondary institutions have been required to deliver courses using "remote" methods (i.e., various online delivery modalities). Given the rapid shift to online learning, there is a need for dialogue about and action toward ensuring online learning communities are safe, inclusive and mental health promoting. Delivering courses and programs online (often called "distance education") has long been touted as an opportunity to provide more accessible and equitable education. However, equitable and accessible educational communities are created. It is essential that educators, learning designers and administrators are aware of, and advocate for, inclusivity within post-secondary educational systems where learning communities are designed to meet the learning needs of all students. Concepts of Universal Design for Learning (UDL), mental health promotion, and communities of learning will be discussed to provide opportunities for critical reflection about learning design and teaching practices. Additionally participants will learn some practical strategies to promote inclusion in their online classes. In this interactive session, participants can expect to engage and share in a lively discussion about inclusive and mental-health-promoting online learning environments. The presenter will share strategies that facilitate inclusive teaching. While these strategies will be of value to all instructors delivering courses remotely during the COVID-19 pandemic, they will be relevant post-pandemic and in diverse learning environments (e.g., face-to-face and blended course delivery).

**62165**
**Embarking on International University Teaching During the Pandemic: A Case Study From Indonesia**
Tati L. Durriyah (Tati D Wardi), Indonesian International Islamic University, Indonesia

Inspired by a range of research on educational practices during the pandemic (see IAFOR's 2021 special issue: COVID-19: Education response to a pandemic), this research attempted to report a case study of an online university course teaching in Indonesian International Islamic University, a graduate university that set to open its academic calendar in October 2021. Most studies about online teaching in higher education are predominantly on the context of existing educational practices that have been disrupted by pandemics. The university under study was forced to run all academic activities fully online and was challenged to ensure that the synchronous course session happens at the time that is sensible for international students living in different time zones. With a focus on one course as the primary data site, this study uses the instructor's self-reflection, course observation, and students interviews as the data sources. To orient the research, a recent study on online university teaching during the pandemic especially Boivin and Welby (2021) provides a research model about navigating the challenges of online teaching during the pandemics. Other study that acknowledges the internal and external forces that influence the academic process and development (Law & Xun, 2021) also enhances the orientation of the study.

**IICE2022 Pre-Recorded Virtual Presentations**

**International Education**

**60935**
**400 Million Students in Asia Looking for Quality Online Degree Programs**
Kristin Palmer, University of Virginia, United States

There are an estimated 400 million early and mid-career professionals in China that are interested in getting a graduate degree. There are not enough residential universities to support this demand. Consequently, Asian students are looking to international institutions for degree options. Many Asian students that were studying abroad are now back at home due to the COVID pandemic, political pressures, or issues with visas. Many working professionals have family and jobs in Asia and are not willing to relocate to study. Online degrees are becoming more accepted in Asia. There is a large demand for educational degrees but there is not a large supply. Many institutions have not been able to successful set up robust Asian campuses. Several of these institutions talk about roadblocks dealing with government and a lack of connection with Asian companies. Beacon Education is an online program management provider that is the largest provider of online degrees in China. This presentation will discuss the market need for online degrees and what services are required to be successful. Some components from Beacon Education will be highlighted including their integrated technology platform, mobile-first interface, robust student services, and partnerships with industry and government. For anyone looking to provide online degrees and grow enrollments, this session will discuss design requirements and potential solutions for providing online degrees in Asia.

**61518**
**Qualitative Analysis of Participant Feedback from an International Nursing Clinical Program in Guatemala**
Amanda Choflet, San Diego State University, United States
Robert Choflet, University of Maryland, United States
Jade Parker-Manderson, Nursing Heart, Inc., Guatemala

Background: Although thousands of people participate in global health exchange programs in Guatemala every year, information about their learning outcomes and cultural experiences is unclear. Many organizations attempt to provide educational and cultural learning opportunities for clinicians while addressing health disparities in Guatemala. However, very few learning outcomes have been reported from international short-term medical missions, especially those with a focus on professional nursing. Objectives: The aim of this program evaluation was to characterize the learning outcomes of participants in community-based international short-term missions over 24 months from 2018-2019 using an online open-ended survey of participant experiences. Methods: The community-based organization collected anonymous survey responses from program participants over two years, including three open-ended survey questions which were analyzed for this study.
Results: 378 past participants of nursing-focused groups were invited to participate and 94 total responses were returned, for a participation rate of 24.5%. Several learning themes emerged from the open-ended questions included in the anonymous survey of program participants. These themes included the development of cultural skills, technical nursing skills, and initiating a broader understanding of global health and the role of public health in vulnerable communities. There were important differences noted in the responses of participants depending on the type of program under evaluation (pre-licensure Bachelor's degree program student nurses, post-licensure nurse practitioner students, and community groups that include both clinical and non-clinical participants). Conclusion: This program evaluation demonstrated that meaningful educational, cultural, and professional themes emerged from participation in the short-term medical missions supported by NHI/ACE.

**61969**
**"Touch the New Land": Exploring Chinese International Students' Psychological and Academic Adjustments in the COVID-19**
Guangxiang Liu, The Chinese University of Hong Kong, Hong Kong
Wentao Li, The University of British Columbia, Canada

The worldwide spread of COVID-19 has exerted tremendous influences on the well-being of international students and the development of higher education. The current study adopts an exploratory case study

design to investigate the psychological and academic adjustments achieved by eight Chinese international students in the UK during the ongoing COIVD-19. Findings have demonstrated that the three main types of obstruction for such students emerging from the qualitative data including COVID-specific challenges (i.e., the threat of infect, reduced access to university facilities and resources); COVID-enhanced challenges (i.e., anxiety exacerbated by parents and social media use, anti-Asian racism and hate incidents); and language barriers and cultural differences as long-standing issues. Students' previous lockdown experience, individual personalities, development of monocultural friendship patterns, and institutional provision and support are all factors that have contributed to their ability to overcome or at least mitigate the psychological and academic difficulties. The study offers insight into the impacts of COVID-19 on international students, providing higher education institutions implications that could inform future responses to global health crisis.

## IICE2022 Pre-Recorded Virtual Presentations

## Language Development & Literacy

### 61771
**A Critical Comparison of the Lifewide and Lifelong Literacy Practices of Two Adults**
Chang Liu, University of Cambridge, United Kingdom

The field of literacy studies has witnessed a paradigmatic shift over the past few decades — from a skills-based paradigm towards one shaped by socio-cultural practices. Informed by this social constructivist turn, this study critically compares and contrasts the lifelong and lifewide literacy practices of two adults (Daiyu and myself). Based on thematic analysis of data collected from a semi-structured interview, this study identified four salient themes: 1) literacy as social practices, 2) multilingualism, code-switching, and translanguaging, 3) digital literacy and multimodalities, and 4) literacy education and societal views of illiteracy. This paper found that despite numerous commonalities of our literacy practices, particularly in the school context, certain nuances still exist owing to our differing identities and life trajectories, notably concerning multilingual and multimodal practices. By analysing our lived literacy experiences through the social lens, this study brings valuable implications for policymakers and educators to interrupt the established meanings and norms of literacy education.

### 62105
**No Bells and Whistles: Technologically Simplified Instruction in Scholarly Reading and Writing**
Leora Freedman, University of Toronto, Canada

The Scholarly Reading eWriting Intensive was developed by an English language program in a large public university as a rapid response to the move online in the spring of 2020. Amidst the early days of the pandemic, there was concern about students' need for "live" Zoom-style contact with other students and instructors. However, the author theorized that online writing activities would be more successful when students in various time zones, with differing schedules and access to the Internet could receive instruction asynchronously but with intensive involvement of their instructors, and through technologically simple media. A decision was made to deliver the Scholarly Reading eWriting Intensive through email. In the five-day program, students are emailed a series of reading strategies handouts which scaffold their encounter with a daily peer-reviewed disciplinary article. Topics are chosen to appeal to a class from across 20 departments. Five short assignments give practice in reading different sections of a journal article—introductions, methods, results, and discussion/conclusions. Students simultaneously practice writing in genres that build in complexity: reflection on previewing/skimming; summarizing; active reading; close reading, and distinguishing/critiquing authors' uses of information and argument. Each writing receives intensive 1:1 commenting from an instructor by email, to which students often reply. This approach resulted in high student engagement and enthusiastic feedback from participants. These results support research showing that instructor-to-student presence is the most important factor in student engagement with online learning (Ladyshewsky, 2013).

## IICE2022 Pre-Recorded Virtual Presentations

## Learning Experiences, Student Learning & Learner Diversity

**61102**
**Teaching Geometry in Middle Year's Immersion Through a Literacy-based Approach**
Marie-Josée Morneau, Université de Saint-Boniface, Canada

In Canadian Early French Immersion programs, students are simultaneously developing their language skills over time through all subject areas. Many studies have found that French immersion students acquire stronger receptive than productive language skills in French (Cummins, 2000; Genessee, 1994; Lyster, 2007; 2016), which affects their ability to communicate with accuracy in more complex situations such as mathematical reasoning. Intentionally targeting specific language components in mathematics and science is a proven effective pedagogical practice in second language learning (Cormier & Turbull, 2009; Lyster, 2007; 2016). Therefore, the objective of this study was to explore the effects of a literacy-based approach, centred on the use of the language of instruction as a cognitive tool, on the oral communication skills of middle years' students studying geometry in French as a second language over a period of 6 weeks. The results showed a positive effect on sentence structure, which suggests that a literacy-based approach plays a key role in the facilitation of mathematical reasoning in FI.

**61350**
**High Impacts of Intercultural Service-Learning Program on Taiwanese College Students**
I-Jane Janet Weng, Wenzao Ursuline University of Languages, Taiwan

Intercultural service-learning has been regarded a high-impact educational practice which can enhance students' learning and civic engagement. Yet, research investigating into its process and outcome in Asian settings is comparatively rare. This study aims to assess the learning effects of a Tourism English course which integrated intercultural service-learning element into its curriculum to connect students to the real world. Through serving the international tourists in the intercultural context, the students were expected to increase their intercultural communicative competence needed in the international tourism industry, broaden their worldview and increase their global citizenship. The participants were 45 college students enrolled in the course. The main service tasks included providing reception service in a large international convention and tour guiding foreign tourists in Zouying Old Town. The course design employed Fertman et al.'s (1996) PSRC 4-staged model which comprises reparation, service, reflection and celebration. The study used mixed-methods to collect data, including a survey of Common Outcome Measurement Questionnaire, focus group interviews, students' reflection journals and teacher's observation. The empirical findings indicated that integrating intercultural USR into Tourism English could produce high impacts and enhance students' learning in four aspects: professional learning, soft skills and personal growth, intercultural competence, and civic learning. It is suggested English teachers and scholars could adopt intercultural service-learning as a valuable pedagogy to nurture students to become cross-disciplinary English professionals with intercultural citizenship.

**61359**
**Learning Experiences of College Students From Mindanao, Philippines During School Closure**
Blenn Nimer, Notre Dame of Kidapawan College, Philippines

The Coronavirus-19 disrupted almost everything, including schooling. The United Nations (2020) reported that nine in ten students in 166 countries were prevented from attending in-person classes due to government-imposed lockdowns. Academic institutions were forced to modify their modalities and strategies to fulfill their mandate of educating their students. The Notre Dame of Kidapawan College, a private higher education institution in the island of Mindanao, Philippines, adopted a non-traditional modality of delivering instruction to its students. It was a combination of online lectures, pre-recorded lectures, sharing of ebooks as references, discussions held on messaging apps, and modules. This study was conducted to measure and understand the college students' learning experiences in the just concluded "new normal" academic year using explanatory sequential mixed-methods. For the quantitative phase, 256 students responded to an online questionnaire, and for the qualitative phase, 12 students representing all departments participated in the Focus Group Discussion. The college students were able to adjust fairly to the "new normal" methodology implemented by the school during the previous academic year. Despite the challenges and limitations of the methodology, most of the students complied with their academic requirements. Nevertheless, the students missed attending in-person classes, joining student activities, and hanging out

with their friends and classmates. Independent and online learning is not on their bucket list because it is boring and lonely. They are not ready for another year of online learning and are looking forward to the day when the school will reopen.

## 61665
### The Essential Elements of 4-H Integrated Within the School Classroom

Jason Hedrick, The Ohio State University, United States
Mark Light, The Ohio State University, United States

The Essential Elements of 4-H Youth Development are basic principles under which the 4-H Youth Development Program operates across the country (Purdue Extension, 2018). Incorporating these elements into the traditional classroom enables educators to focus on positive outcomes desired for youth; provide lesson plans for all students; view youth as central actors in their own development; and consider the development of the whole young person. Integrating these elements, the active learning classroom can be alive with creativity, focus, and the desire to learn (Watanabe-Crocket, 2017). The presentation will classify the Essential Elements of 4-H into classroom concepts and describe how they meet student's needs. Presenters will help attendees assess how well classrooms provide opportunities to meet each of the Essential Elements for students. There are a few crucial ingredients that are carefully combined in a recipe for an active learning classroom. In 4-H, the critical components of a successful learning experience are a sense of Belonging, Independence, Mastery, and Generosity. Across each curriculum, the 4-H Essential Elements (Belonging, Independence, Mastery, and Generosity) are embedded through the learning experience (Kress, 2004). More specifically, 4-H programming and classroom environments can be built around Eight Key Elements within the Essential Elements. This presentation will introduce participants to the Essential Elements of 4-H and guide discussions on how to implement these strategies into classroom environments to enhance learning and positive youth development.

## 61836
### Predicting Initial Performance in Research Report Writing

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Emaan Nazeeruddin, Prince Mohammad Bin Fahd University, Saudi Arabia

The present study was guided by the belief that the accurate prediction of students' performance difficulties, even before such difficulties manifest themselves, is critical to the effectiveness of remedial instruction for at-risk students. The study focused on Middle Eastern students (n = 167), an understudied population, who were enrolled in a general education course devoted to learning how to write research reports. Prior withdrawal rates and students' end-of-semester evaluations qualified the course as challenging. The study aimed to examine the extent to which individual differences in active and passive procrastination and self-efficacy may predict the initial writing performance of such students. Contrary to passive procrastination, which denotes intentional avoidance of work, active procrastination refers to the intentional decision to postpone work until the last minute to enhance motivation. Self-efficacy is the confidence in one's competence to execute the necessary actions to achieve desired outcomes. In the extant literature, by and large of Western import, students' under-performance has often been reported as linked to low self-efficacy and passive procrastination, whereas academic success has been linked to active procrastination, but null or weak findings also exist. We found no evidence that self-efficacy and either active or passive procrastination predict initial writing performance. Instead, performance was predicted by behavioral measures, such as attendance records, and the timing of the submission. Taken together, these findings suggest that the identification of students for remedial interventions intended to enhance their resilience may benefit from attention to obvious behavioral measures.

## 61842
### The Resilience of Female Students in Math Education During a Pandemic: A Comparison Between Online and In-person Instruction

Hanadi AbdelSalam, Prince Mohammad Bin Fahd University, Saudi Arabia
Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia
Omar El-Moussa, Prince Mohammad Bin Fahd University, Saudi Arabia

The present study examined whether undergraduate students' academic success in math general education courses differed between synchronous online (during the Covid-19 pandemic) and in-person (before the pandemic). It also examined the extent to which students' initial performance might predict academic success (as measured by final class grades) in online and in-person math courses, under the assumption that academic success for at-risk students relies on early identification and remedial action. The study was

motivated by two key beliefs: First, a basic feature of a quality education is its ability to preserve standards amid unexpected, potentially disruptive events. Second, computational competency is a pillar of a quality education, which shapes enduring success in a multitude of professional fields. Two general education math courses (i.e., calculus and statistics), which had been taught by the same instructor, were selected for examination. In our study, we found no evidence that the switch to the online synchronous modality had impaired learning. However, initial test and homework performance were not equally predictive of academic success in the selected math courses. Namely, both test and homework performance during the first half of the semester predicted academic success in online courses, whereas only test performance predicted academic success within in-person courses. These findings imply that the quality of math education can be preserved in times of crisis. However, math attainment for at-risk students may be aided by instructors' consideration of the differential predictive value of test and homework performance in each instructional modality.

### 61963
### The Resilience of Learning During the Covid-19 Pandemic: An Action-Research Study of Gender Differences

Omar J. El-Moussa, Prince Mohammad University, Saudi Arabia
Maura A. E. Pilotti, Prince Mohammad University, Saudi Arabia
Hanadi Abdelsalam, Prince Mohammad University, Saudi Arabia

In the present action-research study, we illustrate an evidence-based response of educators to the widespread concerns that learning in undergraduate students accustomed to face-to-face courses might have been curtailed during the pandemic by the switch to online instruction. The study focuses on general education courses, which usually enroll freshmen and sophomores. Namely, it targets learners who may be particularly sensitive to instructional changes due to their being at the early stages of their educational journey. Grades in seven general education courses taught by the same instructors for 3 semesters both face-to-face and online (through the synchronous mode) were examined. We found that female students performed better online than face-to-face in four courses (i.e., Culture, Natural Science, Math, and Wellness), whereas their performance was equivalent in the remaining courses (Communication, Assessment, and Professional Competencies). Male students also performed better online in Math and Natural Science courses, but they exhibited better performance in Culture, Wellness, and Professional Competency courses taught face-to-face. In this study, basic indices of uneven performance between male and female students were used as a springboard for further analyses into the sources of students' responses to instructional changes. Course evaluations completed by students and course reports developed by instructors were relied upon to understand learners' performance. The evidence collected indicated that female students were more likely to adapt to instructional changes than male students, suggesting enhanced resilience fueled by a greater determination to attain academic success. A plan to address deficient performance was then developed.

### 62039
### Classification and Effective Utilization of Feedback

Yumi Ishige, Otemae University, Japan
Yoshiko Goda, Kumamoto University, Japan
Sae Yamamoto, Teikyo Heisei University, Japan

The research aims to establish a system by which students can provide and receive feedback and utilize it effectively. As defined by Hattie and Timperley (2007, p. 102), feedback relates to actions or "information provided by an agent (e.g., teacher, peer, book, parent, [internet,] experience) regarding aspects of one's performance or understanding." This understanding of the feedback is classified into three types: feed up (setting a goal and comments related to the goal), feed back (confirmation of a current status), and feed forward (comments on the subsequent step). Each type is then divided into four levels of feedback regarding the task (suggestions for the various aspects of the issue), the processing of the task (suggestions for the process of problem-solving), self-regulation (suggestions related to self-evaluation and self-efficacy), and the self (suggestions not about the subject itself but regarding the person). It is important for students to recognize the type and level of feedback given in order to use it effectively. Based on the abovementioned concepts, I created a "feedback sheet" to categorize feedback according to its type. At this stage, I asked several university students to join the research study. The procedure was as follows: (1) set a goal (feed up), (2) do a presentation related to the students' research and obtain feedback from their classmates, (3) use the sheet to organize the feedback, and (4) reflect on the feedback given. In this research, I will examine the method and effectiveness of the sheet.

**IICE2022 Pre-Recorded Virtual Presentations**

**Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts**

**61403**
**Awakened Schools: A Theoretical Framework for Engaging Students' Innate Capacity for Interconnectedness**
Amy Chapman, Columbia University, United States

Much research has been done around the implementation and benefits of social and emotional learning. In spite of this good research, the field of SEL lacks a theoretical, rather than outcomes-based, grounding, in particular in ways that extend beyond curriculum-based approaches (Weissberg et al., 2013). There have been calls from within the field of SEL to go deeper into the inner life of children (Lantieri, 2002). In this presentation, we propose a conceptual framework for this deeper form of whole child education by building on Shulman's (1986; 1987) pedagogical content knowledge (PCK) to understand how teachers create awakened classrooms. Awakened classrooms support students' cognitive development in ways which allow students to use enhanced perception, engage in multiple perspective-taking, and foster discernment (Miller, 2015; 2021). We use the term spirituality as a shorthand for accessing these parts of the brain: spirituality is the innate human capacity to feel interconnected with others and the greater world, rather than any particular beliefs or practices. Based on three years of research which examined how teachers created awakened classrooms (Chapman et al., 2021; Chapman et al., in press), we created a professional development program to design awakened classrooms. Nurturing innate spirituality in the classroom requires the development of a complex, situated form of knowledge that we call Spiritual Pedagogical Content Knowledge (SPCK). This presentation will share this conceptual framework, which aims to understand the complexity and interplay of the three components of an awakened classroom: spirituality, pedagogy, and content.

**61786**
**Exploring the Impact of Online Teaching on MCBS students – A Case Study**
Jennifer Paquibut, Modern College of Business and Science, Oman
Aarati Mujumdar, Modern College of Business and Science, Oman

Covid-19 has created major upheavals in the lives of students all over the world. The abrupt transition to online classrooms across educational institutes has caused immense turmoil in the students' psyche. Students of Modern College of Business and Science (MCBS), also faced this dilemma. The purpose of this exploratory study was to investigate how this shift had affected them academically, psychologically, economically, and socially. Further, it sought to determine their ability to handle stress and the support the College needed to provide to overcome these challenges. This study utilized the descriptive research design where data was collected through a validated researcher designed tool. Purposive sampling was employed in choosing respondents from the Departments of General Education, Business and Economics at MCBS. Weighted mean, frequency and pareto ranking were used to analyze the data. Analysis revealed that students were in the grip of a vicious cycle. The resultant psychological and social isolation led to low academic performance resulting in low grades, GPAs, further leading to low motivation to study. The students grappled with economic issues also. This study however threw up an extremely important point - the kind of support the education institutes can provide to students in these challenging times. Though students used their internal coping strategies to overcome their mental state, educational institutes should prioritize and support students' mental health. This will enable students not only to handle stress, anxiety, and depression, but also look forward to completing their academic studies successfully and move forward in their lives.

**61791**
**Sandwich a Side of Motivation: An Investigation of the Effects of the Feedback Sandwich Method on Motivation**
Emily Dolan, Slippery Rock University, United States
Brittany Fleming, Slippery Rock University, United States
David Keppel, Slippery Rock University, United States
Jessica Covert, Singapore Institute of Management, Singapore

The "feedback sandwich" method involves placing corrective feedback between two positive statements. Although it has been argued that this method is an effective means of delivering feedback to students

because it seemingly makes constructive feedback more pleasant (e.g., Dohrenwent, 2002), there exists limited empirical research to support this claim. Receiving feedback from instructors has implications for a host of perceptual and behavioral variables for students. The limited body of empirical research on the feedback sandwich method provides evidence that while this method is associated with perceived usefulness and effectiveness (e.g., Davies & Jacobs, 1985), its use may not influence subsequent performance (Prochazaka et al., 2020). Few studies have examined all potential combinations of sequencing. In addition, no studies to date have looked at the effects of the feedback sandwich method on motivation. By examining the effects of sequencing on motivation, potential mediators in the feedback-performance may begin to be elucidated. The implications of such findings would likely have important theoretical and applied implications. This study examines the effects of feedback sequencing on motivation. To account for all combinations of sequencing, 132 participants were assigned to one of seven feedback conditions. After reviewing their feedback, participants reported their levels of motivation in the course. Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed in light of their implications for feedback sequencing and the potential mechanisms explaining the effectiveness of feedback sequencing will be discussed.

### 61792

**An Empirical Investigation of Feedback Sequencing on Emotion Regulation Processes**
Emily Dolan, Slippery Rock University, United States
David Keppel, Slippery Rock University, United States
Jessica Covert, Singapore Institute of Management, Singapore
Brittany Fleming, Slippery Rock University, United States

The effects of receiving feedback on course assessments have emotional implications for students (e.g., Ryan & Henderson, 2018) that extend to motivation and behavior (Boud & Falchilvov, 2007). Receiving negative feedback, then, may have harmful effects on students' emotions, motivation, and performance. Thus, it is important to understand how students' negative emotions may be regulated when receiving negative feedback. A way in which students' negative emotions may be regulated is through employing the "feedback sandwich" (Dohrenwent, 2002). The method focuses on variability in feedback ordering, and specifically holds that "sandwiching" constructive feedback in between two positive statements is the most effective way to deliver negative feedback to students. While widely discussed in the popular press, there exists little empirical research on the effectiveness of method, and to date, only one study has examined the effects of the feedback sandwich on emotion regulation. While this study failed to find an effect of the feedback sandwich, the study lacked sufficient power to detect an effect, which may explain the findings (authors' names redacted for blind review). This study will present an empirical test of the effects of feedback sequencing on emotion regulation with a larger sample size (N = 288). Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed in light of their implications for feedback sequencing and the effects that sequencing and emotion may have on motivation and performance.

### 62046

**Indian Classical Dance Education and its Impact of the Spiritual Intelligence of the Students – An Empirical Research**
Kanaka S, Vels University, India
Sujatha Mohan, Dr. MGR Janaki College of Arts and Science for Women, India

The aim of this study is to empirically investigate the impact that the period of learning of Indian Classical art form Bharatanatyam creates on the Spiritual intelligence of the students. Primary quantitative data has been collected using closed-end survey from 180 students pursuing Bharatanatyam from higher education institutions in India. The variable Spiritual Intelligence has been measured through 24 item SISRI scale. The moderating effect of the gender of the student has also been examined in this research. The statistical analysis of the primary data collected reveals that higher the years of learning of Bharatanatyam by an individual, higher is the level of Spiritual intelligence of the individual. It has also been revealed that out of the four constructs tested in this research to measure the variable Spiritual intelligence the construct critical existential thinking has greater significance when compared with that of the other three constructs namely transcendental awareness, conscious state expansion and personal meaning production. The study also reveals that gender does not moderate the relationship between Spiritual Intelligence and the number of years a person has been practicing and performing Bharatanatyam.

**IICE2022 Pre-Recorded Virtual Presentations**

**Nurturing Creativity & Innovation: New, Innovative & Radical Education**

**61471**
**Story Maps as Teaching and Learning Tools for Elementary Education Majors**
Josephine Desouza, Ball State University, United States

It is imperative that preservice teachers learn how innovative technologies can be used to teach geographic inquiry. In a science methods course, elementary education majors learn to design Story Maps that are interactive maps displaying geographic data that are enhanced by text, video, and photographs. These interactive maps were created as web applications using the cloud-based mapping and analysis platform, ArcGIS Online. Geographic Inquiry is comparable to the STEM pedagogy of scientific inquiry with an exception that the inquiry takes into consideration the phenomenon in the context of space. In creating these maps, the preservice teachers used real world data displayed as visualizations that enabled them to look for patterns and relationships. Preservice teachers posed geographic questions and through web-based hands-on Geospatial technology, designed Story Maps that presented information on a variety of topics.

**IICE2022 Pre-Recorded Virtual Presentations**

**Primary & Secondary Education**

**61087**
**Goal Setting in the Classroom to Promote Academic and Social-Emotional Growth**
Jill Tussey, Buena Vista University, United States
Leslie Haas, Xavier University of Louisiana, United States

Academic growth is a common goal for educators, administrators, and parents. When educators provide opportunities for students to determine appropriate goals for themselves, students have opportunities to actively work towards the goal and take ownership over their learning. Important to note is "goal setting must include four components to best motivate students: providing them opportunities to build competence, giving them control or autonomy, cultivating interest, and altering their perceptions of their own abilities" (Usher & Kober, 2012). Setting goals in the classroom is a concept that should be modeled to the students to ensure that they understand an appropriate level of growth but also are aware of what activities are involved in achieving the goals. Goal setting can extend beyond academics and focus on social-emotional or behavioral growth connected to behaviors. As the world deals with a global pandemic, students may be returning to the classroom with a number of social-emotional or behavioral issues. By embedding goal setting in the classroom, we are allowing students to take ownership over their feelings and actions. Participants learn about the importance of goal setting, examples of how to create opportunities in the classroom, and guidance on providing support to students before and after setting goals. Whether the goals are connected to academics or social-emotional, celebrating the milestones is an important component. Examples of student and classroom celebrations will also be shared during the presentation.

**IICE2022 Pre-Recorded Virtual Presentations**

**Professional Training, Development & Concerns in Education**

**61072**
**Teacher-Learner Engagement in Online Learning Modality in a Private Catholic School: Towards the Development of Teacher Upskilling Matrix**
Geraldine Pancho, Adamson University, Philippines

The CoViD-19 pandemic has put an end to the prevailing ideology underlying the educational system in the Philippines. The use of interactive online classrooms as a replacement for conventional education has been a concern for both teachers and learners since they were given a limited time to learn and relearn these platforms. Teachers were obliged to undergo trainings. While the efforts were excellent, faculty members were short of time, as many were torn between studying how to operate emerging technology and the teaching itself. This research assessed the teacher-learner engagement in an online learning in a private catholic school and the challenges encountered by the teachers of the elementary and junior high school in an online learning engagement. The TPACK (Technological Pedagogical and Content Knowledge) of the teachers in elementary and junior high school were evident as assessed by the students but, there are still points to consider to further improve their engagement in online learning modality. The teacher-respondents in the Focus Group Discussion mentioned that internet connectivity is a major issue that is at the threshold of providing quality education during the pandemic. Academic honesty has been a major source of concern for the teacher-respondents. Teachers were looking for better ways and means on how to monitor and provide timely and effective feedback to their students. Based on the result of this study, a tailored fit-for-purpose upskilling matrix to become a 21st century teacher in the digital realm is of greatest importance in achieving a promising online learning engagement.

**61803**
**Promoting Pre-service Teachers' Technological, Pedagogical and Content Knowledge (TPACK) Through Developing Virtual Reality Applications With the Assure Instructional Design Model**
Yang-Hsueh Chen, National Chengchi University, Taiwan
Meng-Fang Tsai, National Pingtung University of Science and Technology, Taiwan

The promotion of teachers' TPACK, namely the integration of content, pedagogy, and technology knowledge for teaching has become a major concern among researchers and educational practitioners. Moreover, cultivating teachers' augmented reality and virtual reality (AR/VR) capabilities has become an important issue of government policy. Drawing on Kohloer and Mishra's Learning by Design principle and the longstanding ASSURE instructional design model, this study intends to leverage pre-service teachers' TPACK through the "AVR-ASSURE" classroom intervention. In Spring 2021, 24 pre-service teachers enrolled in the "Design and Utilization of Instructional Media" teacher education course went through the AVR-ASSURE course modules. They learned the Cospaces AR/VR authoring platform, explored good examples in the gallery, familiarized themselves with ASSURE procedures, developed virtual reality courseware, and were ready to implement authentic teaching in elementary classrooms. Unfortunately, due to a sudden outbreak of Covid-19 in Taiwan in May 2021, only two groups successfully carried out their teaching in the physical elementary classroom. The other four groups transformed their materials and taught online within our teacher education course. Data collected from the TPACK survey, individual course reflection and group interview were analyzed to inform the effectiveness of the AVR-ASSURE classroom intervention. Wilcoxon signed-rank test results showed that, the pre-service teachers significantly increased their TPACK total scores and the TK, TPK, TCK, and TPACK dimensions. Qualitative data are being analyzed to find influential factors for the pre-service teachers' TPACK development, as well as their perceptions and actions toward the Covid-19 outbreak. Implications will be discussed along with practical suggestions.

**62161**
**Reimagining Support for Japanese Teachers of English**
Tony Cripps, Nanzan University, Japan
Takao Imai, Nanzan University, Japan
Sean Toland, Kagoshima International University, Japan

This presentation explicates a nascent research project that aims to understand and support the practical needs of pre-service English teachers who intend to teach at junior high schools and senior high schools in

Japan. The presenters will outline the necessity for such practical support considering the current teacher-training structure in Japan. Through intensive workshops and online support, pre-service English teachers will enhance their methodological knowledge and practical teaching skills. Support will be provided in three main ways by: 1. Holding a series of intensive practical teaching workshops focusing on teaching methodology and practice; 2. Creating an 'English Knowledge Lab' (EKL) website which will house useful audio and video files, as well as a host of other teaching support material such as lesson plans, grammar activities, communication activities and ICT implementation activities; 3. Producing practical teaching handbooks based on the teaching workshops. This research project aims to provide realistic solutions to practical problems which English teachers in Japan face every day. It is hoped that fellow educators will find this presentation useful when considering making changes to their own educational contexts.

**IICE2022 Pre-Recorded Virtual Presentations**

**Teaching Experiences, Pedagogy, Practice & Praxis**

**60766**

**The Educational Values of E-Commerce Information Technology for the Law Protection of Citizens**
Liliana Tedjosaputro, Universitas 17 Agustus 1945 Semarang, Indonesia
Emiliana Pudjiarti, Universitas 17 Agustus 1945 Semarang, Indonesia

In Indonesia, the development of e-commerce is increasing along with the increasing number of internet and social media users. The rapid growth of e-commerce has changed the way consumers make purchases of goods and services. The growth of electronic transactions has a very positive impact on business people as well as consumers, because it provides ease, convenience, efficiency and low costs. However, electronic transactions can pose risks and uncertainties that can harm both consumers and entrepreneurs. This article aims to examine the educational values of e-commerce information technology for the protection of citizens. Digital citizenship is closely related in the way in which e-commerce information technology knowledge is mastered and practiced to make significant connections. To see digital education clearly, then clear knowledge about the application of new technologies as part of the government's recommendations for legal protection. This is important because citizens who are educated with knowledge of e-commerce technology will be able to promote ethical values as a democratic society. In this way, the new space will be available not only as a digital reality but also as a full-fledged society needs.

60936

**Keeping Small Changes Faculty made During COVID that had a Big Impact on Learning**
Kristin Palmer, University of Virginia, United States

The COVID-19 pandemic shut down in-person classes at our campus. Over 4,000 courses were transitioned online in 4 days. Faculty and students struggled to learn this new modality. A working group convened to assess innovations and collect faculty and student stories. This working group met weekly and surveyed all the different schools (medicine, law, liberal arts, business, etc..) for teaching practices that worked. As the working group heard stories from faculty, they realized providing these stories to others would be valuable. These short stories were collected and aggregated onto a website hosted by our Center for Teaching Excellent.
This website is the Small Changes, Big Impact site at http://cte.virginia.edu/small-changes-big-impact. Most of these stories highlight easy to implement practices that our faculty are continuing to use once we return to in-person classes. This presentation will walk through ten specific ideas that were small changes that had a big impact on teaching. One faculty member dedicated the first 5 minutes of every class for students to randomly be connecting to another student in the class where they were not allowed to talk about class, but just connect socially, getting to know one another. Another faculty member talks to the value of virtual office hours to promote more students working with her through difficult concepts. Effective practices that are evidence-based and align with the Community of Inquiry (CoI) framework will be shared during this presentation.

**61313**

**Examining the File Renaming Errors Made by Japanese University EFL Students During the First Year of Emergency Remote Teaching**
Brian Rubrecht, Meiji University, Japan

The move to emergency remote teaching (ERT) in 2020 due to the COVID-19 pandemic forced instructors worldwide to necessarily include components of information and communications technology (ICT) in their lessons. However, this move proved particularly challenging in Japan, for the country has long lagged behind others in its implementation of ICT for educational purposes. While many university instructors in Japan were able to successfully provide ERT courses that utilized new or heretofore rarely used ICT (e.g., Zoom, learning management systems), students' general lack of basic personal computer skills remained a persistent concern. Aware of both Japan's ICT shortcomings and students' anxiety and confusion regarding the transition to online learning, an instructor/researcher (I/R) teaching English as a foreign language at three Japanese universities opted to make heavy use of email – a standard digital tool widely used for decades – for assignment submission and student-teacher communication purposes. In spite of email's many inherent advantages, the I/R unexpectedly received a large number of email attachments that were not renamed according to the repeatedly-explained file renaming convention he had established for all emailed

documents. The proposed presentation presents analyses of the file names of a subset of emailed documents the I/R received during AY2020, with the research goal being to categorize the file renaming errors so that their likely sources could be determined. Because the errors arose from multiple and varied sources, explanations about and recommendations for pedagogical practices (e.g., the giving of instructions, typing in a foreign language) are proffered.

**61436**
**Teaching Empathy: Teacher Candidates' Perspectives of the Japanese Internment in Hawaii**
Jennifer Padua, University of Hawaii at Manoa, United States
Monica Smith, University of Hawaii at Manoa, United States
Doreen Elliott, University of Hawaii at Manoa, United States

This phenomenological study examined the extent to which undergraduate teacher candidates' perspectives of the Japanese Internment in Hawai'i influenced their learning of empathy. The article discusses how teacher preparation programs may use cultural simulations to develop teacher empathy, a central characteristic of the quality of culturally responsive teachers. Learning about empathy through Japanese Internment in Hawai'i was explored by analyzing the experiences of seventeen undergraduate teacher candidates after visiting the Japanese Cultural Center in Honolulu, Hawai'i. Data gleaned from surveys, self-reflection, peer reflections, and photovoice essays were analyzed using clustering and themes. Findings revealed the depth of candidates' empathetic lens and ways teacher preparation programs may use an interdisciplinary approach to develop teacher candidate empathy. The research offered implications for teacher preparation programs on the use of empathy for preparing teacher candidates to work in urban classrooms with culturally and linguistically diverse students.

**61519**
**Creating Interactive Videos for Deeper Student Engagement Using PlayPosit**
Rick Bird, DeVry University, United States
Veronica "Ronnie" Schreiber, DeVry University, United States

The current generation of college students have become the "YouTube" generation. These students gain knowledge by watching videos and interacting with social media platforms. Universities are struggling to "meet the learner where they are". How do you provide a video, similar to the YouTube, TikTok, and other social media platforms, while still engaging the students and ensuring that they have learned the critical course concepts? DeVry University is implementing an active learning video platform using PlayPosit. In this new platform, we are creating interactive videos where students learn a topic and then answer questions based on the topic. The video continues with the next topic and then the next questions. Our initial experience indicates that online and classroom-based students are more engaged and learn the material more effectively using this new pedagogy. In this presentation, we will elaborate on the research steps that we are taking to determine the effectiveness of this new platform. In addition, we will discuss the methodology that we use to create the active learning videos, including the equipment and software that we have implemented. We will ask participants to share their experiences and their ideas for the active learning video environment as well.

**61717**
**Why Teacher Led Instruction Really Works**
Nicole Shammas, Higher Colleges of Technology - Dubai Women's Campus, United Arab Emirates

Since the 1980s the notion of traditional teacher led lecturing has been largely dismissed in favour of a more student-centered, collaborative, problem solving type pedagogy. This practice is captured in the terms: the guide on the side vs the sage on the stage methodology (King, 1983) . Certainly, the student-centered approach is an effective practice which is supported by empirical evidence. However, this pedagogical division between a teacher centered and student centered type approach to teaching has led those in education to believe that direct instruction, i.e. teacher-centered lecture style, is an inferior approach, and therefore should be minimized. Drawing on research, this presentation argues that there is a place in education for the 'sage on the stage' and that we should consider revisiting this approach at times, in order to maximize student learning.

**62053**

**Concept Mapping Strategy to Improve Non-Computer Science Students' Learning Achievements in Logical Database Design**

Lynda Farza, Military Academy, Tunisia

This study aims to investigate the effects of using concept mapping on student's performance on logical database modeling and to examine their satisfaction towards the use of concept mapping strategy in the database design process. One hundred and two undergraduate students participated in the study. These students were assigned into three groups with three different learning approaches: two experimental groups and one control group. The three learning approaches were compared to find out what effects they have on learning database modeling. The concept map was used as a first step of data modeling by the two experimental groups, while the control group was taught using the conventional approach without using the concept mapping strategy. We have studied the logical database schema made by all students during the achievement test to see if there was a significant difference between the student's scores of the three groups. The findings revealed that for novice students, using the concept map strategy in the database design may be more efficient than the conventional approach. It can help to enhance the academic performance of students in logical database modeling. Based on our observations and the students' statements, we can also consider that the concept map had a positive effect on the students' attitudes towards the content, increased the students' motivation, helped to induce a positive dynamic among them, a greater engagement and interest in the subject matter.