The Asian Conference on Education
ACE2018

Saturday, October 13 - Monday, October 15, 2018
Toshi Center Hotel, Tokyo, Japan

Final Draft Schedule

Please Check & Confirm
Please check that all information pertaining to you is correct
and notify us at ace@iafor.org if there is any error.
Please notify us of any corrections by **Wednesday, September 19** 09:00 JST.

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 (including room allocations and session chairs).

This will be available on **Tuesday, October 2.**

The International Academic Forum

Saturday at a Glance

October 13, 2018

08:15-09:00   Conference Registration | 6F Foyer (6F)

09:00-09:10   **Opening Announcements | Orion Hall (5F)**
Kiyoshi Mana, Director of Events, IAFOR

09:10-09:25   **Welcome Addresses | Orion Hall (5F)**
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan
Joseph Haldane, IAFOR, Japan

09:25-09:30   **Recognition of IAFOR Scholarship Winners | Orion Hall (5F)**
Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan

09:30-10:00   **Keynote Presentation | Orion Hall (5F)**
The Things that Do Not Change
Zachary Walker, Institute of Education, University College London, UK

10:05-10:35   **Keynote Presentation | Orion Hall (5F)**
High-Quality Classroom Assessment in Times of Change: From Purposes and Uses to Tasks and Environments
Liying Cheng, Queen's University, Canada

10:40-11:10   Coffee Break | (6F)

11:10-11:40   **Keynote Presentation | Orion Hall (5F)**
Moving Forward by Going Back: Not Changing but Innovating
Andy Curtis, Anaheim University, USA

11:45-12:15   **Keynote Presentation | Orion Hall (5F)**
Sophisticated Machines and Innovative Education: Who (or What) Will Thrive?
Keith Miller, University of Missouri – St. Louis, USA.

12:15-12:25   IAFOR Documentary Photography Award | 2018 Winners Screening

12:40-13:40   Parallel Session I (Workshops)

13:45-14:45   Parallel Session II

15:00-17:00   Parallel Session III

17:15-18:15   Conference Poster Session | Orion Hall (5F)

18:30-19:30   Conference Welcome Reception | Orion Hall (5F)

The International Academic Forum

Sunday at a Glance

October 14, 2018

09:00-11:00	Parallel Session I
11:15-12:45	Parallel Session II
13:00-14:30	Parallel Session III
14:45-16:15	Parallel Session IV
16:15-16:45	Coffee & Networking Break
16:45-18:45	Parallel Session V

17:15-17:45   **Keynote Presentation**
Teacher Competences Function as the Discourse of International Competitiveness within the Institutionalized Milieu in the Epoch of Globalization
Tien-Hui Chiang, Zhengzhou University, China

18:15-19:15   **Featured Panel** | 706 (7F)
Leadership & Innovation
Kay Irie, Gakushuin University, Japan
Peter McCagg, Akita International University, Japan
Kristin Palmer, University of Virginia, USA

The International Academic Forum

Monday at a Glance

October 15, 2018

09:00-09:30   Coffee & Networking Session 706 (7F)

09:30-11:30   Featured Panel | 706 (7F)
Thriving in Publication: Ethical Guiding Principles for Academic Publication
Yvonne Masters, University of New England, Australia
Bernard Montoneri, National Chengchi University, Taiwan

09:30-11:30   Parallel Session I

11:45-13:15   Parallel Session II

13:30-15:00   Parallel Session III

15:15-16:45   Parallel Session IV

16:45-17:15   Closing Session

18:00-20:00   Conference Dinner

The International Academic Forum

Saturday Session I: 12:40-13:40

Room: *To be Announced in Final Schedule*
Workshop Presentation

43138
Happy Teachers Make Happy Children
Gita Srikanth, WeCAN – a Resource Center for Autism, India
Swati Narayan, WeCAN – a Resource Center for Autism, India

Mainstream classrooms typically have a mix of learners with different personalities, attitudes who function under varying contingencies. Often the teacher spends a lot of her time in managing some of these differences that can manifest in the form of problem behaviors like disruptions, varying needs for attention and varying needs of attention. The teacher ends up by actively managing these challenges, the teacher unknowingly strengthens the behaviors, increasingly the future probability of their reoccurring, while ignoring a segment of compliant, quiet and on task learners. This workshop will help teachers utilize best practices from the principles of Applied Behavior Analysis that can recognize and strengthen appropriate behavior repertoires of the learners while maintaining efficiency and positivity in teaching. The workshop will include the golden rule approach to teaching and data taking and a role play exercise for participants to experience and apply in their classrooms.

Saturday Session I: 12:40-13:40

Room: *To be Announced in Final Schedule*
Workshop Presentation

44139
Developing Empathy Through Acting Training and Mindfulness Practices
Grisana Punpeng, Chulalongkorn University, Thailand

It is common knowledge that acting requires both cognitive and affective skills, and modern acting theories are closely related to psychology. For that reason, in recent years, many non-theatre corporates have been applying acting training as a way to train their employees about empathy, which is the ability to understand others' emotions, perceptions and situations from their point of view, and be able to communicate that understanding to them. Whether or not empathy – one of the most essential social and interpersonal skills today, can be trained through acting is still debatable and is subject to ongoing discussions and studies. My argument is that not all kinds of acting exercises can lead to empathy, and there are many factors contributing to the development of empathy, including time, instructions, and types of activities. For this particular workshop-demonstration, exercises and activities are drawn from my background in Buddhist mindfulness practices and psychophysical actor training, which include, but not limited to Phillip Zarrilli's psychophysical actor training, Michael Chokhov's technique, butoh training, as well as my experience in corporate training, particularly in the healthcare setting. A sequence of exercises have been designed and developed to 1) allow participants to understand the concept of empathy 2) equip them with skills to build empathetic connections with others in everyday life 3) recognize the uses of actor training exercises beyond the world of theatre.

Saturday Session I: 12:40-13:40

Room: *To be Announced in Final Schedule*
Workshop Presentation

41201
Personalising Lessons to Achieve Better Engagement
Vahida Berberovic, University of Technology Sydney - Insearch, Australia

While technology makes lessons more interesting, engaging and appealing to students, there is a danger that students will still be perplexed as to how to interpret and apply those lessons in their course. This applies particularly to students from diverse backgrounds, and some lessons that not only introduce new language but also concepts alien to students. This workshop focuses on personalisation, where difficult concepts are introduced in such a way to engage students on a level that they are already familiar with, that is close to their own experience, and thus easy to understand - before it is applied to more abstract content. This workshop aims to provide ideas to participants about how to structure lessons in a way that will engage students and provide better understanding of difficult concepts. The workshop consists of a short presentation on personalisation, followed by a demonstration of a sample lesson on the topic of climate change. The attendees will then participate in a problem-solution activity, where they will be presented with a difficult concept that students struggle with (synthesising) and asked to "personalise" the lesson so that students can understand the concept better, before they are required to engage with the course material.

Saturday Session I: 12:40-13:40

Room: *To be Announced in Final Schedule*
Workshop Presentation

43080
The CEFR: Steadily Paving the Way in Japan and Asia - Practical Perspectives
Maria Gabriela Schmidt, Nihon University College of Humanities and Sciences, Japan

This workshop will introduce the results of a JSPS research project on developing a tool-kit for teachers aiming to use the CEFR and the 2018 published CEFR Companion Volume (CEFR/CV) efficiently. Many practitioners are willing to use the CEFR, but when doing so, they get lost by the amount of information and complexity. This workshop will use a concentric approach starting from practical classroom activities and tasks as the center of teaching, aligning the activities and tasks to can do descriptors, taking assessment into account, trying to include teacher and learner autonomy and going into bigger cycles up to the curriculum. This easy to follow approach will help practitioners to connect each step to CEFR and CEFR/CV and identify the resources. Recently the CEFR has been discussed widely in Japan related to curriculum reform for foreign language teaching and the change of the central university entrance examination (senta-shiken) especially for English (4-skills) starting in 2020. The impact of the CEFR concerns other foreign language teachers throughout Asia as well, especially China or Vietnam have very ambitious programs. The workshop would like to include a wider audience to discuss the newly published CEFR Companion Volume and its possible impact.

Saturday Session I: 12:40-13:40

Room: *To be Announced in Final Schedule*
Workshop Presentation

41806
Developing Positive Relationships Through Strong Reflective Behaviours
David McEwan, King's School, New Zealand

This workshop will share with participants:
1) How we explicitly teach reflective thinking to staff and students. Based around the belief that thinking needs to be taught, all members of King's School are explicitly taught how to become more reflective. Through best practice opportunities like modelling, feedback, feedforward and understanding what it looks like, staff and students develop their behaviour around reflective thinking.
2) What systems we have in place to enhance reflective thinking and what digital tools are available to help achieve this. King's School operates a strong observation/feedback model for its staff. This model sets the platform for a range of processes and tools to be used across all areas. These include: Explain Everything, Google docs, Thinking Whiteboards, Google forms, Verso. These tools combine with a philosophy of Assess/Adapt/Act to ensure learning continues.
3) The importance of relationships and how they affect students' learning, some of this material will be based on Dr Michael Reichert's research into boys' schools. Key outcomes from the workshop are an understanding that reflective thinking needs to be taught, and an awareness of how digital tools can enhance the reflective process. Through becoming a more reflective person, the relationships we develop are more positive and more beneficial to both our learning and our wellbeing.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Workshop Presentation

43372
Future-Ready Now: Skills and Mindsets to Thrive in the 4th Industrial Revolution
Joanne Chua, National University of Singapore, Singapore

There is an increasing need to teach soft skills and inculcate healthy mindsets in institutes of higher education, to prepare graduates to excel and thrive at university and in their future careers. These include teaching techniques of attention regulation and focus, enhancing self-awareness, the cultivation of happiness for well-being and success, building resilience through emotional regulation, overcoming limiting beliefs, and developing interpersonal effectiveness skills of empathy and collaboration. 'Roots & Wings', a first-of-its-kind module for undergraduates at the National University of Singapore (NUS), provides a safe practice ground for students to try out new behaviours and skills, in order to maximise their human potential. Since its inception in January 2016, more than 12,000 students have read Roots & Wings, with modest success. Roots & Wings instructors use a blend of experiential methods such as Socratic questioning and guided discovery to facilitate student learning, integration, and transfer of skills and mindsets. Facilitation of Experiential Learning requires unique qualities and skill sets of the Instructor, which are vastly different from those of Didacticism. Good facilitation helps students to develop 'inside out'- meaning from a values and feelings realm, to overt expression in behavior. This workshop will introduce participants to the unique Roots & Wings pedagogy through a multi-prong approach: firstly, by being a participant in a mini Roots & Wings workshop, followed by a dialogue on the role of the instructor as a facilitator, and ending off with a group discourse on the application of experiential methods to other fields of study.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

42915
The Influence of Communication Climate on the Creative Organization. A Case Study of a Higher Education Institution
Yudi Perbawaningsih, Universitas Atma Jaya Yogyakarta, Indonesia

Invention and innovation are two concepts that are quite popular, associated with the growth and development of the organization, especially in a highly competitive situation. Organization, as well as an educational institution, must adapt to the environmental changes. Invention and innovation need creativity, both individually and institutionally. It means that to develop a creative organization, it needs creative manpower, whereas creative manpower can be found in a creative organization. This article proposes to describe the influence of communication climate to the degree of creativity of the organization. Communication climate is simply defined as an atmosphere of supportiveness or defensiveness that people feel within an organization. It is expressed in the symbols of verbal and nonverbal, exchanged within human interaction and relationship. In the context of higher education, communication climate can be understood as the composition of the feeling or the perception of the entire academic community related to the relations and interactions between the members of the academic community. This research was conducted at Universitas Atma Jaya Yogyakarta, Indonesia. Using survey and quantitative data analysis, and the respondents are all members of Faculty of Social and Political Sciences, the research shows that communication climate, including creative climate as a part, does not directly influence the degree of organization creativity. The role of communication climate is strengthening the effect of the internal factors of the members of organization on organizational creativity, such as creative personality.

41148
Crisis Marketing Strategy Antecedents of Performance
Jesus Panlilio, Holy Angel University, The Philippines

This paper studies the marketing strategy antecedents of the performance of higher education institutions in the Philippines in the light of the crisis brought about by the K-12 Curriculum. Antecedents include Market Focus, Market Expansion, Program Offerings, Program Differentiation, Cost Leadership in Tuition, Place/Location Expansion, Advertising, Sales Promotions, Events & Experiences, Public Relations, Direct & Interactive Marketing, Word-of-Mouth, Personal Selling, and Attack Competition. It made use of descriptive – correlational research design, which covered ninety-four HEIs covering School Year (SY) 2015-2016. Factor analysis with varimax rotation, Cronbach's alpha coefficient, independent t-tests (for normally-distributed data) or Mann-Whitney U tests (for non-normally distributed data), Pearson r (for normally-distributed data) or Spearman rho tests (for non-normally distributed data) were also used. Four components determined were mass communication strategies, differentiation strategies, personal communication strategies, and target market strategies. Compared to school year 2014-2015, HEIs performed favorably in changes in revenue, profits, assets/investment, and enrollment in school year 2015-2016. Compared to public HEIs, private institutions' marketing strategies were found to be significantly different in market focus, market expansion, cost leadership in tuition, sales promotion, event and experiences, public relations, direct marketing, and attack competition. Significant correlations were found to be positively moderate between place/location expansion strategy and profit performance; between place/location expansion, word-of-mouth attack competition strategies and asset/investment performance. A negatively moderate correlation was

found between cost leadership in tuition strategy and revenue performance; between direct marketing strategy and enrollment performance.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Adult, Lifelong & Distance Learning
Session Chair: *To be Announced in Final Schedule*

41351
The Meaning of Quality in Online/Blended Courses to American and Malaysian Administrators, Faculty, and Students
Esther Smidt, West Chester University, United States
Cecilia Yin Mei Cheong, University of Malaya, Malaysia
Emily Dachroeden, West Chester University, United States
Timothy Kochem, Iowa State University, United States

This presentation compares two studies investigating administrator, faculty, and student perceptions of quality in online/blended courses conducted in two different contexts, namely (1) two midsize public universities in the United States, and (2) a college in a premier public university in Malaysia. The research question explored in both studies was: What is the meaning of "quality" in an online/blended course to administrators, faculty, and students? Survey data from the three constituents in both contexts were obtained. Qualitative data analysis revealed the top eight quality features of each context (as ranked by number of references), namely 1) comparable rigor, 2) clarity, 3) interaction, 4) meets objectives or outcomes, 5) feedback, 6) availability, 7) engagement, and 8) easy to navigate and user-friendly. The results revealed similarities and differences in the rankings of the quality features between constituents and between contexts. Similarities suggested that different constituents had different priorities with regards to quality features, On the other hand, differences appeared to be based on where each institution was on their distance education trajectory, namely whether the institutions were developing or experienced distance education providers. These findings should be considered and reflected on in online course design, online teaching strategies, and online student support.

43575
Bite-Sized Learning for Adult Learners: Lessons for Instructors
Yan Yin Ho, Singapore University of Social Sciences, Singapore
Eun-Young Yeo, Singapore University of Social Sciences, Singapore

With today's volatile global economy, more working adults are returning to school for re-skilling or upgrading to ensure their employability. As a result, institutions of higher learning (IHLs) are seeing a shift in their student demographics, from the conventional school leavers to more working adults in the classrooms. Consequently, the IHLs need to re-strategise their teaching methods to meet the different learning needs of the adult learner. This presentation will discuss bite-sized learning; the utilisation of micro-learning activities which learners can access anytime, anywhere on their mobile devices, as one method of helping adult learners to learn more effectively and better manage their studies (Bruck, Motiwalla, & Foerster, 2012). This learning approach is appropriate for adult learners in view of the challenges they face of finding uninterrupted long stretches of study time to fit into their busy schedules given their multiple roles and responsibilities (Fairchild, 2003). Moreover, while there is literature discussing bite-sized learning in corporate training, bite-sized learning has not featured prominently in the higher education literature (Edirisinghe & Fraser, 2014). This suggests that bite-sized learning as a teaching and learning approach for tertiary education is an innovation that is worth pursuing. This presentation will discuss how bite-sized learning was piloted in an undergraduate Cognitive Psychology course for adult learners enrolled at the Singapore University of Social Sciences. Implementation strategies will also be discussed and learners'

feedback gathered from the pilot launch of this teaching and learning approach will be shared.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Curriculum Design & Development
Session Chair: *To be Announced in Final Schedule*

44066
A Study of Satisfaction of Students Towards the Bachelor of Science in Medical and Public Health Secretary
Jirawat Sudsawart, Suan Sunandha Rajabhat University, Thailand
Phannee Rojanabenjakun, Suan Sunandha Rajabhat University, Thailand
Pradapet Krutchangthong, Suan Sunandha Rajabhat University, Thailand
Veena Chantarasompoch, Suan Sunandha Rajabhat University, Thailand

This research was aimed to study the satisfaction of students towards the Bachelor of Science (new curriculum in 2016) in Medical and Public Health Secretary, College of Allied Health Sciences, Suan Sunandha Rajabhat University (2017 academic year). It was the descriptive research by using the questionnaire as the tool for data gathering, the population was 46 undergraduates in Academic Year 2017 which it was retrieved 45 questionnaires as 97.83 percent. The statistics for data analysis were mean, percentage and level of satisfaction which it was divided by year and gender. The findings revealed that it was in the high level (X = 4.21, S.D. = 0.591) which consisted of 1. curriculum, 2. process of selecting students, 3. lecturers, 4. learning environment, 5. learning management, 6. measurement and evaluation and 7. learning achievement, to adjust, improve, promote and develop the learning management system as the quality assurance of university by defining the standard of indicators which consistent with the university development, and link with the internal quality assurance of The Office of the Higher Education Commission (OHEC) and the external quality assurance of The Office for National Education Standards and Quality Assessment (ONESQA).

44110
The Satisfaction Supportive Learning Materials of Students in Medical and Public Health Secretary Program
Veena Chantarasompoch, Suan Sunandha Rajabhat University, Thailand
Jirawat Sudsawart, Suan Sunandha Rajabhat University, Thailand

Objectives of this study were to ascertain the satisfactory and guidelines for improving on logistics to support learning activities of. Medical and Public Health Secretary Program College of Allied Health Sciences Suan Sunandha Rajabhat University. This is a good way to improve things. Support the learning to be more effective. This study was conducted using 54 questionnaires. Research The four main support questions were divided. The study indicated that The overall rating was 4.12 at a good level. Academic services were at 4.22, followed by general services at 4.13, followed by buildings, premises and the environment. At the 4.09 level, the final level of the media/documentation and teaching equipment was at 4.03. The result of this evaluation was to continuously improve and improve the quality of higher education.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Language Development & Literacy
Session Chair: *To be Announced in Final Schedule*

41080
The Effects of Teacher Efficacy, Instructional Leadership and Professional Learning Communities on Student Achievement in Literacy and Numeracy
Jarrod Sio Jyh Lih, Selangau District Education Office, Malaysia

This paper discusses the factors contributing to student achievement in literacy and numeracy in primary schools within Sibu Division, Sarawak, Malaysia. The study involved 694 level one primary school teachers. Using descriptive statistics, the study observed high levels of practice for teacher efficacy, instructional leadership and professional learning communities (PLCs). The differences between gender, teaching experience and academic qualification were analyzed using the t-test and one-way analysis of variance (ANOVA). The study reported significant differences in respondent perceptions based on teaching experience vis-à-vis teacher efficacy. Here, the post hoc Tukey test revealed that efficaciousness grows with experience. A correlation test observed positive and significant correlations between all independent variables. Binary logistic regression was applied to predict the independent variables' influence on student achievement. The findings revealed that a dimension of instructional leadership - "monitoring student progress" - emerged as the best predictor of student achievement for literacy and numeracy. The result indicated the students were more than four times more likely to achieve the national key performance index for both literacy and numeracy when student progress was monitored. In conclusion, "monitoring student progress" had a positive influence on students' achievement for literacy and numeracy, hence making it a possible course of action for school heads. However, more comprehensive studies are needed to ascertain its consistency within the context of Malaysia.

43240
Comprehension Processing of Mathematical Word Problems
Ma. Corazon Sauz, University of Santo Tomas, The Philippines
Merry Ruth Gutierrez, Philippine Normal University, The Philippines
Rene Belecina, Philippine Normal University, The Philippines

The present study describes the comprehension processing of engineering students in performing mathematical word problems. A word problem task in Algebra & Geometry was performed by engineering students using the think-aloud procedure. The participants' accounts were subjected to qualitative data analysis of transcribing, highlighting statements, assigning initial codes and reducing related codes to core themes. The study found five comprehension processing themes that emerged. The study also found that there needs to be a fusion of reading and mathematical abilities in performing word problem-solving tasks. Engineering students' comprehension processing is complicated yet a challenging experience for them.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Nurturing Creativity & Innovation: New, Innovative & Radical Education
Session Chair: *To be Announced in Final Schedule*

44095
Revolutionary Potential of Metaphors for English Language Teaching and Learning
Irene Kusumawardani, Universitas Brawijaya, Indonesia

Metaphors, in the form of visual symbols or stories, have been long used by our ancestors to bestow their wisdom and belief to their children. It is essentially not a new tool in the education field for it is long used to present ideas and to gain insights for generations. Metaphors help us describe, visualize, and make sense of the world around us. Recent studies highlighted how metaphors play a prominent role in structuring thought and motivating everyday language. It is one of the major forces behind linguistic creativity and is not only used to create lexical domains but also for grammatical constructions. A crucial mark in the study of metaphor from a cognitive perspective was established by Lakoff and Johnson in 1980 with the publication of their revolutionary book Metaphors We Live By. According to this view, human thinking is largely structured in metaphorical terms. The theory puts forward the idea that both verbal and non-verbal language used to express perceptions and feelings, as well as ordinary language, are significantly linked to our capacity to conceive one thing in terms of another (events, entities, concepts). Using exploratory research design, this paper investigates the possibilities of utilizing metaphors for English language teaching and learning and how metaphors may be used to develop learner's knowledge on English language and literature, as well as their own native cultures. A description of teaching practices and various literary sources upon metaphors are presented to offer the new insight on ELT issues.

43107
Structure and Story in Academic Writing
Robert Deacon, Nagoya University, Japan

Academic writing pedagogy almost exclusively assumes a pragmatic approach as a basis for evaluation. That is, the general advice is to copy the style and structure of other successful, current research papers. The problem with this approach is that these successful research papers have primarily depended on novel ideas and compelling evidence as opposed to compelling style and or structure. In many fields, the best style is assumed to be one that least obfuscates the reporting or description of the research process and results. This style follows a Newtonian world-view of the scientific method. The author and the audience are largely presented as neither part of the text nor the experiment as their presence would presumably taint the objectivity of the study. This is not ideal because the value of research is not independent of the author and reader. We also know there are different cultural patterns for information structure and perhaps there may be patterns that are more universal/effective than the common introduction-methods-results-discussion-conclusion format. This paper proposes that writing education can serve to teach currently unorthodox, compelling structures to buttress the student's own ideas and evidence regardless of their field of study. This presentation demonstrates a successful paper in medical science that deviates from several orthodox conventions within its introduction. The conclusion is that metaphor and story are powerful tools capable of conveying scientific truth and that this truth may be available to more people if we use different styles and information structures within the same field.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Curriculum Design & Development
Session Chair: *To be Announced in Final Schedule*

43268
Building Thinking Classrooms to Maximise Student Growth
Lisa Miller, Melbourne Grammar School, Australia

In order to ensure all children maintain academic growth over a 12 month period, design thinking is used as an inquiry model that fosters critical and creative thinking. This approach to learning encourages collaboration and problem-solving. Children are given the opportunity to design and sort their own thinking within a framework that allows for the identification of challenges and an opportunity to find solutions to problems. Knowledge and understanding of content are important, but the way students unpack it is what makes the difference. By making thinking visible, thinking skills and dispositions are cultivated and content learning is deepened. The children need to be able to talk about what they've learned, but also, how they've learned it and identify with the language of thinking. The inquiry is an intentionally dynamic process. Children are given opportunities to think divergently and convergently and encouraged to make choices about the direction of their own learning. All learners are empowered to become agents of change within their classrooms and individuals are given a safe platform from which to collaborate with each other and challenge ideals. Classrooms are spaces that are inhabited by thinking individuals as well as individuals thinking collectively, learning together and constructing knowledge and understanding through activity and discussion. Diversity in thinking is valued and there are opportunities to celebrate and share our thoughts and to make our learning visible. The visible thinking framework is the glue that holds the curriculum together. It provides teachers with an insight that supports the explicit teaching of English and Mathematics. These form the foundations of all learning.

43104
Creating an International Early Years Curriculum
Verity Welch, Fieldwork Education, United Kingdom
Janice Ireland, Independent Consultant, United Kingdom

Over the past three years, we have been researching how to develop learning experiences that support children in developing skills of enquiry, with the research aim to identify global trends and define a set of learning principles that underpin an international approach to an Early Years curriculum. Our research initially considered global trends of curriculum frameworks from over 45 countries, only 20 of which had a defined Early Years curriculum, to provide an international perspective of Early Years education. Following the consideration of global trends, we then conducted a deep analysis of four national early childhood education models: Singapore; New Zealand; Sweden; and the United Kingdom and sought key discussion items across four key areas: curriculum; pedagogy; qualifications and staffing; and quality assurance and assessment. From this research, we concluded thirteen key implications for an International Early Years Curriculum.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

42665
The Development of a Novel Using Storytelling Technique as a Learning Tool in Promoting Student
Engagement and Satisfaction
Patchara Vanichvasin, Kasetsart University, Thailand

The purposes were to 1) develop a novel using storytelling technique as a learning tool 2) examine student engagement and satisfaction. The purposive sample group was 24 students. The research instruments were 1) a developed novel 2) a questionnaire collecting expert opinions towards appropriateness 3) an observation checklist towards student engagement 4) a questionnaire towards student satisfaction. Statistical methods used were content analysis, mean, standard deviation, frequency and percentage. The results were summarized as the following: 1) The developed novel consisted of 7 chapters with 69 pages. There were 6 main steps to develop a novel. First, the topic was chosen. Second, key concepts were used. Third, the plot and theme were planned. Fourth, the scenes were set. Fifth, the characters were introduced. Sixth, the story was written in a form of a novel. It was verified by experts as appropriate ($X = 4.54$, S.D. = 0.44) at a very high level. 2) Most of students engaged in learning activities. Student satisfaction was at a high level ($X = 4.36$, S.D. = 0.49). Students found the developed novel as a new, interesting and fun learning tool to remember, understand and retain content knowledge. In conclusion, the developed novel yielded a positive impact on student engagement and satisfaction. Therefore, it can be used as a powerful learning tool to engage students and promote student satisfaction for better learning.

43467
Digital Storytelling: English Language Learners' Perceptions on its use in Enhancing Their Digital Literacy
Natalie Ann Gregory, University Malaysia Sabah, Malaysia
Jeannet Stephen, University Malaysia Sabah, Malaysia
Bernadette Tobi, University Malaysia Sabah, Malaysia
Patricia Antoinette P.Lajumin, University Malaysia Sabah, Malaysia

The integration of technology in the educational sector has resulted in the widespread use of technological tools in the language teaching and learning. One such tool is digital storytelling (DST) which combines storytelling with a variety of multimedia tools to enhance language learning. DST is an approach which may help to engage and motivate students to gain digital literacy skills. Digital literacy is necessary for students to communicate and express their ideas effectively using digital medias. Whilst the use of DST in Western countries has been vast, they are less common in Asian countries. Thus, this university-funded study, undertaken at a Malaysian public university, explores the use of DST over a period of 14-weeks (one semester). Both quantitative and qualitative data were collected and mixed methods were used for analysis. The results from both questionnaire and interview show positive perceptions towards the use of DST as it is able to create more exciting learning environment for the learners aside from enhancing their digital literacy skills. The study also provides valuable recommendation for strengthening DST in English language classes in the future.

Saturday Session II: 13:45-14:45

Room: *To be Announced in Final Schedule*
Workshop Presentation

43444
Music in Higher Education: Dinosaur in Sheep's Clothing?
Stephanie Meyers, University of Texas - El Paso, United States

Music is an integral part of a refined and sophisticated society - apart from therapeutic emotional benefits, it promotes excellent memory, concentration, coordination, problem-solving skills, and cognitive function. Unfortunately, the pathway of future musicians is increasingly subverted by the disintegration of a viable job market. While music should be an integral part of the educational model, it is often sacrificed for STEM in the educational hierarchy of the United States. This has an adverse effect because the appreciation of music is crucial for the promotion of aesthetics and artistic ideals that positively impact society. As a Professor in Higher Education specializing in Music, it is increasingly apparent that the consequence of a lack of serious music instruction informative K-12 years has resulted in music's transformation into a dinosaur, or museum piece, rather than that which is readily accessible and understood by the younger generation. This has, in turn, impacted the number of jobs available to students earning degrees in music and devalued music's role as a worthy profession. For example, orchestras are constantly deteriorating due to lack of audience and financial support. Professional musicians often ponder this and come up with ingenious ways to fill the seats of a concert hall, yet the point is missed entirely: what is needed is a movement to reclassify the arts, specifically music, as a normal and required part of a child's education.

Saturday Session III: 15:00-16:00

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

41296
Utilizing Social Media to Build Online Learning Communities
Kristin Palmer, University of Virginia, United States

Research has proven that building community has a positive correlation to student outcomes in online learning. This presentation will provide an overview of a program that utilized social media to build community. In this program, WhatsApp was utilized as a channel to build community to support a distance education program in Africa. In this program, over 600 learners have participated in seven online courses. These learners were all adult learners, and most were employed, although some were students in regional institutions. The online courses are in a massive open online course (MOOC) format and reside on the Coursera platform. Program support has been provided by staff at the University of Virginia (UVA) and Distance Education of Africa (DEAfrica). Other supports for this learner group included mentors, weekly emails and synchronous face to face virtual calls. Data will be presented summarizing the usage and perception of the social media channel as a tool to build online community. Data will also be presented that correlates the social media channel usage with learner outcomes.

41177
Only Connect: Thriving as an Academic Through Collaborative Research and Writing Groups
Yvonne Masters, University of New England, Australia

Within higher education globally there is a continuing discourse of neo-liberalism and performativity which can, and too often does, lead academics into survival mode. As accountability measures increase and higher education is driven by market forces, the old adage of 'publish or perish' leads to a numbers driven competition to churn out as many articles and receive as many grants as possible. This can often lead to professional loneliness and the debilitating milieu of 'me and them'. Surviving in such a culture is difficult, but thriving is possible when academics find ways to connect with each other, to work collaboratively to overcome the negative effects of performance driven demands. Two approaches to building collegiality, whilst still addressing research and publication requirements, are the establishment of collaborative research networks and writing groups. Research networks are not new, but when designed to act as a catalyst for new ways of linking across disciplines around a common theme, both within and across nations, there is the capacity to create diverse research projects. Collaborative writing groups, designed to enhance both individual and group writing through the critiquing of writing, as well as workshops on writing, have been demonstrated to increase publication output while providing collegial support for the writers. This presentation examines research networks and writing groups, both national and international, and encourages conference participants to build connections in a variety of ways.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43706
Students' Perceptions of Foreign Language Itself and Their Learning Process: A Case Study on German Majors in Korea
Angela Jeannette, Chosun University, South Korea

In the Korean educational system, it is often the case that university students have not chosen their own major, but rather had one assigned to them based on their results on the national university entrance exam. Accordingly, German was in fact likely not the first choice for many, if not most, German undergraduate majors. While many of them eventually do develop an interest in their major, the first year is a critical period, as students' initial perceptions of German as their second foreign language (L3) and of the learning process itself play an important role in shaping their attitudes towards and engagement with the new language and culture associated with their major. However, there seems to be a lack of research exploring students' first-year experiences in studying foreign languages, especially concerning (de)motivation in learning foreign languages other than English, such as German (Busse & Walter 2013, Kikuchi 2015). Students' perceptions both of the German language itself and of the learning process are the focus of this study which aims at identifying demotivators and how they interrelate with students selves. This will be accomplished through the use of multimodal data, including visual imagery, motivational multiple-point retrospective panels, surveys, and interviews, collected from two groups of first-year students at different points over the course of their respective freshman years.

44107
Towards Effective Presentation of English Sounds for Better Understanding of Pronunciation: University Students' Viewpoints in Japan
Hanako Hosaka, Tokai University, Japan

Since sounds are auditory, they disappear as we hear them. Sounds can be 'recorded' aurally, but never be directly transformed into visuals. This nature of sounds has never changed, whereas the ways to record and present sounds have developed over years – from oral instruction, the invention of writing (including ordinary letters and characters, and IPA), to an audio recording. For language purposes, teaching and learning pronunciation involves all the three ways above, yet the visual presentation of target sounds has been needed on textbooks for a better understanding of how to sound like target sounds. What would be the preferred options for the learners? The 'visuals' of Japanese sounds for English speaking learners are often Roma-ji using Western alphabets (e.g. Hinds, 1986; Jorden and Noda, 1987), while Vance (2008) uses both Roma-ji and IPA (International Phonetic Alphabet) for precise transcription in phonetics. Those of English sounds for Japanese EFL learners can be provided in Katakana (as in many loanwords into Japanese), Romaji, and IPA. It has always been a dispute over which methods of presenting English sounds would be most effective and practical. In this study, Japanese students who learned basic English phonetics answered their own learning experiences and their ideas in English pronunciation education. Either Katakana or IPA were strongly preferred, and they were vocal about how sounds should be presented in class, in spite that Japanese tend not to give their opinions in a discussion. The students' viewpoints would represent clues towards an effective presentation of English sounds for better understanding.

43068
Self-Directed Learning Through Reflective Practices of Students in Second Language University Classes in Japan
Carolyn Mori, Tokyo International University, Japan
Hyunkyung Lee, Hankuk University of Foreign Studies, South Korea

The teachers' ultimate goal is to help students develop as self-directed learners. In this constantly changing world, teachers need to not only help students gain knowledge but to develop their skills of inquiry so that they could continue learning on their own in their lifetime, hence lifelong learning. However, many students have learned to be taught but rarely learned to learn. And, in light of this situation, many teachers often struggle in their attempt to move from the role of being a content transmitter to a facilitator of learning. In particular, it is crucial for students as second language learners to become self-directed learners. This study examines how reflective practices can promote and develop students' self-directed learning (SDL) competencies in second language university classes. The reflective practices are measured by three variables such as self-reflection, peer-feedback, and collaboration. A 28-item survey, SDL Competency Scale, is conducted with students who are enrolled in one of the two different classes titled "Advanced Listening and Speaking" and "Public Speaking" in Japan. Moreover, this study identifies what kind of strategies or skills are important in encouraging students to become self-directed learners through in-depth structured interviews with the students. The results of the study provide significant strategies and implications regarding effective and efficient reflective practices to help students become self-directed learners.

42511
Valuing Students Involvement in the Teaching Process: Pedagogical Implications of Self-Reflection in the EFL Classroom
Anna Belobrovy, Reitaku University, Japan

Self-reflection can be recognized as a process that gives students the opportunity to stop and be reflective about the learning that has taken place(Davies, Herbst, & Busick,2013). This presentation provides an analysis of Japanese EFL college students' reflective diaries, as they were collected in a speaking and listening course. The study explores the involvement of the students in the learning process through the diaries from the angle of their role in the educators' comprehension of the students' perception as learners, as well as their pedagogical implications. The diary entries were qualitatively analyzed from the perspective of their contribution to the learners' awareness of their language skills' development and progress. In addition, the research findings were discussed on the pedagogical implications such as goal-setting, learning difficulties and motivation, and curricular aspects such as setting customized curricular goals and adjusting activity choices.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: *To be Announced in Final Schedule*

42638
The Discussion of SEN Students College Entrance Examination in Taiwan
Yinan Chu, National Taiwan Normal University, Taiwan

In Taiwan, one of the important university admission channels for students with disabilities is Special Education Need Students College Entrance Examination (SENCEE). Students would be separated in 6 categories- visual impairment, hearing impairment, cerebral palsy, autism, learning disabilities, and the others. Furthermore, not every student can choose what departments he/she wants because it depends on the opening willing of departments of the faculties. According to the statistic of the past five years, we can find that the faculties preferred to provide quotas for HI and the others students. Conversely, seldom departments are provided for VI, CP, and LD students. However, LD students are the highest proportion of all applied students. That means, not all disabled students have the same opportunities to enrol in any field of departments. For example, in the 2017 admission brochure, only 3 departments of Engineering, Manufacturing and Construction Field were opened for VI students but there were 43 departments provided for HI students. The author tries to analyze the inequality policy by related regulations of Taiwan and USA, and makes some amended suggestions for equality of educational opportunity.

42671
Linking Reading with Meaning: Children with Autism Spectrum Disorder in Focus
Jocelyn Bacasmot, University of Mindanao, The Philippines

The purpose of this mixed method research study was to determine the reading levels of Grade V students and the four mainstreamed students with Autism Spectrum Disorder (ASD). Also, it aimed to determine the struggles of children with ASD in reading and the actions done by the parents and the teachers of these children. Using mixed method, results showed that the reading level of all Grade V students which included the four mainstreamed children with ASD was in frustration level. The result was striking for it revealed that not only the children with ASD were struggling in reading but also a majority of the Grade V students in the said public school. On the other hand, a qualitative date by way of multiple case study method revealed such that the children with ASD's struggles in reading included language difficulties such as difficulty in pronunciation, inability to comprehend, and inability to recall information from the text. In coping with their struggles in reading, these children, these children resorted to asking assistance from their peers, they communicated with their classmates and asked for prompts and guidance. On the actions done by the parents and teachers to help children with ASD cope with their struggles in reading, results revealed that the teachers and parents actions with the existing situation included peer tutoring or peer assistance, and parent-teacher dialogue. Both parents and teachers claimed that their actions were effective for they improved the academic performance of these children.

44113
Self-Esteem and Diversity Education: A Comparative Study
Taku Murayama, Tokyo Gakugei University, Japan

This presentation is a comparative research on the relationship between the students' self-esteem and the special needs education. The program for understanding disabilities and mental health literacy for students with the mild developmental disabilities. The objects for the comparative survey are the curriculum guides and lesson plans on the self-esteem, self-confidence, and social and emotional development in the special classes or the resource room in Japan and the United States. The research method implemented is qualitative text analysis (Kuckartz 2002) focusing on the students' educational needs, teachers' activities, learning styles (collaborative activities, classroom lectures, and so on), methods for measuring the effects for the practice or programs. In addition, the research also takes notice of the students' assumed competence (Hayamizu 2006, 2012). Hayamizu (2012) has been indicated that the assumed competence is occurring by looking down on the others. The programs in this research focus on the understanding the principles of disabilities and health based on the learning of health literacy. One of the backgrounds of these practices is the increase students' diversity including the disabilities and the demands to refine of the framework and manner to leverage of the diverse needs assessment (U.S. Department of Education 2017. The goal of this presentation is to show the relationship and meaning the practice and program for the self-esteem and education. Notes: This presentation forms one part of research financed by the Uehiro Foundation on Ethics and Education (Japan).

44098
The Impact of Universal Positive Behavior Support on Student Adaptive Behavior, Teacher Self-Efficacy, and School Climate in an Alternative School
Eunhee Paik, Kongju National University, South Korea
Eunsook Lim, Kongju National University, South Korea
Young Hee Seo, Kongju National University, South Korea
Bogseon Hwang, Korea Nazarene University, South Korea

The purpose of this study was to investigate the impact of universal positive behavior support on student adaptive behavior, teacher self-efficacy and school climate in an inclusive alternative school. The research questions of this study were as follows: First, how does a universal level of positive behavior support affect the adaptive behavior of middle and high school students in an inclusive alternative school? Secondly, how does a universal level of positive behavior support affect the perceived school climate of an inclusive alternative school? Third, how does a universal level of positive behavior support affect the self-efficacy of the teacher who had been involved in the universal positive behavior support? The participants in this study were five teachers and 23 students aged from 12 to 15. The study utilized a convergent parallel mixed method which collects both quantitative and qualitative data, and analyzed them in order to make an interpretation. The results of this study were as follows: First, the universal level of positive behavior support showed positive effects on adaptive behavior of middle and high school students, including students at risk. Second, universal level of positive behavior support was proven to be effective for the perception of school climate among the whole middle and high school students, including the students at risk who were diagnosed with behavior disorder in an inclusive alternative school. Lastly, teachers' self-efficacy has been changed positively after the application of the universal level of positive behavior intervention in an inclusive alternative school.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Symposium Presentation
Session Chair: Roxana Sandu
Discussant: Grant Black

43121
Shaping Intercultural Minds: Surviving and Thriving in Today's World

Studying and working in today's globalized and highly digitized world certainly has its challenges and getting students ready to live and work in a multicultural environment has become a necessity hard to ignore. Thus, how can we enhance students' intercultural communication in class? What is the most important aspect of intercultural communication that can be taught in a language classroom? What can we do to encourage more collaboration between international students and domestic students? To address these issues and more, this symposium brings together educators from different fields, who will discuss various theoretical and practical approaches to developing students' intercultural competence.

Dr Joseph Shaules will introduce the exciting field of cultural and cognitive neuroscience. He will explore how the intuitive (unconscious) mind is shaped by cultural patterns, share new approaches to understanding cultural difference, and discuss implications for educators. Next, Dr Kazuko Suematsu, will talk about the effectiveness of intercultural co-learning. She will explain how intercultural co-learning classes designed to promote meaningful interactions between international and domestic students have great potential to develop students' intercultural competence while at home. Then, based on classroom empirical observations, Dr Simona Vasilache will discuss the differences and similarities between the way classes are approached by different students in multicultural settings and how to deal with some of the challenges encountered. Dr Daniel Velasco will introduce several intercultural communication activities that have been proven to help improve communication skills while broadening worldviews, fostering respect for other cultures, and encouraging self-awareness and growth.

Presentation #1
42593
Culture, Cognition and the Intercultural Minda Deep Learning Approach to Intercultural Education
Joseph Shaules, Juntendo University, Japan

New research in cognitive neuroscience is revolutionizing our understanding of education, culture and mind. This creates challenges and opportunities for educators as paradigms are shifting. This presentation will introduce new insights into culture and cognition that can inform intercultural education. It will reexamine basic concepts, including definitions of culture, cultural difference, bias, intercultural awareness, culture and identity. We will learn about new approaches to intercultural research, and see it can inform intercultural education. Recent research shows that cultural patterns shape cognition, emotion and identity in profound ways. We are learning that conscious thought represents only one part of human thinking. There is another set of mental processes that are vital but more hidden. It is this primarily this more unconscious part of our minds that is shaped by cultural patterns. The unconscious mind is a collection of interrelated, high-level cognitive processes. It generates judgments, inclinations and feelings, and thus subtly guides our behavior. It produces skilled responses and intuitions. It creates coherent interpretations, which we experience as things "making sense". It infers and invents intentions and causes. It draws attention to novelty. This view of the unconscious mind has profound implications for educators. In a time of increased intercultural conflict, it shows a philosophy of multiculturalism is insufficient for deep intercultural understanding. This presentation

will outline an approach to intercultural education that draws on this new view of culture and mind. It will argue that effective pedagogy needs to take a deeper self into account.

Presentation #2
42599
Internationalization at Home - Enhancing Students' Intercultural Competence in "Intercultural Co-Learning Class"
Kazuko Suematsu, Tohoku University, Japan

Japanese universities face an increasing demand - from students as well as industries - for quality education that is directly connected to the improvement of students' employability. One of the important components of employability is intercultural competence. As the world becomes more globalized and diversified, our students need to be not only internationally minded but also equipped with the skills to effectively work with people from different backgrounds. Education-abroad will probably be the most effective way to develop the intercultural competence. Yet, data suggests that only a few percent of students on average in Japanese universities take advantage of studying abroad due to reasons such as financial difficulty, lack of language proficiency, fear of delaying graduation, and so forth. Intercultural co-learning classes designed to promote meaningful interactions between international and domestic students have great potential to develop students' intercultural competence while they are at home. In the classes, thematic discussions and/or collaborative projects by students with diverse linguistic and cultural backgrounds are built into the learner-centered lessons where different ways of thinking, values, and working styles are respected. The intensive interactions across cultures enable students to gain deeper insights into their differences and similarities, reflect on their own cultures and identities, and reconstruct themselves. Previous studies suggest the effectiveness of intercultural co-learning, yet few connect the benefits and intercultural competence development. In this session, the results of research investigating the connection will be presented along with some pedagogical implications.

Presentation #3
42626
Factors Influencing Student Participation in Multicultural Settings: Empirical Observations
Simona Vasilache, University of Tsukuba, Japan

Teaching in multicultural settings is challenging and cultural differences impact the process of education. Students from different cultural backgrounds respond to different styles of teaching and approach learning in different ways. Based on the author's empirical observations in teaching in a multicultural environment, this presentation attempts to identify the factors influencing the level of participation in a class of students coming from various cultural backgrounds, observed in the frame of reference of computer-related classes and academic discussion classes. Feedback was obtained from the participating students in two main forms: weekly sheets at the end of the discussion classes and questionnaire gathered at the end of each semester/course. The class style (lecture vs. interactive), discussion style (in pairs, in small groups or plenary), language ability (native speakers, fluent etc.) each influence the level of participation of the students. The author concluded that the influence of each aspect depends on the students' cultural backgrounds. For instance, students coming from western cultures tend to prefer discussion-based classes, whereas those from eastern cultures are more comfortable with the lecture format. Moreover, the size of discussion groups influences the level of participation of students (non-native speakers prefer smaller groups, whereas English native speakers prefer plenary discussions). Various culturally-dependent aspects encouraging or discouraging active participation became transparent in this study. This presentation highlights the differences and similarities between the way classes are approached by different students in multicultural settings and offers possible solutions to deal with some of the challenges encountered.

Presentation #4
42556
Teaching Students How to D.I.E.
Daniel Velasco, Rikkyo University, Japan

Preparing students to engage in today's globalized world is a necessity in modern education. With the rise in global issues such as ethnocentrism, racism, and gender discrimination, the need has reached levels of urgency. When examining or working in multiethnic and multicultural countries, such as the United States, it is somewhat easy to transition into multicultural studies and activities. However, in mostly monocultural countries, such as Japan, preparing Japanese students to interact with students from other countries, to spend one semester or one year studying abroad in a foreign country, and to enter international workplaces post-graduation pose challenges to instructors who wish to utilize activities that promote intercultural competence into their daily lessons. Further complications arise when these instructors have limited or no knowledge of incorporating relevant and engaging activities that encourage intercultural communication. This presentation will focus on the practical side of supporting students' intercultural competence by introducing several intercultural communication activities that have been proven to help improve communication skills while broadening worldviews, fostering respect for other cultures, and encouraging self-awareness and growth.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: International Education
Session Chair: *To be Announced in Final Schedule*

43709

Partner Selection in the Internationalization of Higher Education: A Resource-Based View
Tina Wong, The Hong Kong Polytechnic University, Hong Kong

Facing changes in global environment, internationalization has become an important issue in higher education around the world. One of the common approaches of achieving internationalization is offering joint programmes with an overseas university. The aim of this dissertation is to examine the factors influencing local higher education institutions in selecting overseas partners to offer academic programmes in Hong Kong.Based on an extensive review of literature, a preliminary conceptual framework affecting partner selection is developed. Resource-based theory serves as the foundation of the preliminary framework. Under the framework, it is hypothesized that the likelihood of partner selection is influenced by partner attractiveness. And partner attractiveness is affected by an overseas university's technical capabilities, managerial capabilities and intangible resources respectively. This preliminary framework only presents a rough picture of partner selection in higher education institutions. Therefore, the qualitative method of multiple case studies is conducted to enrich the content of the framework. Four case studies from two local higher education institutions are selected. Data is collected by having interviews with the representatives of these institutions and examining secondary data. The methods of within-case analysis and cross-case analysis are used for data analysis. With the inclusion of the qualitative findings, the enriched conceptual framework presents specific partner characteristics affecting partner selection in this sector.The results of this study contribute to the literature in several ways. This study represents an important step toward applying the resource-based theory to a conceptual framework for examining partner selection in the local higher education sector.

44007

Internationalization in a National Education System: Initiatives in Japan to Introduce International Baccalaureate Programmes
Carol Inugai Dixon, University of Tsukuba, Japan
Jun Kawaguchi, University of Tsukuba, Japan

Our rapidly changing world means that education in any part of the globe must now serve an increasingly complex set of needs and purposes. The Japanese government recognizes the need for changes in the traditional national educational system, the need to internationalize. As one of many initiatives to address this MEXT is working to introduce International Baccalaureate(IB)programmes into Japanese article 1 schools. In liaison with this initiative, the University of Tsukuba has developed and inaugurated a Masters in International Education program that provides students with the opportunity to obtain an IB educators certificate (IBEC). The program is of significance in that it brings together perspectives from Japanese educators, from educators in other national systems and also those from international educational backgrounds. The IB is described as an international education but has built its reputation for the most part in international schools. How can the Japanese traditional national education system be internationalised? What does that mean? What does that entail? Professors from Tsukuba and other universities have begun the Japan Association of Research into IB Education (JARIBE) to promote and collate research nationwide about the introduction of IB programmes into Japanese schools. The contexts are unique. However, the

outcomes may have the potential for positive change and transfer, not only locally but beyond, globally. This presentation will outline progress so far both within the Masters course at Tsukuba and JARIBE.

42794
From Accountability to Digital Data: The Rise and Rise of Global Educational Governance
Cate Watson, University of Stirling, United Kingdom

Research interest in educational governance has increased in recent years with the rise to prominence of transnational organisations such as the OECD and the importance attached to an international comparison of educational systems. However, rarely do educational researchers consider the historical antecedents that have attended these developments. Yet to more fully appreciate where we are now it is necessary to examine the events that have shaped the current policy context. This paper presents a review of global educational governance from the 1970s to the present day seeing in this a trajectory from the emergence of accountability to today's overriding concern with digital data and international comparison. In doing this, the paper aims to go beyond providing a historical account, rather its purpose is to shed light on the processes of educational change.

42826
Internationalization Strategy at National Universities in Japan: Case Studies of Two Former Imperial Universities
Justin Sanders, Osaka University, Japan

This study explores the process of internationalization strategy development and implementation at two case study Japanese national comprehensive research universities. By first locating the universities in the national higher education policy context, this study explores how the universities respond to national policy initiatives and mandates regarding internationalization. The analysis considers the process of strategy development at both the institutional and individual faculty level with regard to recruiting international students and scholars, developing international partnerships, promoting study abroad of local students, internationalizing the curriculum and campus environment, establishing offices and programs abroad, and managing international reputation. This cross-case analysis begins with a thorough review of national level policy documents and other relevant literature. Next institutional and individual school/college level documents are analyzed, including websites, strategic plans, annual reviews, newsletters, brochures and so on. After developing profiles of each university, interviews with knowledgeable faculty and staff leadership were conducted to gain greater insight into the thinking that went into the pursuit of particular strategies and approaches. The analysis sheds light on how national universities respond to and implement the broad, and sometimes specific, policy directions set by the ministry of education, and may be of considerable value to those involved with higher education administration.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Interdisciplinary, Multidisciplinary & Transdisciplinary Education
Session Chair: *To be Announced in Final Schedule*

42258
Experience of Culturally and Academically Diverse Students in the International Graduate Program in Canada
Kiyu Itoi, Simon Fraser University, Canada

In this era of globalization, many universities are internationalizing across the world and it can be argued that classrooms are becoming ethnically, linguistically, and culturally more diverse. Consequently, it is notable that students with diverse academic and cultural backgrounds bring different values with them to the classroom. Since educational expectations vary around the world, it has become important to recognize the differences and similarities brought to the classroom by diverse students (Rubenstein, 2006). When a classroom is more diverse, it is likely that students are used to different academic cultures, and there might be multiple ways of participation in class. There have been studies on students' participation in multicultural classrooms, however, most of them are focused on how individual and groups of students from same or similar backgrounds participate and negotiate their academic identities in the western academic discourse (e.g., Kettle, 2005; Morita, 2000). Therefore, in my study, I will examine what modes of participation are brought to the multicultural classroom by a group of students from different academic and cultural backgrounds and how they perceive the similarities and differences among them. Conducting semi-structured qualitative interviews with both international and local students of the international graduate program in Canada, I will also explore what could be viewed as a potential lack of understanding of different modes of participation in class and how the gap might be created. It will offer expanded understandings of the complexities of lived experiences of students studying in an international program from diverse students' perspectives.

42620
Creative Science Drama for Enhancing Students' Interest in Science Learning and Science-Related Attitudes
Kiah-Ju Ong, Tunghai University, Taiwan
Ying-Chyi Chou, Tunghai University, Taiwan
Ding-Yah Yang, Tunghai University, Taiwan
Chi-Chau Lin, Tunghai University, Taiwan
Feng-Di Lung, Tunghai University, Taiwan

The world is evolving towards Industry 4.0 which is characterized by an integration of technology breakthroughs in the STEM field. The demand for STEM skills workforce increases drastically. Leaky STEM pipeline is the main challenge for Industry 4.0. Through the integration of arts, STEAM education enriches and expands the scope of STEM education. STEAM foster students' innovative and creative abilities. The purpose of this research is to enhance students' interest and science-related attitude through creative science drama. This research was conducted during the 2017 Winter Program for Youth Worldwide. 83 high-school students from Malaysia participated in this one-week program. Before the research started, participants were distributed into groups and they completed a pre-test on "The Individual Interest Questionnaire" and "Test of Science-Related Attitude". Presentation skills workshop, science fiction movie clips, science lessons and a site visit to the National Museum of Natural Science Taichung were arranged for the participants. Such an arrangement was corresponding to the scientific literacy (knowledge, contexts,

competencies, attitude). Participants learned through exploration, observation and experience. Time was given to the participants to design and prepare creative science drama. Participants presented their masterpiece during the closing ceremony of the program. A post-test was administered after the program. From the data and feedback collected, creative science drama allowed students to learn, explore and experience science knowledge. Besides acts as an enjoyable education media, it also contributes to the development of social and communication skills. We wish to demonstrate how high school-university can collaborate in creating innovative teaching method which can promote science learning.

43936

A Transmedia Approach: An Interdisciplinary Media Lab in the Hong Kong Design Institute
Wong Pui Tat, Terence, Hong Kong Design Institute, Hong Kong
Yip Olivia Wai Ka, Hong Kong Design Institute, Hong Kong

Hong Kong Design Institute (HKDI) Media Lab is devoted to merging the interdisciplinary boundaries between tertiary design education and media technology. As a focus, HKDI Media Lab serves as a pioneering role of the sustainable development of integrated media education in Hong Kong. Primarily, the lab provides a creative platform for students to experiment with innovative technologies with professionals in different disciplines, in order to encourage cultivation of creativity and develop their ideas into multi-disciplinary applied research projects. For example, Interactive Aquarium, collaborated by students, teachers and the local fish management industry, is an interactive edutainment project that aims to raise the awareness of sustainable seafood (from the discipline of culinary education) to general public through integrating media technologies like 4K motion images, interactive media kiosk and high dynamic range (HDR) technology. Other state-of-the-art technologies, such as conductive ink (from the Printing discipline) and mixed/ virtual/ augmented reality (MR/VR/AR), are also applied in various multi-disciplinary projects. While needs of local creative industry upraised, collaborations with industries and partners benefit teachers and students with practical experience. For instance, Local lands developers invited the lab to develop a MR & VR project for corporate training and showcase (from the discipline of architecture and lands development). By presenting the rationale and applied research projects of Media Lab, the presentation demonstrates how tertiary design education is advanced by taking an interdisciplinary approach integrating design, engineering, printing, information technology, Culinary art, Architecture.

40991

Implementing Principles of Transformative Value-Creating Global Citizenship Education Into University Curricula Fostering Civic Engaged, Social Responsible and Competent Learners
Emiliano Bosio, Yokohama City University, Japan

There is a shared resolve among educators across the world to ensure that young people acquire social, civic and global-intercultural aptitudes by infusing democratic values and fundamental rights, social inclusion and non-discrimination as well as active citizenship across all disciplines and universities' curricula. However, this raises many challenges, not least in a risk society epitomized by growing inequality and the rise of nationalism and populist "post-truth" politics which is using social media as an agent for "fake news" and "alternative facts" with the purpose of provoking fear and hatred of "the other". All these challenges, on the one hand, raise questions about notions related to leadership, citizenship, belonging, otherness, recognition of diversity and active democratic participation at the personal, local and global level and, on the other hand, require an "evolution" of teaching roles towards supporting learners in developing not only knowledge and skills, but perhaps most importantly, values. Building on a "value-creating" transformative dimension of global citizenship education (GCE), this paper discusses the results of an exploratory survey study investigating the current practices of twenty-two faculties, situated on the three continents of Asia, North America and Europe, that teach global citizenship graduate and undergraduate courses. The findings provide support for three interconnected dimensions associated with the construct of GCE in university curricula, namely social contribution, civic commitment and global disposition. These dimensions can be

summarized with the following equation: social contribution + civic commitment + global disposition = students' "personal transformation" towards value-creation for society.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Assessment Theories & Methodologies
Session Chair: *To be Announced in Final Schedule*

44043
Using Webb's Model to Evaluate Alignment Between the Chinese Language Curriculum and Assessments in Singapore
Yu Tan, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore
May Liu, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore
Kwong Tung Chan, Singapore Ministry of Education, Singapore
Siew Hoon Kwek, Singapore Ministry of Education, Singapore

This paper introduces an initiative in adapting Norman L. Webb's model of alignment as a means for researching standards-assessment alignment in Chinese Language in Singapore. Alignment of standards for student learning and assessments for measuring students' attainment of these standards is an essential attribute for an effective standards-based education system. Singapore's 2010 Mother Tongue Languages Review Committee Report states that the exams "should be aligned" with the overall goals of nurturing active learners and proficient users of MTL (MOE, 2011). Nevertheless, among existing standards-assessment alignment studies, few are focused on the subject of Chinese language. Seemingly there is an absence in literature discussing methods or guidelines by which we can evaluate the alignment between Chinese Language curriculum and its assessment. Therefore, this study attempts to adapt Webb's model as means to researching Singapore's Chinese standards-assessment alignment at Secondary Two Level by taking the following steps: 1) define the Levels of Depth of Knowledge (DOK Levels) in the context of Chinese Language; 2) reorganise the learning objectives into the structure of standard, goal and learning objectives; 3) train content experts on the knowledge of DOK levels; 4) facilitate the group consensus process while content experts evaluate the DOK levels of learning objectives and test items. The significance of this study lies in providing the much-needed information of standards-assessment alignment in the Chinese Language for curriculum planners to make informed decisions, while also for teachers to integrate curriculum, instruction and assessment to promote learning with understanding.

41408
Can Gamified Assessment Replace Traditional Tests?
Filomachi Spathopoulou, American University of the Middle East, Kuwait

Universities and colleges have been having a hard time keeping the concentration and motivation of students in lecture rooms. Many students involve themselves in many things during the lecture other than learning. For this reason, many institutions of higher learning are searching for ways of improving students' motivation and engagement. Gamification, which is the application of game elements to learning, is revolutionizing education. In particular, gamified assessments have become a significant topic as professors and teachers look for ways of implementing game-like assessment in their courses to replace traditional tests. However, its application in higher education is still a topic of contention. This paper analyzes the potential of gamified tests as a replacement for conventional tests, and the benefits and challenges of the application of gamification in universities and colleges.

41251

Skills of Analyzing and Synthesizing Textual Information in University Students: Interdisciplinary and Intercultural Approach

Anna Toom, Touro College and University System, United States
Natalia Inshakova, Moscow State University, Russia

One of the most important tasks that the higher school is facing in the epoch of information technologies is the formation of a new type of specialist who is a professional in one's area of expertise as well as an informational erudite having the necessary skills to productively work with large flows of information. Nowadays, this task is far from completion. Two researchers, a journalist and a psychologist, with different cultural backgrounds, combined their pedagogical experience and the results of long-term observations and experimental research of contemporary university studenthood. They studied their students' abilities to analyze and synthesize information in the texts when performing various educational assignments, such as naming, citing and annotating sources of information, writing review and research papers. The results showed that most students in each specialty and culture had underdeveloped informational skills, i.e. were informationally incompetent. Their mistakes were systematic and similar. The most difficult task for them was to find the key words, key phrases, and key fragments in the texts. Consequently, such students had no full-fledged understanding of the semantic aspect of information. To denote this feature of intellectual activity of many university students, the authors used the term fuzzy thinking. The authors concluded that the educators' efforts should be aimed at teaching university students how to work with texts professionally. We should train young generations on developing skills to analyze and synthesize information because they are the main mechanisms which assure meaningful intellectual activity.

42822

Achieving Focus: The Burgeoning Role of Formative Assessment

Bobby Dexter, Chapman University Fowler School of Law, United States

We live in constantly-evolving learning environments that are perpetually fraught with actual and potential distractors in the form of messages, notifications, and the temptations of the information superhighway. Achieving sustained student focus is an uphill battle. Attempts to compel concentration by restricting the use of electronic devices may achieve enhanced classroom focus, but there are no promises. Students routinely defy edicts (remaining "connected" in some way), and technology may be a critical or highly desirable tool with respect to the larger pedagogical effort. Moreover, without pre-emptive interruption management by the student, considerable distraction potential looms in every non-classroom learning venue (e.g., libraries, residences, transit vehicles, airports, etc.). Indeed, such a venue is often the locus of first exposure to the material and may continue as a regular study environment. What role can rigorous formative assessment (or perhaps other promising strategies) play in addressing the burgeoning challenge of achieving sustained student focus? Traditional formative assessment theory prioritizes individualized feedback on the assumption that such assessment will best enhance performance on summative assessments. Individualized feedback may certainly facilitate comprehension of key subject matter and explain relative strengths and weaknesses, but it may have little impact on "study behavior" writ large. Employing rigorous formative assessment actively seeks to achieve sustained student focus and will prove most effective when used in conjunction with candid, specific behavioral guidance. Such an approach is critical for those charged with educating professionals destined to become repositories of significant public trust.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

43362
Promoting Creativity in the Chinese Early Childhood Context: An Investigation of Teachers' Creativity-Fostering Pedagogy
Rebecca Hun Ping Cheung, The Education University of Hong Kong, Hong Kong

Many studies have found that the preschool curriculum in Hong Kong still reflects the influences of its social and cultural context that emphasises teacher-directed learning. Developing creativity in preschools requires teachers to change their familiar practices. A good understanding of teachers' actual practices for facilitating creativity in the classroom is an important first step for educators dedicated to pedagogical change. This study aims to investigate the creativity-fostering pedagogy that teachers actually use in their classrooms to draw attention to the crucial aspects of effective creativity-fostering pedagogy in Hong Kong preschool settings. This study employed a qualitative research approach to explore and analyse the characteristic features of creativity-fostering practice in Hong Kong preschools with results presented in the form of case studies. Semi-structured interviews and classroom observations were used as data sources and content analysis was performed to examine the features and the effectiveness of teachers' creativity-fostering pedagogical practices. Findings revealed that the three Chinese teachers held similar perspectives about creativity-fostering pedagogies and their perspectives were mainly rooted in Western pedagogies. However, the three cases demonstrated the different interpretation of these pedagogical perspectives, ranging from being strongly teacher-directed to strongly child-centred. A balance between teacher-directed and child-centred was found to be more effective pedagogic practice in the Chinese classroom. Results suggested that different creativity-fostering pedagogies might work for certain contexts and certain children and an awareness of both cultural and contextual appropriateness is important for creativity reform.

41462
Teaching and Learning Uncertainty: May Contextual Education Help in ECE and Elementary Settings?
Austeja Landsbergiene, Queen Morta School, Lithuania

Context in EC and Elementary setting is especially important: cultural context, family context, and so forth dictates how we organise learning in the Twenty-First Century. We have developed 10 principles of Contextual Education, which have enhanced the teaching and learning process. These principles are: 1) Child-centered Teaching, 2) Contextual Planning, 3) Personalization Through Contextualization, 4) High Expectations, 5) Parental Involvement, 6) Freedom of Expression, 7) Character and Values Education, 8) Contextual Questioning, 9) Encouraging Curiosity, and 10) Contextual Curriculum. These are old truths, but the unexpected is a way we see the old through a new lens and how we interpret it. Contextual Curriculum is only a guide for the innovative and creative teacher, because children guide learning. We have observed children become more independent, expressive, and able to take responsibility for their education. We have had challenges. First, teacher training: we have observed that the teacher training system is not preparing future teachers the way we would like. We have founded Teacher's Academy and train teachers (after they graduate) for at least one year. Second, the attitudes of parents. Parents seem to be divided into two groups: one thinks that ECE isn't necessary; therefore, care suffices. The other has unrealistic expectations. Therefore, we have started educational classes for parents, starting with the most important – DAP. The blend of contextual education, teacher training, and parent education has helped us to develop innovative

teaching and learning methodologies that we believe have taken ECE a big step forward, and we're willing to share.

42492
Student(s) as Pedagogical Consultant(s): A Case Study of Engaging Tertiary Learners as Partners in Teaching and Learning
Min-Yee Angeline Yam, Nanyang Technological University, Singapore
Liang-Jun Shaun Ho, Nanyang Technological University, Singapore

One of the ways tertiary educators review their teaching effectiveness is through a course evaluation at the end of their teaching semester where learners are given opportunities to assess and rate faculty. Such evaluations have however often been argued as summative, non-dialogical in nature and provides only a generalized view of the instructor's teaching effectiveness. Frustrations can result in both parties as students' learning dissonance goes unresolved and instructors' are not provided with the opportunity to rectify learning issues for the same group of students. This paper presents a case study of student engagement concepts which challenges the notion of students as mere consumers of knowledge and repositioning students as active partners and agents of change in the teaching and learning process. The paper discusses a framework of the instructor engaging student(s) as pedagogical consultant(s) over a thirteen weeks Art & Design undergraduate course in Singapore. Participant observation method was used by student consultant and field notes recorded. Issues of teaching and learning were discussed with the instructor on a weekly basis. A focus group was also conducted by the student consultant at the end of the course. The process reveals the relationship dynamics of instructor engaging students as their partners in course design, providing an in-depth understanding of teaching and learning effectiveness that is dialogical and reflexive. The results showed that the student-faculty partnership was able to provide useful feedback that could specifically pinpoint areas of improvements that would otherwise be challenging to obtain via a summative course evaluation format.

42183
A Way of Practice: The Confucian 'Great Learning' as Applied Ethics
Galia Patt-Shamir, Tel-Aviv University, Israel

The talk aims to show the applicability of the Confucian philosophy of learning (xue 學) in contemporary contexts, through the theme of the inner connectedness between moral theory and joyful practice as related to cultivating oneself through relating to others. I will focus on the "eight phases" extracted from the classic of the Great Learning 大學(GL) as methodology for applying the Confucian Way in modern practice with children in elementary school. I will address the Confucian ideas of knowledge, learning, and realization and suggest a humanistic dialogical methodology that is tightly tied in Confucianism to having joy with what one's learning. Under this approach, the GL embodies roots for both the Confucian humanistic view of the "relational self" as a self that is inherently related to others and is cultivated and realized by realizing others, thus enfolding a unity of theory and practice. My applied philosophical reading suggests that treating learners as partners to the Confucian humanistic Way yields a new state of mind that leads to a better understanding and a meaningful moral practice. The argument will be founded on both textual work and practice. Striving at a better understanding of Confucian ideas originally intended to be practised in their era, the talk aims at understanding Confucianism on its own terms. This very act also places Confucianism in global philosophical and educational contexts, presenting a true opportunity for cross-cultural dialogue that reflects back on Confucianism, its strength, and its applicability in the contemporary world.

Saturday Session III: 15:00-17:00

Room: *To be Announced in Final Schedule*
Stream: Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: *To be Announced in Final Schedule*

43508
The use of Google Classroom in a College Prep Class
Kayo Ozawa, Kyoritsu Women's College & ICU High School, Japan

This presentation will address the possibilities of using Google Classroom as a tool to promote critical thinking and to allow students to develop their analytical skills of the various rhetorical devices used in the SAT essay section. Although students often do fairly well on the reading or writing (actual essay writing) sections, the analysis section of the SAT seems to be a real challenge, mainly because the students are not exposed to enough writing of various types outside of the classroom. This lack of opportunity also is due to the fact aside from the English classes, all of the classes in the curriculum follow the MEXT guidelines and are conducted in Japanese. Unlike the TOEFL, the SAT assumes that the test taker has native or near-native fluency and is concerned with the grasp of the stylistics as well as the grammatical features of the sentences in the passages presented. The presenter would like to share ways in which students can build motivation to write essays from prompts given, enhance reading, and can both individualize their efforts to analyze essays and to share them with their peers through the use of technology. In addition, by giving students a model of the analysis, hopefully, students will get a better grasp of what they have to do in the analysis section of the SAT, and this will, in turn, make them better essay writers.

41139
The Effects of Social Media As a Learning Platform
Van Thinh Le, Banking Academy - Phu Yen Branch, Vietnam
Una Cunningham, Uppsala University, Sweden
Kevin Watson, University of Canterbury, New Zealand

Because high school students in Vietnam did not have a linguistics environment to practice English outside the classroom, they had low language proficiency in terms of oral skills. To enable students to have more practice of English, social media such as Facebook and Skype were employed as a learning platform. Closed Facebook groups were set up as a Moodle in which weekly authentic materials such as videos, audio files and text were posted while the online interaction via group calls via Skype was used for delivering feedback and having more interactions to practice speaking skills. The social learning platforms were tested with three groups of 18 students learning English. Results indicate that students improved their listening, speaking and writing because they had extensive practice and became more willing to communicate in the online environment.

43172
Enhancing Students' Motivation and Engagement in the University ESL Classroom: A Hong Kong Case Study
Frankie Har, The Hong Kong Polytechnic University, Hong Kong

Asian learners are frequently considered 'passive, shy and/or quiet' (Exley, 2005). Murphy (1987) and Chan (1999) note that Chinese students rarely raise questions in class. Often learning passively, students rely on teachers delivered information, rote learning and memorization (Ballad and Clanchy, 1991). However, Asian (especially Hong Kong) societies are increasingly active online; secondary and tertiary students particularly

so. According to the Hong Kong Census and Statistics Department (2018), 88.6% of students aged 10 or above are connected to the Internet via personal portable devices. To enhance students' learning experience and teaching effectiveness, this pilot study investigates how the cloud-based technology, Nearpod and Pear Deck, affect teacher-student interaction among first-year university ESL classes. Existing materials in PowerPoint or Keynote format were uploaded to the Nearpod and Pear Deck instructor areas. Interactive elements were added, and the lesson was then broadcast online to students' portable devices. The instructor could choose to share polling responses or submission examples from the drawing tool or open-ended questions, thereby providing instant feedback. At the end of the term, each student completed an online questionnaire commenting on the effectiveness or otherwise of these cloud-based technologies. The pilot study reflects that most students favour the interactivity and engagement afforded by Nearpod and Pear Deck due to the strong instructor-student and student-student interaction as well as students' increased engagement. Nevertheless, a minority raised concerns regarding unstable institutional Wi-Fi connectivity. This study suggests that such technological deliverables can enhance learning autonomy and learning effectiveness amongst Asian students in tertiary ESL classes.

43968

A Study on a Method of Integrating AR Markers into a Foreign Language Learning System for Task-Based Activities
Harumi Kashiwagi, Kobe University, Japan
Min Kang, Kobe University, Japan
Kazuhiro Ohtsuki, Kobe University, Japan

In this paper, we investigate a method of realizing a task based-style foreign language learning system by using Augmented reality (AR), mainly focusing on the following two objectives: (1)The AR markers can be applied to integrate an object and a map into the language system as learning materials in task-based language activities; (2)an object's movement used in the activities can be recognized and tracked, based on the position information of the AR marker. AR technology is the integration of digital information with the user's environment in real time. AR uses the existing environment and overlays new information on top of it. We developed a prototype system with the AR markers, and conducted an experiment to investigate the above-mentioned objectives. In the experiment, 22 university students attempted to use the system. With regard to objective (1), the results of the experiment suggest that the prototype system is easy to use and the system with the AR markers shows the possibility of achieving task-based style activities. With regard to objective (2), the system successfully recognized and tracked an AR-tagged object moved by the learner in the activities. The results suggest that the position information of the AR marker could help to track the learner's movement in the activities. Meanwhile, AR marker tracking sometimes suffers from the problems caused by the amount of light. Evenly distributed light is preferable in AR marker identification and detection.

Saturday Poster Session: 17:15-18:15

Room: *To be Announced in Final Schedule*

40948

School-Without-Walls: A Student Leadership and Environmental Awareness Program for International Schools

Yujiro Fujiwara, Christian Academy in Japan, Japan
Anda Marrgesson Foxwell, Christian Academy in Japan, Japan

In this case study, we present School Without Walls (SWOW), which is a four-day outdoor leadership program developed by a private international school, in Japan. The section of the program targeted for tenth grade focuses on connecting students' emotional and intellectual perspectives about the environment to develop into responsible leaders having positive impacts in their local communities. The activities include developing their own personal sustainability project, visiting an aquarium to understand the ecosystem of a lake, hiking to understand the foothill habitats, and engaging in leadership training and debriefing exercises.

41649

Literacy Learning Program Using 3D Kanji Models for Children with Developmental Dyslexia

Hanae Ikeshita-Yamazoe, Sagami Women's University, Japan

A unique program for the 3D representation of letters (including stroke order and structure) has been developed to support intelligible understanding of written Japanese kanji by children with developmental dyslexia using a tablet computer. The 3D kanji consists of ordered pairs of strokes with distinctly different depths. This study, therefore, aims to test the efficacy of the program as a tool for literacy learning on a tablet computer. We propose that the 3D program better supports Japanese kanji education for children with developmental dyslexia as compared to 2D letters. In the present study, the effect of 3D letters on kanji learning and subjective preferences about kanji learning methods for children with developmental dyslexia and typically developing children were tested. Five children with developmental dyslexia and five typically developing children participated in this study. Participants used both 3D kanji and 2D kanji. The post-tests were conducted immediately after learning and every week for four weeks. The post-test conducted immediately after writing indicated that the writing order was more accurate for 3D kanji than 2D kanji. The correct answers were different for each participant after four weeks of learning kanji. The data obtained suggested that 3D depth is a key factor in the efficient recognition of letters. It is possible that arranging 3D letters spatially helped the participants to obtain information more efficiently than from flat presentations. The 3D kanji might be a fun method for children to learn kanji, irrespective of learning disabilities.

41650

The Watershed Project: An Example of Global Collaboration and Citizen Science as Emerging Dimensions of STEM Integration

Yujiro Fujiwara, Texas Tech University, United States

The paper presents a global project with socioscientific implications using a conceptual framework incorporating citizen science and global collaboration as enhancing dimensions in the integrated STEM classroom. The paper explores the possibility of including citizen science and global collaboration as guiding formats to lead STEM learning in schools. The objective of the project is to monitor the health of a local body of water while advancing students' STEM skills by protecting the environment. The project uses probeware technology and a website as platforms where students present their data and findings. Required water parameters need to be recorded and posted on the website so that other participating students from different part of the world may give feedback about the water. Another objective is to create an international database

from the parameters contributed by students. The project is open to any STEM subject as the learning objectives may change according to the needs of the teacher. However, all activities should be geared to develop skills in all areas of STEM for the protection of the environment. In addition to the required parameters, students will post on the website a presentation on the interpretation of their counterparts' data. The project is looking for more people to network and expands to more countries other than Japan and the US.

42024

New Direction of Career Development-Based on Curriculum Reformation for Vocational High School

Jen-Chia Chang, National Taipei University of Technology, Taiwan
Hsi-Chi Hsaio, Cheng Shiu University, Taiwan
Su-Chang Chen, National Penghu University of Science and Technology, Taiwan
Dyi-Cheng Chen, National Changhua University of Education, Taiwan

Should all students enter university after they graduated from vocational high school? This issue has been controversial for many years in Taiwan. Even so, vocational high schools still maintain more than 80% of the enrollment of higher education. Unfortunately, most students in or out of higher education still don't know their interests and career direction in the future. After reviewing curriculum standard and teaching situation, the teachers bearing a lot of pressure from include parents, principle, administrators, and higher education that lead teachers neglecting technology teaching instead of academic learning. Therefore, this study emphasized vocational high schools should back and focus on the core spirit of curriculum that is helping students career development-based. After seven expert panel discussions and related literature review, this study proposed a new direction of career development-based on curriculum reformation for vocational high school in Taiwan. The findings were as follows: 1. respecting the individual difference of students and learning by their career goal, 2. teachers give up on self-centerpieces and conducting vocational and academic course integration, and 3. only evaluate students' abilities and competencies, authorize professional autonomy of teachers fully.

42409

An Analysis on the Perceptions of High School Teachers in Manila, Philippines Towards Student Data Privacy and its Legal Implications

Juan Carlo Zamora Zamora, De La Salle University, The Philippines
Madeleine Tan, De La Salle University, The Philippines
Sharon Albacete, St. Paul University, The Philippines
Rosemin Canulo, De La Salle University, The Philippines

Information and communication technology (ICT) has been making its way into our lives since the invention of Internet and its applications, including the daily usage of internet social media. In recent years, it has conquered the education industry, providing school administrators and teachers a more challenging, yet effective and practical way of managing school operations. Teachers have been using technology-enhanced data collection and analysis as tools to aid their schools in planning, and implementing personalized, student-centered learning experiences for their students. While there are numerous positive effects, it goes without notice that privacy of students are being sacrificed. The Philippines enacted its privacy law, the Data Privacy Act of 2012 to protect its people from the growing use of data. As, the law is relatively new, the researchers investigated the perceptions of high school teachers from public and private schools in Manila, Philippines towards data privacy and its legal implications. The methods used in obtaining the perception of the teachers were through online survey using convenience sampling. The survey used a Likert scale in asking the perception of the teachers regarding potential lawsuits and data usage activities. Analysis administered for the perception are descriptive statistics, validity and reliability using Cronbach's alpha, and correlation of perception against different demographic profiles. Results show that the perception of the teachers show significant effect on their perceived actions to take, whenever there is threat to the legal safety of teachers or students, even at the cost of having a potential lawsuit against them.

42720

Theory Exploration and Measure Development of Elementary Principal Responsible Leadership

Jason Hsinchieh Wu, National Dong Hwa University, Taiwan

Our society has entered an era of "global stakeholder society" in recent years. Individuals or groups who were previously ignored or considered as less important stakeholders can have a great impact on the organization nowadays. Thus, leaders today have to face conflicts of values and interests between stakeholders that are much more severe and frequent than before. When facing the change in social context, the traditional leadership style began to show its limitation due to it mainly just focused on "leader-subordinates" relationship. Therefore, responsible leadership theory emerged and re-theorized the responsibilities, functions, roles, and behaviors of leaders based on the expanded scope of the relationship of "leader-stakeholders" to help leaders facing the challenge of the new social context. Since education leaders also faced the same challenges of global stakeholder society as business leaders, the field of educational administration began to notice the emerging topic of responsible leadership. However, its development is still in its infancy, more in-depth research is still needed. Therefore, the purpose of this research project is to identify the construct and dimension of elementary school principal responsible leadership, and to develop a valid measure of responsible leadership for elementary school principals to pave the way for future empirical research for the topic. The result of this research shows that elementary school principal responsible leadership has three dimensions: weave good relationship, discursive decision-making model, and focus on the sustainability in decision making. And have successfully constructed a measure for elementary school principal responsible leadership with great reliability and validity.

42744

A Study of Praise, Motivation, and Self-Esteem of Low-Achieving Students in Mentoring Groups

Chun Kin Chung, Caritas Fanling Chan Chun Ha Secondary School, Hong Kong
Peter Lai, Teach Unlimited Foundation, Hong Kong
Roger Ng, Teach Unlimited Foundation, Hong Kong

The study attempts to examine the effects of evidence-based praise strategies on the learning motivation and self-esteem in low-achieving students in mentoring groups and study the processes that influence the corresponding changes. Participants in the study were students from two secondary schools in Hong Kong. Thirty-two students participated in one of the four weekly mentoring groups, each of which was facilitated by a school-based mentor. Data triangulation and methodological triangulation were employed in the study; data were collected from student questionnaires, observational field notes, and interviews with mentees and mentors before and after the intervention program. Two major findings arose from the investigation: first, the implementation of praise strategies, which promoted adaptive attribution patterns, was effective in the enhancement of students' learning motivation and academic aspect of self-esteem while no significant change was noticeable on their global self-esteem. Second, it was found that the corresponding change processes should be understood from the interacting forces of the environment, student personal factors, and student behavior. In particular, mentor-mentee relationships and social climate in learning environments emerged as key contextual factors which mediated the outcomes of praise administration. In conclusion, when bestowed strategically, praise can be conducive to learning motivation and self-esteem of low-achieving students. More research is needed to cover more diversified populations and understand the long-term consequences of research-informed praise strategies.

42745

Assessing Critical Thinking in a Second Language: The MIC Critical Thinking Test

Christopher Johnson, Miyazaki International College, Japan
James Furse, Miyazaki International College, Japan

Over the past several years there have been increasing calls for improved critical thinking instruction in higher education. These calls have been accompanied by demands for assessment of tertiary students' critical thinking abilities, both to measure any development of students' critical thinking skills through their degree programs and to evaluate the effectiveness of critical thinking instruction. To meet this need several critical thinking assessment instruments have been developed. However, the outstanding question is how to conduct critical thinking assessment at institutions which teach in a second language: assessment should take place in the language of instruction, but existing instruments may prove inaccessible given students' levels of linguistic proficiency. Miyazaki International College (MIC), an English-language liberal arts college in Kyushu, faces this challenge. As a content and language integrated learning (CLIL) (an institution that delivers its curriculum in English to mostly English as a Foreign Language (EFL) students, neither Japanese-nor existing English-language assessment instruments appear appropriate for its student body. Accordingly, and under the auspices of MEXT's Acceleration Program for University Education Rebuilding (AP), MIC has developed an English-language critical thinking assessment instrument designed for Japanese EFL learners. This presentation reports on the development of the MIC Critical Thinking Test and its current testing phase, and discusses its prospects for future application within Japan and as a model for developing similar tests in other non-native English-speaking countries.

42881

From Quality Learning to Quality Teaching: Learning How to Learn Together in Teacher Education in Taiwan
Pao-Feng Lo, National Dong Hwa University, Taiwan

Teacher education is the foundation for the development of a nation. In the era of globalization, high-quality teachers are the base of the competitiveness of a nation. In order to meet the challenges in the future, quality learning and collaboration are the key competencies for pre-service and in-service teachers. The purposes of this study are to explore the effects of students' quality learning and collaborative learning on their learning outcomes and teaching effectiveness and finally provide suggestions for stakeholders in teacher education. The concept of quality learning, including Deep Approach and Surface Approach, was adopted from Biggs' (1987) Study Process Questionnaire, and revised to develop as the main instrument. And Collaborative Learning Questionnaire is revised and developed in this study. A survey was conducted to investigate 169 university students from a teacher education program in Eastern Taiwan. There are several major findings. First, the effects of ascribed characteristics, including gender, grade, and college on quality learning show significant differences. Also, grade and college on collaborative learning show significant differences. Second, both quality learning and collaborative learning are significantly correlated with learning and teaching effectiveness. Third, the differences between pre-test and post-test of quality learning and collaborative learning are significant. Fourth, the ascribed characteristics, quality learning, collaboration and learning outcomes can explain 43% of the variance on teaching effectiveness. These results reflect on the learning and teaching of teacher education which are worthy of discussion and understanding. More implications are provided to contribute to the field of learning in higher education.

42945

Literacy Interventions for Young Readers with Specific Language Impairment
Joel Ginj Chang, University of Canterbury, New Zealand
John Everatt, University of Canterbury, New Zealand
Brigid McNeill, University of Canterbury, New Zealand
Dina Ocampo, University of the Philippines-Diliman, The Philippines

The research investigated improvements in basic reading and language processing of Year 1 students with language weaknesses following two intervention methods (one involving phonological awareness training and the other focusing on morphological awareness training). Two contexts were considered, one in New Zealand schools, where monolingual and bilingual children with evidence of specific language weaknesses were contrasted, and a second in the Philippines which compared typically-developing bilingual children and

bilingual children with language weaknesses. The design assessed the performance of the children at three different time points: once prior to the interventions, once after the first intervention and once after the second. Measures assessed phonological awareness, language skills (including vocabulary), non-verbal intelligence, and basic reading skills (understanding words and sentences). Children were included if there was no evidence of sensory or neurological problems, and their non-verbal intelligence score was 85 to 115. Children with language weakness were those who showed poor scores in several areas of verbal language processing. Results indicated that at mid-point, which contrasted interventions with a phonological versus morphological focus, specific gains in phonological processing were evident for the phonological-based intervention. However, both interventions showed gains in word understanding tasks across the intervention periods. Hence, the research shows that specific phonological/morphological interventions can lead to improvements among children with language weaknesses within a bilingual learning context.

43061
Academic Staff's Experience on the Immersive VR-Based Teaching in Anatomy and Physiology
Ka Fai Wong, The Open University of Hong Kong, Hong Kong

Studying the course of anatomy and physiology is an essential foundation to nursing students. However, students have difficulties in memorizing numerous body parts and systems. They required a lot of time to understand and visualize 2D pictures on books. Students were found to have little interest in studying 2D images. The learning process and experience are not efficient and effective. To further enhance the student's learning efficiency, Immersive VR anatomy learning software is introduced. An Immersive VR anatomy learning software is applied to the year 1 nursing students who are studying the course of anatomy. We would like to know whether the Immersive VR technology can help the students to achieve better learning experience in studying anatomy and physiology when comparing to traditional learning platforms. This VR software provides various 3D human body models to facilitate student learning. Labeling and tags and are also shown in the application.The anatomy software uses HTC VIVE for Immersive VR experience. Hand controllers are used to control the movement and interactions between students and 3D models in the Immersive VR environment. Students can freely walk around inside the virtual classroom to view organs, vessels etc. from various angles. Based on the academic staff's observation in the classes, all academic staff are impressed that the immersive experience of using VR technology did arouse students' interest in studying human body structures. The interactions provided by the application can attract the student to learn anatomy actively. Students reported the learning experience is better than using the traditional learning.

43094
Increasing Palliative Care Teaching During Family Medicine Training in Medical School: A Novel Problem-Based Learning Module
Karen Leung, University of Alberta, Canada
Sarah Burton-Macleod, University of Alberta, Canada
Ann Lee, University of Alberta, Canada
Shelley Ross, University of Alberta, Canada
Erika Siroski, University of Alberta, Canada
Lillian Au, University of Alberta, Canada

Improving the quality of life for patients with life-limiting illnesses such as cancer and heart disease are key aspects of palliative care. Medical educators agree that palliative care should be a priority topic during undergraduate medical training but there are few formalized curricula available. Problem-based learning (PBL) is a commonly used group-learning technique, where patient cases containing a number of clinical issues are presented alongside cues to stimulate student collaboration and discussion, consolidation of previously learned materials, and information seeking. We developed a new learning module consisting of a formal, didactic 20-minute podcast describing the principles of palliative care. Students then engaged in self-learning through reading two journal articles on cancer care and heart failure management before participating in a two-hour PBL session on those topics. A pre-post test design with 10 parallel,

multiple-choice items were used to assess the change in students' knowledge. One hundred three medical students (M=45, F=58) in their third year of studies participated in the learning module. Of those who completed both tests, there was a significant increase in the mean knowledge scores on the post-test (M = 80.6, SD = 1.50) compared to the pre-test (M = 66.1, SD = 1.86) after completing the module, t(81) = 7.31, p < 0.01. There was more than a fifty-percent increase in the proportion of students who correctly triaged palliative patients, managed delirium, and identified opioid side effects. This learning module was generally acceptable to medical students.

43134
Universal Design for Learning (UDL) and Inclusion: Evidence-Based Practices to Enhance Equity and Quality of Education for Students with Disabilities
Lana Kharabi-Yamato, University of Houston, United States
Huan Zhang, University of Houston, United States

Despite the recent global movement toward embracing diversity in classrooms and implementation of inclusion model, challenges to providing a meaningful and rigorous curriculum that meets the unique needs of students with intellectual disabilities remain. Transforming classrooms from the integration era toward full inclusion is an exhaustive process requiring additional policies and changes in social attitudes toward the definition of diversity and inclusive classrooms. Japan's systematic policy change to address these concerns through ratification of United Nations' Convention on the Rights of Persons with Disabilities (CRPD) as well as recent enforcement of the Act on the Elimination of Disability Discrimination, has led to advancements toward an inclusive educational model. However, looking at daily practices within inclusion settings in both the United States and Japan, two areas of instructional design and methods of implementation are the most crucial factors affecting students' rights to meaningful participation and fair education. This session provides an in-depth look at the current approaches towards implementation of the three principles of the UDL model by both the special and general education teachers as part of inclusion settings in the United States and Japan. Upon the identification of two major challenges to sustaining high-quality inclusive classrooms, evidence-based strategies will be discussed to combat obstacles preventing students with intellectual disabilities to reach their highest potentials in a general educational setting. We intend to specifically focus on the elements of UDL model that promote various means of representation, expression, and engagement opportunities as part of the instructional design and implementation of the content.

43163
Teacher Professional Development and Teacher Mobility: Cross-National Evidence From TALIS 2013
Chun-Chi Chang, National Chung Hsin University, Taiwan

The OECD Teaching and Learning International Survey (TALIS) is the largest international survey of teachers. This survey looks at the features that influence effective teaching, such as teachers' initial training and their professional development, the feedback they receive on their teaching, the climate in the classrooms and schools, their satisfaction with their job, as well as the teaching, learning and assessment strategies they use in the classroom. In this study, it is proposed to (i) analyze the TALIS 2013 data concerning the relationship between teacher professional development and teacher mobility, and (ii) compare teacher mobility in member states of the European Union. This study is a secondary analysis of data from the TALIS 2013. The two main findings of the study are that teacher professional development and teacher mobility is correlated t in some countries. The situation of teachers who had taught abroad in the EU programme are different depends on the member states of the European Union. Based on these results, policy implications, technical concerns and limitations, and further directions for research were discussed.

43292
Web-Based Science Learning as Innovative Instruction
Bruce Marvin Ruaro, Urdaneta City National High School, The Philippines

There are so many mediums of technology, which is radically redefined in order to obtain communication and change the view of teaching and learning. The widespread use of the World Wide Web (www) extended the capacity of the different educational institutions involved in training to extend the possibilities of e-learning. There are a lot of challenging points in the dynamic and challenging field of e-learning. The use of the internet to bridge the digital divide is one of the challenges which are experienced by different educational institutions in the country. This study aimed to determine the possibility of a web-based learning in teaching science subjects specifically in the Senior High School. Innovative instruction applied three (3) different teaching approaches namely: Inquiry-based, Problem-based, and Project-based. Benefits of this approaches have been cited by numerous proponents which include greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. Most of the extent of utilization of web-based learning on this study along the different approaches in teaching science is highly effective. All remaining variables are noted to be effective. Improvement on the posttest result was obviously noted by means of using the web-based instruction. A significant difference in the pretest and posttest results along the different approaches was noted. Also, it was found out that there is a significant relationship between the post-test result and the different approaches that rejected the null hypothesis.

43301

This Qualitative Research Analyzes the Formation of Cultural Identity in Children of International Marriages and the Psychological Factors That Determine
Rie Yabuki, Tokyo City University, Japan

This qualitative research analyzes the formation of cultural identity in children of international marriages and the psychological factors that determine this formation. Six children of international marriages, 17 to 19 years old, and their Japanese mothers were interviewed about their cultural identity. The analysis found two types of cultural identity among the children: "American Identity" and "dual identity" – interchangeably using American identity and Japanese identity. There are three categories of factors that contribute most to the development of the children's cultural identity. First, there are the children's personal factors – the number of years lived in Japan, how long they went to Japanese school, and the relationships they had with Japanese children. Second, there are the factors associated with the Japanese mothers -- the mother's life course going back and forth between the US and Japan, their position in the Japanese community and their position in the American community in the US Third are factors associated with their American fathers. This presentation focuses on the Japanese mother's life course.

43312

Comparison of the Learning Curve and Adaptive Behavior From Kids to Adults who Create Mobile-Apps and Little Robots Using Block-Programming
Felipe Moreno, National University of Engineering, Peru
Leonardo León, National University of Engineering, Peru
Juan Diego Guizado, National University of Engineering, Peru
Michael Vera, National University of Engineering, Peru

Block programming presents an interactive and very simple way to learn to program, today block programming applications allow you to develop applications for mobile phones, they also allow the development of the control of electronic hardware components such as sensors and motors. In this article we present a study on how much the learning speed differs and how much information retention capacity children between 6 to 9 years old, adolescents between 10 to 13 years old, young people between 14 to 17 years old and adults from 18 years old who have in the same conditions of learning, same environment, same classes, same tools and the same methodology, such as mental maps and scripting language questions with the aim of learning concepts about algorithms, objects and classes applied to create robots through software design and simulation of electronic circuits. In addition, the way in which the learning curve

is measured is evaluating the ability to retain, skill gained and how much they have learned during the course of a certain time.

43322
Kinesthetic Perception, Physical Activity and On-Task Behavior in Thematic Learning
Eva Julianti P, Univeristas Negeri Jakarta, Indonesia
Heni Widyaningsih, Univeristas Negeri Jakarta, Indonesia

Objective: To investigate associations between kinesthetic perception, physical activity and on-task behavior in thematic learning, and evaluate how they correlate to academic performance in math reading and spelling. Methods: This study included 25 children (age: 6-7 years, 14 girls). Kinesthetic perception was evaluated in space-visuomotor task accuracy test (kinesthetic perception test and measurement). Level of physical activity was estimated from the daily activity during normal school activity using pedometer and both relation with On-task behavior in thematic learning was investigated with standard test of completion tasks and cognitive tests, in math, reading and spelling. Results: Kinesthetic perception was associated with better performance in tests of completed tasks and academic performance (P<0.003), whereas physical activity was associated with better-sustained completion tasks (P<0.038) and academic performance (P<0.047). Kinesthetic perception and physical activity were all associated with better performance in cognitive tests (math, reading and spelling). The results reveal that on the whole the academic performance was significantly correlated with three perceptual abilities – visual, auditory and kinesthetic. When considered separately, reading and spelling both were significantly associated not only with one another but also the three already mentioned perceptual areas. On the other hand, mathematics was found to be significantly correlated with only auditory and visual perception. Conclusions: The data demonstrate that kinesthetic perception and physical activity are positively correlated with on-task behavior in thematic learning and with academic performance in math and reading. Future interventions should investigate associations between kinesthetic perception, physical activity and on task behavior in academic performance to expound the causation of these associations.

43409
Development of Project-Based Learning (PBL) for Autonomous Vehicles
Paweeya Raknim, National Cheng Kung University, Taiwan
Kun-Chan Lan, National Cheng Kung University, Taiwan

An autonomous vehicle is a smart car which is able to perceive its environment and drive by itself to its destination. Autonomous cars use a variety of sensors, computer processors, and map databases to take over part or all of the functions of a human driver. Cars equipped with this technology will likely be able to reduce crashes, energy consumption, and considerable pollution. Recently, major car manufacturers have announced their plans to begin selling such vehicles in a few years from now. Since project-based learning (PBL) provides contextualized and authentic learning, which has been demonstrated to foster higher order thinking while promoting the acquisition of content-area knowledge, this project applies PBL for learning of autonomous car development. A PBL curriculum was designed to emphasize real-world problems (specifically, road navigation, crash avoidance, traffic signs detection, etc.) while enhancing learning motivation, learning emotion and performance, and fostering the creativity and problem-solving skills necessary for innovation and excellence in the learners' future professional careers as autonomous vehicle developers. The study will adopt a pre-test and post-test quasi-experimental design. Over an 18-week intervention, the control group will receive traditional instruction while the experimental group will receive PBL instruction. Analysis of covariance (ANCOVA) will be used to compare the learning outcomes of the two research groups. This study will explore how different teaching strategies affect students' creativity and problem-solving skills and, at the same time, acquiring engineering knowledge for developing autonomous vehicles.

43415

The Effects of Problem-Based Learning on Fifth Graders' Mathematics Learning Motivation, Mathematics Learning Attitudes and Learning Achievement

Miao-Li Changlai, China University of Technology, Taiwan
Kun-Yuan Yang, Chung Yuan Christian University, Taiwan
Yu-Ming Chen, Chung Yuan Christian University, Taiwan

This study investigated the effects of Problem-Based Learning (PBL) on fifth graders' mathematics learning motivation, mathematics learning attitudes and learning achievement by quasi-experimental design. Two classes of fifth graders from an elementary school in Taoyuan, Taiwan participated in the study. Twenty-nine students of the experimental group were taught using PBL and thirty-two students in the control group by regular lecture instruction for eight weeks. The Mathematics Learning Motivation Scale (MLMS), Mathematics Learning Attitudes Scale (MLAS) and the Mathematics Learning Achievement Test (MLAT) were used as pre-test and post-test instruments. For "Fractional multiplication", "Numbers and series" and "Cylinder, Cone" units, the results showed that the overall effect of PBL on students' post-test scores of MLMS was significantly better than that of regular lecture instruction. Furthermore, the effects of PBL on students' post-test scores of self-efficacy subscale and attribution subscale were significantly better than those of regular lecture instruction. The overall effect of PBL on students' post-test scores of MLAS was significantly better than that of regular lecture instruction. In addition, the effects of PBL on students' post-test scores of mathematics learning confidence, mathematical usefulness, attitude toward mathematics success and the attitude of important others subscales were significantly better than those of regular lecture instruction. There was no significant difference between the effects of PBL and regular lecture instruction on students' mathematics learning achievement. Such findings suggested that PBL had a positive impact on students' mathematics learning motivation, learning attitudes and learning achievement.

43513

What do Medical Students in China Consider the Most Important When Choosing Medical Specialties: Implications for Medical Education

Hao Yao, Fudan University, China
Yiyun Cai, Fudan University, China

Objectives: The aim of this study was to explore the ideas and expectations of medical students in China toward their speciality choices. Methods: In 2017, a total of 407 medical students from Shanghai Medical College, Fudan University were asked to rate the degree to which they were considering various medical specialities as prospective career choices (1=No way, 5=Definitely) and the importance of different career aspects in regards to choosing medical specialities (1=Not at all, 5=Very important). Multivariable linear regression method was employed to survey the associations between their prospective career choices and expectations for different career aspects. Results: Responses suggested that medical students in China most strongly valued three aspects of their career choices: personal interest (rating of 4.4±0.7), career prospects (rating of 4.1±0.7) and interestingness (rating of 4.1±0.9). And the three medical specialities most attractive to medical students in China were surgery (rating of 3.5±1.0), internal medicine (rating of 3.2±0.9) and obstetrics/gynaecology (rating of 3.2±0.9). Further regression analysis indicated that for students who expected low work pressure, they were less likely to choose surgery (p=0.010), while for students who expected long-term stability, they were more likely to choose internal medicine (p=0.013). Conclusions: Personal interest, career prospects and interestingness are the three most important aspects for medical students in China when choosing medical specialities. Implications: Medical education workers in China should arouse students' interest in various medical specialities, especially in those with limited human resources such as psychiatry and paediatrics, to close the recruitment gap.

43637

Making Inclusive Education for Autistic Children in Post-Soviet Kazakhstan: Public Policy and Parental Perspectives

Sofiya An, Nazarbayev University, Kazakhstan
Chee Kai Chan, Nazarbayev University, Kazakhstan
Akbota Kanderzhanova, Nazarbayev University, Kazakhstan

Since becoming independent, Kazakhstan, a post-Soviet Central Asia state, has been restructuring its system of social care for children with special needs. An introduction of inclusive education is currently underway and high on the government agenda as an integral element of the State Program on the Development of Education (2015-2020). There is, however, limited research that evaluates successes and shortcomings in addressing educational needs of children with autistic spectrum disorder (ASD). The development of professional care and education for autistic children in Kazakhstan is still lagging behind the developed countries. Based on a medical model, the Soviet approach to child welfare was to place disabled children in specialised residential institutions that provided special education, healthcare and social care (UNICEF, 2004). Employing a critical discourse analysis approach (Fairclough, 1995), this qualitative research study examines discourses of inclusive education in Kazakhstan by comparing the government policy discourse and perspectives of family caregivers. Data include government policy documents on inclusive education and focus-group interviews with parents of autistic children. Qualitative data were analyzed using open coding, axial coding, and selective coding procedures (Charmaz, 2000). The preliminary thematic analysis points to the mismatch between the government discourse and parental perspectives on inclusive education and their children's needs in educational programs. By identifying the discrepancy between the public policy and parental perspectives, research findings will be used to improve the quality and access to special and inclusive education for children with ASD.

43754

Mediating Factors of Rural Effect on Science Achievement of Taiwanese Eighth-Grade Students: A Secondary Analysis of TIMSS 2015

Che-Di Lee, National Taiwan Normal University, Taiwan

This study aimed to build an evidence base for Taiwan's educational policy to minimize the rural-urban education gap and focused on identifying factors mediating the rural effect on Taiwanese eighth-grade students' science achievement. Data were collected from 190 schools, 191 classes, and 5711 students participating in Trends in International Mathematics and Science Study 2015 (TIMSS 2015). Multiple regression and Oaxaca-Blinder decomposition method were used to analyze the contribution of factors on the rural-urban achievement gap. The mean difference of science achievement between rural area (population less than 50,000) and non-rural area was 36 points. The variables with a significant contribution on the mean difference were home educational resource, students' educational expectation, class average of students' educational expectation, students' comprehension-based learning, students' positive attitude towards scientific inquiry, and students' memorization-based learning (negative contribution) (descending sort order by contribution). The overall explained rural-urban gap by the above variables was 28 points (79%). Furthermore, the results of recentered influence function regression with Oaxaca-Blinder decomposition revealed that the above factors explained low performers' achievement difference better than high performers'. For .10 quantile, the percentage of the explained quantile difference was 96%; for .90 quantile, it was 67%. The result of memorization-based learning's suppression effect to comprehension-based learning for high performers might be explained by resource-competition and has important implication to teaching practice. The results suggest that rural teachers should put more emphasis on raising class climate of educational expectation, changing students' conception about learning, and teaching them comprehension-based learning strategies.

43811

Intellectual Disability High School Students Participated in Individualized Transition Program

Pohua Huang, Taipei Municipal Songshan High School of Agriculture and Industry, Taiwan

This study was a three-year case study with six intellectual disabilities (ID) students with different gender, degrees of disability, and family background, including one chromosomal abnormality, two autism, and two students with mild intellectual disabilities. The main research purpose was to explore the process of ID students participated in Individualized Transition Plans (ITP) and found the key factors of assisting ID students to become decision-makers. This study used interviews, document analysis, long-term observation records and other qualitative information to collect students' learning responses and progress in schools, communities, and workplaces for a long time. This study analyzed the process of each student participating in their ITP meeting since the first year to graduation. The results of the study indicated two major factors that improved ID students would become active participants in their ITP. The first one was the explore career courses, including multiple internship experiences in community workplace, as well as social and life skills in the school classes are all in integrated curriculum design. This comprehensive curriculum could effectively guide ID student understanding individual weaknesses, interests, preferences, and setting clear goals of their future careers. The second factor was social supports that included family members, school teachers, the instructors of the intern workplace, and other transition supporters. Due to their encouragement and provided the feedback of their real performance in different situations, ID students would gather useful information to take shape of their ideas, then became a decision maker.

43903

The Effect of IBSE Integration to the K-12 Grade 9 Curriculum at Passi National High School, Passi City, Iloilo

Maria Melsa Arce, Department of Education, The Philippines

This documentary action research was conducted to perceived the effect of IBSE integration in the K-12 Grade 9 Curriculum at Passi National High School Year 2017-2018. The subjects of the study were 48 students of one section of junior students. They were taught following the K-12 instructional material utilizing Hands-on modified activities, Inquiry-Based Teaching and Learning, The 5E's lesson Plan during the 4th Quarter (Physics) and adopting the GANAG SCHEMA in the presentation of the lessons. The Grade 9 Students received a week pre-summative review adopted a Programmed Instruction Technique. Descriptive data were taken from their Form 137-A Permanent Records in the secondary level during their three consecutive years and were triangulated (Arce, 2016). The results suggest that different interventions improved students scholastic achievement during their Grade 9 Science Curriculum.

43904

Peer Influence on Children's Interpersonal Strengths and the Moderating Role of Peers' Social Status

Liangyuan Xu, Beijing Normal University, China
Lisha Liu, Beijing Normal University, China
Yanfang Li, Beijing Normal University, China

This study investigated the influence of peers' interpersonal strengths on children's interpersonal strengths and the moderating role of peers' social status, and the differences between primary and secondary school students were also examined. The sample included 1555 Chinese fourth to ninth grade students. Children nominated three classmates whom they like to be with. Child's peers were considered as the classmates who were nominated by the child also nominated that the child as his or her peer. Interpersonal strengths including humanity and justice were rated by the Values in Action Inventory of Strengths for Youth (VIA-Youth). Social status including the index of social preference and social influence were measured via sociometric nominations. The results showed that peers' humanity and justice predicted children's humanity (B = .19, p < .001) and justice (B = .19, p < .001), respectively. The predictive effects of peers' justice were stronger on secondary school students than on primary school students (ΔS-B $\chi2(1)$= 8.08, p < .001). The moderating role of peers' social status was found on secondary school students, specifically, peers who had high social preference (b = .36, p <.001) and social influence (b = .30, p <.001) had stronger influence on

students' justice than peers who had low social preference (b = .20, p <.01) and social influence (b = .14, p <.05). Peers' interpersonal strengths, especially the interpersonal strengths of peers with high social status, had a positive influence on children, and these influences were stronger on secondary school students.

43932

The Study of the Status of Hearing Education Teachers use of Hearing Assistive Technology

Shu-hua Chen, National University of Tainan, Taiwan
Pone-Chuan Lee, National University of Tainan, Taiwan
Wei-Xin Wang, Tainan Municipal Keliao Elementary School, Taiwan
Tzu-Hsuan Huang, Tainan University of Technology, Taiwan
Po-Yu Wang, Tainan Municipal Dasin Elementary School, Taiwan

The purpose of this study was to investigate the use of hearing assistive technology in the national hearing education teachers. A self-made questionnaire was used as a tool to conduct a questionnaire survey of teachers of the national hearing education. A total of 220 questionnaires were distributed and 165 were recovered, with a recovery rate of 75%. The questionnaire data were analyzed by SPSS/PC18 statistical software package, and qualitative data were summarized. The results of the study are as follows: (1) The use of the audio-enhancement system by the teachers of hearing education is 27% for "use" and 73% for "unused". The teachers of hearing education generally hold a positive view on the sound expansion system. (2) The use of the FM (FM) system by the teachers of hearing education accounted for 54.3% of the "use" and 45.7% of the "unused". The teachers of hearing education have a positive view of the FM system, and the most certain of them is "listen to the teacher's voice." (3) The demand for "hearing aided technology education information" (65.9%) is the highest demand for hearing aid technology-related measures, followed by "how to solve the problem of FM system equipment problems" (65.2%). (4) In terms of qualitative information, the teachers of hearing education also expressed their views on "actual use", "educational promotion", "maintenance management" and "future technology".

43970

Embedding Extension and Enrichment into Secondary Curriculum to Develop Critical and Creative Thinking

Susan Werba, Independent Scholar, Australia

Student learning for the Twenty-First Century requires extension and enrichment to be embedded into mainstream curriculum to provide opportunities for all students to engage in critical and creative thinking. Differentiation of curriculum, pedagogy, assessment and environmental factors provides students with options to extend their thinking within the framework of the existing curriculum. With the support of classroom teachers, all students can be fully engaged, inspired and motivated for success. Ms Werba's research over three years was part of the Australian Government Quality Teacher Program (AGQTP) which supported teacher practitioners to develop curriculum and pedagogical practices in their own schools. Using the Maker Model of differentiation and underpinned by Francois Gagne's theory of gifted and talented education, Ms Werba has developed an educational framework which provides secondary educators with a clear foundation on which to embed extension and enrichment opportunities into their teaching plans. This presentation outlines the theories underpinning the framework and explains how teachers can provide extension and enrichment opportunities within the existing curriculum programs to benefit all students.

43989

Nature of Science in Popular Texts

Yi-Fen Yeh, National Taiwan Normal University, Taiwan

Developing students' scientific literacy has been a major goal for science education in many countries. Understanding the nature of science has been one important strand of students' science learning. Science is considered to be a body of knowledge comprised of a complex spiral of science history and the stepwise

nature of scientific knowledge. Therefore, context-rich historical cases in popular science texts can offer excellent learning materials. In this study, the researcher constructed a database for teachers searching for popular texts that were useful in science classrooms. Collected texts included articles from Scientific American (U.S. based) and Science Monthly (Taiwan based) published in 2017. These texts were scrutinized for the quality of embedded NOS-related information through a process of textual analysis. A framework that depicted the features of NOS called the "Family Resemblance Approach" (FRA) (Erduran & Dagher, 2014) was used as the analytical tool. In this session, the researcher will present how NOS is delivered in selected popular texts according to certain categories (sub-categories of the epistemic-cognitive and social-institutional systems) and offer instructional ideas for teaching NOS with selected popular texts.

43995

Comparison of Face-To-Face and Online Discussion for Critical Thinking Development

Supakarn Chamni, Chulalongkorn University, Thailand
Taksina Chuanasa, Chulalongkorn University, Thailand
Sornkanok Vimolmangkang, Chulalongkorn University, Thailand

Critical thinking has been listed as one of the top-three cognitive skills needed for a job in 2020 based on World Economic Forum reports in 2016. The ability to think critically would lead to the more develop idea and concept of thoughts, which eventually provide the new innovation and new problem-solving protocol that add intellectual value to society. In this research, we compared two critical thinking development techniques involving face-to-face and online discussions. The results showed that the average number of question per person was increased 6.13%, the average number of question per week was increased 23.40% and the deviation of a number of question per week was decreased 12.44% when the online discussion was applied in a graduate seminar course. Interestingly, student's behavior has been changed to be more active toward questioning and discussing in both classroom and online forum during online discussion experiment. Thus, the online discussion platform is one of an effective approach to motivate critical thinking skill development.

44001

Principal Leadership Practices, Teacher Morale and Performance of Elementary Schools

Abegaile Rodrigo, Tacloban City Department of Education, The Philippines

Teacher morale and principal leadership are relevant to educational research because they are critical to school's success; hence, these are considered in this study. The study determined the relationships among leadership practices, teacher morale and schools' performance in Tacloban City Division during the school year 2014-2015. It involved 40 school principals and 456 teachers as respondents. The Leadership Practices Inventory and the Purdue Teachers Opinionnaire were used as the data gathering tools. The data were statistically treated using percentage, weighted mean, Pearson r, eta correlation, and single analysis of variance (ANOVA). The study found that the principals' extent of leadership practices was generally high. The principals best leadership qualities were fostering collaboration and empowerment (enabling others to act), and encouraging and motivating people to achieve the goals set by the organization (encouraging the heart). Overall, the teachers had generally moderately high morale; though, they showed high morale on the following: teacher rapport with the principal, satisfaction with teaching; rapport among teachers, teacher salary, curriculum issues, teachers' status, community support of education, and community pressures. The schools' performance was generally moderately high only. The level of morale of teachers was positively associated with the principals' leadership practices. Thus, it was concluded that principals could positively influence their teachers through their leadership styles. It was recommended that: principals should enhance their leadership practices to increase the level of teachers' morale; teachers loading must be considered by the principals so as not to overburden teachers.

44008

What are Missing on the English Teacher Preparation Programme at Japanese Universities in Terms of Pronunciation Instructions?

Akihito Desaki, Waseda University Junior and Senior High School, Japan

The purpose of this study is to examine how English pronunciation instruction is dealt with in the teacher preparation programme at Japanese universities and to suggest how the trainees can be better prepared in terms of pronunciation instruction before they start teaching in classroom settings. The literature review verifies vicious cycle of pronunciation of instruction, where 1) teachers are not confident in pronunciation instruction, 2) teachers cannot teach pronunciation sufficiently, 3) secondary school students do not learn pronunciation sufficiently from their teachers, 4) university students cannot pronounce English correctly, 5) pronunciation instruction is not mandatory for obtaining a teaching licence and 6) curriculum for teacher-training course is insufficient; that is, university students do not learn about pronunciation instruction. These stages 1)-6) circulate and it is obviously necessary to stop the circulation at some point. Thus the previous literature stresses the importance of teaching university students the skills to instruct pronunciation to their future students, these skills referring to 'how they should deliver the knowledge of pronunciation to students so that they can understand it fully' and 'how they should correct students' inappropriate pronunciation into intelligible one'. However the author doubts that these suggestions are enough for the trainees to get prepared for teaching in classroom settings, and therefore proposes that they should be given opportunities to consider and practise 1) choosing appropriate teaching materials, 2) giving 'clear instructions' of tasks to students and 3) making pronunciation tasks student-centred and communicative with adequate student-talking time.

The International Academic Forum

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: *To be Announced in Final Schedule*

43729
Collaborative Assistive Technology in Mathematics Learning for Students with Special Needs
Rou-Rou Sung, National University of Tainan, Taiwan
Shu-Wen Lin, National University of Tainan, Taiwan
Chien-Yu Lin, National University of Tainan, Taiwan

This study is an interactive and collaborative assistive technology in mathematics learning for students with special needs. The participants in this study were 3 first grade of elementary school students who with autism spectrum disorder, intellectual and developmental disability and developmental delay respectively. The purpose was to promote interpersonal interaction, active participation, and understanding in mathematics for students with special needs. The researcher has used 3D printing adaptive switches and modified toy combined with addition and subtraction arithmetic, to advance their interpersonal interact, participative of initiative and comprehension of mathematics. Description of design activit：1) Introduced students to 3D printing adaptive switches and modified toy; 2) guide students to calculate the number of small fish on the modified toy; 3) game descriptions; 4) students are divided into two groups, one person operates the adaptive switch and the other is responsible for fishing (this section has student assistants participating in the grouping); 5) write mathematical problems on the blackboard; 6) assist students to operate and compete; 7) sharing and giving feedback after the event is over. During the process, improve students' learning performance through specific operations; the emphasis on team cooperation, to cultivate more cooperative behavior; improve learning motivation through interesting teaching materials. Via case study paradigm, collect professional advice and feedback from their participants and special education teachers.

42845
Effects of 3D Printing Interactive Technology on Special Education for Children with Different Disabilities
Shu-Hua Chen, National University of Tainan, Taiwan
Chien-Yu Lin, National University of Tainan, Taiwan
Quo-Cyuan Mao, National Chiayi University, Taiwan

Using assistive technology as a tool in special education is an important intervention for children with special need in recent studies. This study proposes to develop an interactive tool that functions as a low-cost, learning interface for children with different disabilities. Two children from a resource class in the elementary school participated in this research. This research applies 3D printing technology to develop a multi-media interactive feedback interface to train children with learning or physical disabilities to insert coins and improve learning motivation. Microsoft Visual C# is used for the human-machine interface. By means of inserting coins, users are able to increase the number of points won or vision and audio interface feedback. After the task is judged, the real-time feedback is processed by a prerecorded key wizard script as the entire control video process. The multi-media content design as teaching materials to increase learning opportunities By means of this interactive technology and Microsoft Visual C# Windows program, participants were able to use the "coin insertion" tool instead of the left key of a PC mouse. The purpose can be achieved on the basis of the interactive content adjusted for individual needs. This research investigates

the effectiveness of a fine motor skills training process for the upper limbs of students with physical disabilities. It involves the parents and teachers in obtaining real feedback. The conclusions of this study are also discussed. This study also applies low-cost technology in home-based interactive learning method for children with different disabilities.

42044

Using GSP in Creating Concept Image on the Topic Theory Graph for Eighth Grade Students
Patcharin Setteechaichana, Valaya Alongkorn Rajabhat University under the Royal Patronage, Thailand

The purposes of this research were to create a concept image, to study the achievement and to study the attitudes towards the topic Theory Graph by using GSP. The research samples were 26 schooling eighth-grade students for gifted child in science and mathematics curriculum from Valaya Alongkorn Rajabhat University under the Royal Patronage Demonstration School in the second semester of the 2017 academic year. The design of this study was the one group pretest-posttest design. Tools used in this research were Lesson plan by using GSP, the achievement test and the attitudes towards questionnaire. The achievement test had Reliability 0.78, Item Difficulty 0.31-0.71 and Discrimination Power 0.36-0.77. Time taken for this experiment was 23 hours. From evaluating the knowledge of students on the topics Theory Graph, students had the average score from the total score of 120 in pretest and in the achievement test equal to 83.42, and 108.88 respectively. After studying, the students had better achievement at the level of significance .05. The students had average learning develop at 78.51% and a lesson plan on the topic Theory Graph by using GSP had efficiency were at 96.64/90.74%. Students have a very positive attitude towards learning Mathematics by using GSP.

42833

The Performance of Factor and Multiple Problem-Solving for the Fifth Grade with Mathematic Underachievers
Pei-hsiu Chen, National University of Tainan, Taiwan

The research method adopted "survey study" in quantitative research. The purpose was to explore the performance of factor and multiple problem-solving in the fifth-grade underachievers, including the performance of a test, the patterns of error and the causes of error. The participants came from a public elementary school in Tainan city, a total of 53 mathematic underachievers from 14 classes. The data were collected using quantitative and qualitative methods. The "learning achievement test" designed by the researcher was used as quantitative analysis, and interviewed twelve students as qualitative analysis. These findings were as follow: (1) As far as the concept of factor and multiple, the fifth-grade underachievers had a poor performance on the test.; (2) There were six patterns of error by the fifth grade underachievers, including "misunderstanding of the prior knowledge", "missing concept of factor and multiple ", "fuzzy concept of factor and multiple", "careless calculation and a slip of pen", "problem solving only by the use of keywords", and "the lack of semantic understanding abilities"; (3) There were six causes of error by the fifth grade underachievers, including "the lack of prior knowledge lead to the misconceptions ", "the lack of operational abilities suppress concept construction ", "insufficient life experience hinder conceptual understanding", "semantic comprehension error interferes with problem-solving activity ", "the lack of operational concept result in problem-solving difficulties", and "insufficient integration capacity affect the effectiveness of problem-solving".

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43170
Factors Affecting Eighth Grade Students' Science Achievement: A Quantile Regression Approach on TIMSS 2015 Database in Five High Performing Countries/Regions
Tung-Yen Chou, Chung Hsing University, Taiwan
Jen-Jang Hsu, Chung Hsing University, Taiwan

The purpose of this study was to analyze and discuss the effects on science performances of eighth grade students in five countries/regions in TIMSS 2015. Dozens of countries has attended international large-scale educational assessments for past twenty years. The results revealed that (a) Home resources and confidence affect grades the most, (b) Effects on science-learning performance and student value learning science are in direct proportion, (c) School boys show more confidence and interest in learning science than girls.

43550
A Motivator for Science Learning – Supplemented Mix Reality Curriculum
Cathy Weng, National Taiwan University of Science and Technology, Taiwan
Samuel Michael Christianto, National Taiwan University of Science and Technology, Taiwan
Apollo Weng, China University of Technology, Taiwan
Cindy Sagita, National Taiwan University of Science and Technology, Taiwan

Motivation plays an important role for students in science learning in schools. In reality, students are lacks of motivation to learn science because boredom with lots of memorization, difficult concepts, the way teachers teach is boring, books that are too thick with difficult terms. The authors or teachers should try to make a new teaching strategy that can be applied with technology. The form of virtual and augmented reality was utilized in the development of the science book used in this research to help increase students' attitude toward science. It's believed by applying mix reality technologies on the development of a new ways of science book will give a lot of beneficial for the development of science learning especially for students and teachers. A true-experimental research was conducted to investigate the effect of instructional design methodology on learner attitude. The sample for this study consisted of 80 fifth grader students, divided into experimental group and control group. For the experimental group, the participants read the printed book with the integration of Mix reality (Augmented and Virtual Reality technologies). Meanwhile, students in the control group used the printed book only. As addition, some students are interviewed to see how they feel after learning activity. The results indicated that mix reality as a learning supplement to the printed book could improve students' attitude toward science in both groups. It's believed that the innovation in the science learning material could increase students' motivation. Finally, recommendations for future research are discussed. National Taiwan University of Science and Technology

43051
A Study on Evaluation Survey and Analysis of Student-Centered Learning Program
Yuki Horita, Sophia University, Japan
Brenda Bushell, University of the Sacred Heart, Japan
Shuji Yagyu, SOKENDAI (The Graduate University for Advanced Studies), Japan
Haruka Yamashita, Sophia University, Japan

The International Academic Forum

The Nepal Japan Project (hereinafter referred to as NJP) is a student-centered learning program, conducted by students in three Japanese universities, together with students from a Nepalese university. In the NJP, each Japanese student conducts various activities such as survey, school activities and volunteer activities with Nepalese students. Through various activities, students learn various issues and problems in a developing country and experience intercultural exchange. For evaluating and improvement of the project, the survey of this project is important. Therefore, an evaluation in the form of a survey is given to all participants at the end of the program every year; however, the survey thus far has been mainly focused on the participants' satisfaction of the various activities. However, as a way to determine both the satisfaction of the program and the achievement of student abilities through practice in the project, pre and post survey are desirable. In this presentation, we first introduce how to improve the survey. Additionally, we show the results of the data analysis for the two surveys: 1) The analysis of the data evaluation for the student satisfaction of the project, and 2) The analysis of the data evaluation for the achievement of the student abilities. For the first evaluation, we analyze the factors of the satisfaction of the project based on the covariance structure analysis using the survey data. Then, we analyze the survey data for the abilities by comparing the result of the pre and post survey.

43402

Instructional Scaffolding Through Zap the Gap Approach: Bridging Academic Achievement in Science for Students at-Risk
Kristine Joan Barredo, Tunasan Elementary School, The Philippines

Student learning gaps result in today's most serious education challenges - retention and dropouts. This learning gap passed to the next grade become significant, often unsolvable problems that cause teachers to intervene more. This action research was designed to determine the effectivity of instructional scaffolding through Zap the Gap materials in the improvement of academic achievement in Science for students-at-risk. Fifty-five (55) selected grade 6 students were selected and were divided into two groups, the experimental group which used the zap the gap approach in retaining Science concepts in preparation for the National Achievement Test and control group used the reviewer in NAT Science 6. Based on the results, there was no significant difference between the experimental and control group of the selected grade 6 students of Tunasan Elementary school. This means that pupils from both groups had the same understanding of the lesson before the lesson was taught. But after the zap the gap approach was taught, it showed a significant difference. This means that the experimental group which used the Zap the Gap Intervention was effective in creating instructional scaffolding and mastery learning which successfully addressed the learning gaps in science concepts.

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43169
A Descriptive Analysis on Grammatical-Morphology Patterns of the Deaf College Students' Indonesian Written Language
Alies Poetri Lintangsari, Universitas Brawijaya, Indonesia

Along with the encouragement of Inclusive Education in Universitas Brawijaya-Indonesia, the students with disability, including the Deaf, are having an opportunity to join higher education in the mainstream educational context. It is challenging for Deaf students, especially those graduated from Special Needs Schools since their previous education has not prepared them to access higher education. Previous researches have well documented that most of the Deaf population are struggling with producing written language. Thus, this article purpose is to seek the grammatical-morphology patterns in Indonesian written language performed by Deaf college students in Universitas Brawijaya. This study involves 10 Deaf college students consist of two groups (1) 5 students graduated from Public Senior High School (P SHS) and perform oral communication, (2) students graduated from Special Needs Senior High School and perform SIBI (Indonesian Language Signed System) instead of BISINDO (Natural Indonesia Sign Language) (Sn SHS). The findings describe that all of the students are struggling with Indonesian grammatical-morphology though P SHS Deaf students show better performance on using the preposition, possessive pronoun, conjunction and use both inflectional and derivational morphemes than Sn SHS Deaf students. The discussion of this study related to the Deaf students' language preferences, the influence of sign language use, morphological awareness and Deaf first language. This article will be beneficial for teachers and other researchers to develop strategies to improve Deaf students' literacy and as a reference to give literacy intervention for deaf children.

43139
Effectiveness of Peer Reviews Through Web-Based Chinese Essay Guiding System on Improving Students' Writing Performance
Lin Shi, Singapore Centre for Chinese Language Limited, Nanyang Technological University, Singapore
Limei Zhang, Singapore Centre for Chinese Language Limited, Nanyang Technological University, Singapore

Due to the changes in home literacy and complex social language environment, Singapore students are facing more challenges in their Chinese language learning, especially in essay writing. One dominant approach to improving students' writing ability is peer reviews during their writing process (Clifford,1981; Gousseva, 1998) However, lack of guidance and unsuitable assessment tool for peer feedback process deters the improvement of their writing ability and makes them feel less confident and have no idea about how to review their classmates' essays (Carson & Nelson, 1996)Therefore, decreasing peer reviews activities are observed in Chinese writing classes in Singapore. This paper aims to investigate the effectiveness of our designed peer review procedure on the improvement of Singapore lower secondary students' writing ability through web-based Chinese Essay Guiding System (CEGS). Three lower secondary classes participated in the study for two months. During the experiment, three narrative essays were written and one peer review procedure was conducted via CEGS. Analysis of the data collected through interviewing and surveying the students will reveal how effective the peer review procedure is. In addition, participating students' demographic and relevant information is also collected, which may give clue to the

factors relative to the effectiveness of the peer review procedure on students' Chinese writing performance. Suggestions about peer review activity in writing classes will be given to local Chinese teachers as well as those who teach Chinese as a second language.

43428

A Study of Malaysian Public University Foundation Students Effective Usage of Reading Strategies in Academic Reading

Chelster Sherralyn Jeoffrey Pudin, University Malaysia Sabah, Malaysia
John Mark Storey, University Malaysia Sabah, Malaysia
Yoke Len Loh, University Malaysia Sabah, Malaysia
Suyansah Swanto, University Malaysia Sabah, Malaysia
Wardatul Akmam Din, University Malaysia Sabah, Malaysia
Norazah Mohd Suki, University Malaysia Sabah, Malaysia

Foundation programs aim to offer a unique pathway to help students' transition into their degree programme of choice and equip them with the right knowledge and skills to excel in undergraduate studies. In the foundation program, among the many challenges faced by students when reading materials in English, Haynes (n.d.) highlights the use of idioms and figurative language in English texts, density of unfamiliar vocabulary, use of homonyms and synonyms, grammar usage, word order, syntax, and difficult text structure. In order to assist them to overcome these challenges and to compensate their lack of lexical and grammatical knowledge, the students need to be equipped with a range of reading strategies as they attempt to process written information. Similarly, language instructors need to be informed of the array of reading strategies before they can provide the necessary training to improve students' reading competency. Research on the correlation between students' reading ability and their academic performance and reading habits of ESL learners seem to abound. However, investigation on how reading strategies and knowledge of the target language affect reading performance seems scarce. This study was conducted to determine successful reading strategies and the level of English language knowledge that is required for comprehending academic texts. Correlation analysis result shows that a statistically significant relationship existed between the independent variables (reading strategies) and the dependent variable (reading test). The current study inspires to establish a reading intervention programme to meet the literacy needs of students in the foundation program.

42550

Effectiveness of the Current Remedial Reading Program: Basis for Enhancement

Rebecca Herrera, Jose Corazon de Jesus Elementary School, The Philippines
Lilia Dino Bautista, Multiple Intelligence Nurturing Discovery School-Minds, The Philippines

The study was conducted to assess the different reading intervention on the reading fluency of the grade five pupils under the supervision of the master teachers/English teachers with the end view of proposing an action plan to enrich the on-going Remedial Reading Program of the school. It attempted to evaluate the reading intervention on reading fluency of grade five pupil readers of Jose Corazon de Jesus Elementary School during the school year 2015-2016. Using the descriptive-correlation-survey method, self-made survey questionnaire for the teacher-respondents and the Philippine Informal Reading Inventory(Phil-IRI) test results (Pre-test and Post-test)for the grade five slow-readers were utilized in gathering data. The findings showed a significant difference between the pre-test and post-test scores of the grade five pupils in the Philippine Informal Reading Inventory(Phil-IRI) after undergoing the Remedial Reading Program. Furthermore, the effects of the program can be seen in the improvement of the pupil-readers in their reading fluency as evidently shown in their test performance.

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

42324
Increasing Understanding of Concepts and Reinforcing Basic Skills in Mathematics Through the Flipped Classroom
Maria Rosario Antoinette Arespacochaga, Ateneo de Manila University, The Philippines
Vivencio III Oracion, Ateneo de Manila University, The Philippines

It is common for Mathematics teachers of secondary schools to lament over students' inability to understand the lessons. Many schools have attempted to address this challenge by offering after-school remedial programs. In one of the top secondary schools in the Philippines, Grade 8 Mathematics teachers attempted to supplement classroom instruction in selected topics in an effort to improve the students' understanding of the lessons. This study acknowledged the decreased tolerance of today's young people for lecture-style delivery of lessons by utilizing the Flipped Classroom which has recently gained a reputation as an educational methodology that is infused with technology. While this strategy is typically employed to invert the traditional cycle of content acquisition and application, it was utilized in this study to supplement traditional classroom instruction in order to engage the students in the mastery of concepts and skills. Online lectures were made available to the students and they were strongly encouraged to watch the prepared videos. This study aimed to identify the perceived benefits and challenges associated with the Flipped Classroom as a strategy for engaging the students in the mastery of learning. Students and teachers involved in the Flipped Classrooms were surveyed to investigate their perceptions of this instructional strategy and its effect on learning. The findings suggest that the use of the Flipped Classroom to provide self-paced instruction supports mastery learning but also indicate areas for improvement that need to be made so that this strategy may serve as a more effective instrument for improving student learning.

42411
Mind Mapping and Science Performance of Grade 5 Pupils of San Juan Elementary School, Sta. Cruz, Laguna, Philippines
Nilda San Miguel, San Juan Elementary School, The Philippines

This study aimed at determining the effect of mind mapping to the Science performance of Grade 5 Pupils of San Juan Elementary School. Two strategies were executed by the researcher in order to analyze the performance of 40 pupils. For the direct teaching, the teacher delivered the topic on "Female Reproductive System" with the proper procedure – from motivation to evaluation. Another strategy being executed by the teacher is by integrating mind mapping so as to evaluate the students' understanding using the same topic. The result of the evaluation was documented. Using direct teaching, the 40 pupils obtained a mean of 2.15 and sd 1.66 in a 5-item quiz. On the other hand, mind mapping generated a mean of 3.55 and sd 1.38. Lower coefficient of variation was observed in the result of integrating mind mapping (0.39) than the result of direct teaching (0.77), showing that integrating mind mapping in the teaching process generated less varied scores than direct teaching. Using a t-test for dependent samples, the t-computed was -10.53 while the t-critical was 2.02. These values showed that integrating mind mapping in the lesson proper has a significant effect on the science performance of the pupils. The conclusion is supported by the p-value of 0.00. Recommendations for Science teachers, school heads, district supervisors and future researchers were given at the end of the study. Promotion of integrating mind mapping in teaching should be one of the foci of educators to improve the science performance of pupils.

The International Academic Forum

43194

The Role of Technology in Improving Teaching and Learning Process at Tadulako University Central Sulawesi Indonesia

Aminah Andi Merra Pasanrang, Tadulako University, Indonesia
Sriati Usman, Tadulako University, Indonesia
Sulfasyah Saharuddin, Muhammadiyah University of Makassar, Indonesia

The use of technology in the classroom is rapidly growing. Therefore, this study attempted to give an in-depth analysis of the integration of technology in the classroom and the impact it has on student achievement. It is a qualitative study which employed questionnaire for both teachers and students. The questionnaire of teachers intended to find out their perception on the technology involved in the process of teaching and learning while questionnaire for students intended to analyze their opinion regarding the integration of technology in the classroom and the impact it has on their learning achievement. Besides, this research conducted employed semi-structured interview to confirm the data on the questionnaire. The data collection has been analyzed descriptively. The results found that the effect of innovation demonstrates most intense when concentrated on particular, quantifiable instructive destinations, for example, enhanced literacy. In addition, understudies exhibit larger amounts of inspiration and commitment when utilizing innovation, which also adds to enhanced achievement. Trends in the classroom have gone from overhead projectors to creative projects, for example, PowerPoint and whiteboards. Those findings will contribute much information and references to the teachers, practitioners, and researchers themselves by involving technology in the classroom.

41661

Concept Cartoons and Physics Teaching

Jaime Duván Reyes R, Universidad Distrital Francisco José de Caldas, Colombia
Gloria Patricia Romero O., Politécnico Internacional, Colombia
Edier Hernan Bustos V., Universidad Distrital Francisco José de Caldas, Colombia

This document presents the results of research in the use of Cartoons in the teaching of physics. The methodology of a mixed approach, involved at first the design and use of Concept Contextualized Cartoons, as well as their validation and implementation among groups of high school students. Secondly, a motivational scale regarding the use of cartoons and the teaching of physics was adapted and applied. The results describe the characteristics of the questions formulated by the students when interacting with the cartoon, specifically in relations the scientific knowledge associated to three phenomenon of study: Atmospheric Electric discharges – Thunderbolt, Electric Current and Polarization. Furthermore, the cartoons didactic potential was identified in relation to the categories of the motivational scale, which highlights significant motivational levels associated with the relationship with life and the importance of the physics class.

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Counselling, Guidance & Adjustment in Education
Session Chair: *To be Announced in Final Schedule*

43047
Development of a Resilience-Based Family Psychoeducation Program for Families in a Disaster-Prone Community: A Qualitative Exploration
Nephtaly Joel Botor, University of the Philippines Los Baños, The Philippines
Jaclyn Marie Cauyan, University of the Philippines Diliman, The Philippines

Resilience—the ability to survive and transcend adversities—has become more essential and relevant in this changing world. Recognition of this relevance inspired the present study that focuses on the development and implementation of a family psychoeducation program (FPP) fostering resilience among families in a disaster-prone community in the Philippines. This paper, reporting the qualitative component of the study, presents the outcome of focus group discussions conducted, among parents and adolescents, to serve as a basis for designing the program. Participants' articulations revealed, first, the counseling needs that the program ought to address, i.e., the family issues and concerns observed and faced by the families in the community, and, second, the perceptions about the counseling process, i.e., beliefs and attitudes towards counseling. More specifically, the study found that counseling needs focused on: (1) parent-child relationship, (2) spouse relationship, (3) sibling relationship, (4) child behavior, (5) parent behavior, (6) relationship with neighbor, and (7) financial issues. With regards to the counseling process, the following perceptions emerged: (1) counseling as communication, (2) counseling as discipline, (3) counseling as goal-oriented, (4) counseling as interaction between agents (counselor, counselee), and (5) preferences on counseling structure (duration, levels of intervention, schedules). In conclusion, an eight-session resilience-based family psychoeducation was proposed, having the following counseling content, i.e., discussion areas to address the needs: (1) family psychoeducation and counseling, (2) resilience, (3) family system, (4) family climate/environment, (5) communication, (6) conflict management, (7) problem solving, and (8) goal-setting.

42564
Sexuality in the Curriculum: Education and the Mid-Teen-Preggies
Josie Aguila, Department of Education, The Philippines

This study was conducted to find out the number of cases and causes of teenage pregnancies among the grade 11 students of Dr Juan A Pastor Memorial National High School, Senior High School Department in order to craft a plan of action for the effective communication of sexuality education among them and their parents. With the use of quantitative descriptive research, the output of the study was actualized. There were six cases used as participants of the study. Ethical considerations such as consent to participate in the study by the parents of the six cases were ensured. The findings revealed that from the six cases, peer pressure to commit to sexual intercourse were the highest among the causes identified. The plan of action was made to help students and their parents be informed of responsible sexuality actions. Recommendations included informing or communicating sexuality education to Junior High School students as well. This is to help the teenagers and their parents to cope with the challenges of the 21st-century environment in which education can address successfully.

43306

Why are Girls High-Achieving yet Unhappy? An Auto-Ethnographic Exploration Within the Context of Chinese One-Child Policy

Yijie Wang, Beijing Normal University & University of Nottingham Ningbo China, China

There is the global phenomenon that while young females outperform their male peers in terms of academic achievements, they lag behind in mental well-being. Using the auto-ethnographic approach, this research seeks to explore this phenomenon within the specific context of the Chinese one-child policy. The Chinese one-child policy benefits females because once a girl becomes the only child in the family, the traditional 'son preference' cannot be enacted and the girl will thus receive resources that will otherwise be given only to boys, which partly leads to her promoted school performances as well as overall empowerment. However, it may also be responsible for girls' less-than-satisfactory psychological states. Firstly, during this massive and demanding transition, people have not yet known or decided what a female should or should not be like, and therefore girls are subject to rather inconsistent messages, which lead to mental chaos. Secondly, due to the abrupt, arbitrary nature of the enactment of policy, people do not have the chance to properly deal with their preexisting bias towards females, and their authentic efforts to treat girls equally thus often come out as inauthentic, and this not-fully-sincere attitudes can be detected by girls and result in their confusion and self-doubts. Thirdly, because people's equal treatments towards girls are by its nature a random consequence of certain circumstances instead of a part of a natural course, girls cannot find quality meanings in the treatments they received or the achievements they have accomplished, which causes hollowness and a sense of doom.

42109

Distinguish Teasing From Bullying During Childhood and Adolescence

Hsun-Chih Huang, University of Wisconsin-Madison, United States

Both teasing and bullying are prevalent in childhood and adolescence. Unlike bullying, which is absolutely detrimental to the target, teasing sometimes serves as an affiliative interaction in peer relations, especially in certain social contexts. However, researchers and the public usually view teasing as bullying. Due to the importance for the authority of the school to distinguish the differences between students' teasing and bullying behaviors, this review aims to distinguish teasing from bullying in childhood and adolescence. As a relatively new area of developmental study, this review, which is among the first to use a developmental and social-cognitive perspective to: (1) distinguish teasing from bullying by comparing their definitions and functions, as well as organize the similarities, differences and connections between teasing and bullying. (2) systematically compare the developmental changes in teasing and bullying across childhood and adolescence, as well as distinguish these two behaviors in development by the ethnicity difference. This review highlights that teasing is similar to but different from bullying. Teasing is beneficial for the adjustment of specific groups (e.g., young children, adolescents, Asian late adolescents, Black youths) within certain conditions. Compared to bullying, which is by all means required to be prohibited in schools because of its negative effects on youths' development, teasing is a more ambiguous construct which can potentially facilitate youths' peer relationships. This review can be used to modify the contents in bullying intervention programs or social-emotional curriculums in youths to be developmentally and culturally relevant.

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

43164
Finding Opportunities Within the Conventional Curriculum to Provide Research Experience to Undergraduate Students: A Collaborative Effort with College Teachers
Deepti Gupta, Homi Bhabha Centre for Science Education, India
Needa Baghban, Homi Bhabha Centre for Science Education, India
Aakansha Sawant, Homi Bhabha Centre for Science Education, India
Swapnja Patil, Wildlife Trust of India, India
Jyotsna Vijapurkar, Homi Bhabha Centre for Science Education, India

In the past decade, undergraduate courses in Biotechnology and Microbiology in Indian universities have emerged as popular choices among students for their potential for aiding placement into industry and research laboratories. The laboratory curriculum for these disciplines includes an impressive list of experiments; however, they are conducted piecemeal, often by several different lecturers generally focused on their own narrow topic. The laboratory course thus lacks coherence. Moreover, the laboratory routines largely follow 'cookbook' protocols that emphasize mechanistic aspects, offering negligible scope for building science process skills among students. In an attempt to address these issues, we conducted a workshop to provide a common meeting ground for college teachers to discuss their challenges and to work together to create course embedded research experiences for their undergraduate students. They collaboratively designed simple research problems that integrated individual activities and could scaffold science process skills. Forty two teachers from 15 different colleges affiliated to Mumbai University (and thus following a common curriculum), worked in groups and came up with problems that could engage students in small research projects. They found opportunities within the defined conventional curriculum by either converting the existing experiments into investigative exercises or by clubbing the experiments horizontally (within a semester) or vertically (across the semesters). This exercise not only resulted in useful resource generation but also led to the creation of a community of teachers with the shared objective of improving the teaching-learning process within the constraints of the prescribed curriculum.

43512
New Directions for Japanese Leading Graduate Programs and Preparing for Society 5.0
Aki Yamada, University of Tsukuba, Japan

Recently, modern globalization influenced higher education policy and educational reform in Japan drastically. The growth of IoT, AI, Big Data has impacted Japanese society and this new era is called Society 5.0. Society 5.0 is a road to a super smart society that turned out to be paved by introducing IoT, AI, Cyber-physical systems, VR/AR is extremely important in Japan and outside of Japan. The new era has entered a digital society which faces Japanese social issues, such as ageing population and society 5.0 is a key to cope with it through smart approaches enabled by technologies. In doing so, how can Japanese higher education prepare for future young generations to cope and live with this new era, Society 5.0? Society 5.0 and STEM, STEAM education is a key factor that will help the Japanese future. Amidst these changes is a rising demand for students to enter into the Science, Technology, Engineering, and Math (STEM) fields, which offer high-quality jobs that stimulate economic development and fulfil increasing human capital needs in their respective industries. STEM fields comprise majors ranging from chemistry, physics, software engineering, statistics, and beyond. Given the importance of globalization and STEM development

in ongoing global higher education reform, this article will examine these trends and how Japanese higher education seeks to drive innovation and global competitiveness through STEM and how to prepare individuals to prepare for the new era of Society 5.0.

41466

Gamification as a Way to Reduce the Operating Method at Engineering Classes
Luis F Calvo, University of León, Spain
Sergio Paniagua, University of León, Spain
Ana I García, University of León, Spain

As a result of the low grades found by the university students of engineering, the teaching staff of the second year of the Degree in Environmental Sciences, in the Faculty of Biological and Environmental Sciences of the University of León, proposes a plan of action on the students in order to work on two aspects that are considered as vital when dealing with these type of engineering subjects. On the one hand, it is proposed to apply different techniques that reduce the stress with which students deal at university classes and, on the other hand, it reduces the operative character with which the students try (in the wrong way in the judgment of the teaching staff) to solve the engineering problems raised in the cited subject. In this way, it was introduced a new concept for resolving the conventional engineering problems based on a game (for the incorporation of the gamification and produce a reduction of the stress). This game consists of solving a problem without initial dates. The students have to obtain the dates choosing between several dates (some of them are not necessary for solving it), changing points for the dates. The objective is to know if this methodology improves the satisfaction of the students and their results in the subject. Then, with the present work, it has been shown statistically (ANOVA proceedings) that both actions improve both, satisfaction and results if we compare with a control statistically similar group.

41971

Being in Dignity: Implementing the Intellectual Leadership of a Scientist in Higher Education
Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Lina Kaminskiene, Vytautas Magnus University, Lithuania

Scientists are mostly ambivalent about assuming formal leadership roles (Abbas & Roger, 2013). Their work satisfaction is derived from their scientific expertise (Albert et al., 2016). Scientists feel overwhelmed by many responsibilities, then they are focused on execution and handling the complexity of current assignments, neglecting their responsibilities in regard to institutional strategy, innovation, and preparing for the future (Bolden et al., 2009, 2012). They see themselves as targets of change, implementing the initiatives of their superiors (Bryant, 2013). This is related to scientists' dignity. To explore the implementation process of intellectual leadership of scientists in higher education. The constructivist grounded theory (Charmaz, 2012, 2014) was applied in the study. For data collection, the semi-structured interviews with 39 scientists were conducted. Scientists implement the intellectual leadership in higher education in personal, team and institutional levels. The experience of being in dignity comes from their interactions with colleague scientists, students, administration and society. Scientists observe respect to their expertise and recognition of their competence inside and outside the higher education school. The next generation of scientists as intellectual leaders cannot be created very soon as it is the consequent and developmental process. The most critical and difficult step is to foster a dignity-based culture by learning to lead intellectually. Hopefully, those higher education schools, which care about the dignity of scientists from the holistic point of view will be able to achieve and sustain success.

Sunday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*
Panel Presentation: The Theory and Practice of Integrated Practical Activity Curriculum (IPAC), sponsored by Hangzhou Normal University, China
Session Chair: Hua Zhang

43506
On the Theoretical Foundations of Integrative Practical Activity Curriculum
Hua Zhang, Hangzhou Normal University, China

Integrative practical activity curriculum (IPAC) is a specific type of curriculum which is in, by, and for each student's everyday life. It helps students go back to life situations, transform problematic situations into activity themes, use disciplinary thinking to reflect life problems, and take responsibilities of their life during the process of problem-solving. IPAC is currently a national curriculum in China, required for each student from 1st grade to 12th grade. It aims at students' development of high-order thinking abilities and moralities, i.e. "key competencies", for a successful life and well-functioning society in the 21st century. As for the historical and theoretical foundations, IPAC is rooted in the wisdom tradition of Confucianism which treat education and curriculum as "this world" and nowadays life, using the exploration of classics as media. It fully absorbs the key elements of John Dewey's theory of democratic education and William Head Kilpatrick 's theory of "project method". It is also based on the thought of life education movement, in the representative of Tao Xingzhi's educational theory. Edmund Husserl's theory of "life-world phenomenology" and "scientific crisis" is another theoretical resource for Chinese scholars to construct IPAC. On a practical level, IPAC is mainly formed by four mutually related parts--"project-based learning curriculum", "service-learning curriculum", "maker curriculum", and "occupations-oriented curriculum". The common elements of these are "learning by doing, making, and using" and "learning for meanings", focusing on the ever-deepening understanding of the world, life and knowledge.

43525
A Comparison of "Comprehensive Learning Time" of Japan and "Integrated Practical Activity Curriculum" of China
Jianmei Xu, Hangzhou Normal University, China

Both Japan and China launched their new round of curriculum reform at the beginning of the 21st century. Comprehensive Learning Time and Integrated Practical Activity Curriculum were the major reform measures of Japan and China correspondingly. Shared the same "learning by doing, making, and using" pedagogy, there are many commonalities between the two kinds of curricula. Both of them emphasize interdisciplinary integrative learning, so as to deepen students' understanding of knowledge and improve students' problem-solving abilities. In the way of curriculum implementation, both adopt research project, volunteer activity, survey, investigation, design and making etc. It is worth noting that there are many important differences between them. In contrast to the importance of international understanding education as a content area in Comprehensive Learning Time, there is no mention of any international understanding education in the newly released National Guideline of Integrated Practical Activity Curriculum. A further study of other National Curriculum Guidelines of Math, Chinese and English found the same result. International communication ability was only mentioned in the National Curriculum Guideline of English for Compulsory Education Schools, which manifested the limited vision of international education in China today. The author argued that the lack of internationalization perspectives in the National Guideline of IPAC represents a missed opportunity to promote intercultural education in China. A further analysis of the

reasons was followed. In an ever-globalizing world, China needs to address internationalization of education more actively.

43504

An Arduous but Hopeful Journey: Implementing Integrated Practical Activity Curriculum in Chinese Elementary Schools

Zhen-yu Gao, Hangzhou Normal University, China

With the recent release of The National Guideline of Integrated Practical Activity Curriculum (IPAC) in Elementary and Secondary Schools (2017), the gap between the developmental needs of students' key competencies and the specific consciousness and expertise school teachers are required is expected larger than ever. Here the notion of professional capital developed by Andy Hargreave and Michael Fullan (2012) which is comprised of human, social and decisional capitals is applied as the conceptual framework to reflect the knowledge, skills, attitudes, values teachers should normally have to implement IPAC effectively in and out of their classrooms. The main purpose of this study is to detailedly investigate the lived experience of teachers from 20 representative elementary schools from Xihu District, Hangzhou, Zhejiang Province, who were the "backbone IPAC teachers" in their respective schools. A sample of 22 teachers participated in this research between October 2017 and June 2018. Data were collected from multiple sources including field notes of classroom observations, transcripts of semi-structural interviews, teachers' reflective journals and essays. The study presents that teachers struggled with the role as a facilitator in a human capital sense, teaching IPAC hadn't been a persistent collective and supported enterprise in most sampled schools, and the empowerment of exercising constantly independent judgments is yet to be guaranteed. However, on the other hand, teachers also creatively reconceptualized this new curriculum from their own perspectives and brought children unique and diverse learning experiences, therefore inherently embody the strength of building and reconstructing their professional capitals for the promotion of "a silent revolution" (Sato,2003) in the whole school. Further suggestions are provided in the last section of the paper.

43510

Strengthening the Integrated and Embodied Curriculum: New National Curriculum Guideline for Integrated Practical Activity Curriculum in Mainland China

Xuyang Qian, Hangzhou Normal University, China

Both integrated curriculum and embodied curriculum are the international curriculum trends driven by increasingly complicated and ever-changing society since they provide richer opportunities for students to focus on authentic and subjective embodied experience to the real world and make meaningful connections between themselves, the real world, and across different disciplines. Given this backdrop, many countries recognize the integrated curriculum as one of the important educational efforts and promote corresponding policies and practice. Following such international trends, MOE first established Integrated Practical Activity Curriculum (IPAC) as one of the national curricula in the National Curriculum Framework for Primary and Secondary School in 2001. Although first launched in 2001 and has been in action for 16 years, the release of official curriculum guideline for IPAC has lagged behind-- the new national guideline was only released in 2017, after years of research-based development and group deliberation. This paper primary manifests the theoretical framework and implementing strategies illustrated in the guideline, to offer an overview of the policies and visions of this upgraded national curriculum, by responding to three major questions: Why IPAC is important to integrate and embodied curriculum study and deserves serious attention? What is the main theoretical framework supporting the guideline for IPAC? What are the main implementing strategies of IPAC in Mainland China? In so doing, it hopes to learn from conference participants to explore further study and provoking possible cross-cultural conversations on such curriculum study and practice.

Sunday Session II: 11:15-12:45

Room: *To be Announced in Final Schedule*
Stream: Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: *To be Announced in Final Schedule*

44099
International Mindedness to Survive & Thrive – Challenges & Possibilities
Shubha Koshy, West Island School - ESF, Hong Kong
Carol Inugai-Dixon, University of Tsukuba, Japan

International schools, particularly under the auspices of the International Baccalaureate Organisation (IBO), are unique hothouses of K-12 Education. These 4937 schools are situated in various contexts across the world and are required to deliver a challenging curriculum that is concept based and inquiry driven. At the middle years and diploma level, this includes compulsory components of critical thinking, active service and academic research. As teacher trainers who are exploring global citizenship and international mindedness, we hope to share the possibilities and challenges that face all institutions grappling with the delivery of authentic, transferable skills for the 21st century. This presentation explores the challenges and the possibilities of using the loose guidelines provided by the IBO, to build an honest, robust and resilient program of exploration. Students need to be challenged to use their critical thinking as a framework for intercultural understanding and global engagement. The possibilities of building a multicultural society must be explored through the use of multiple languages as the repositories of culture and knowledge across diverse peoples. The challenges include using technology as a tool to foster the possibilities of diversity rather than as a tool of standardisation and limitation. The challenges of creating a personal identity in a globalised world through language, the arts and history need to be addressed. Students need to be actively taught to foster resilience and security through connecting mind, body and the spiritual self at a time when mental health among young adults, is particularly precarious.

43930
Untangling Studying Abroad Experience Toward the Improvement of Language Competences, Intercultural Learning and Identities
Navisatul Izzah, Monash University, Australia

Studying abroad has been believed as one of the most influential aspects toward language competences, intercultural learning and identities. Consequently, study abroad has been gaining popularity especially for those who want to continue their career in which English competence is emphasized. This study aims to entangle a non-native novice English teacher's studying abroad experience regarding her English-language competence, intercultural learning and identities. Although some previous research studies about study abroad give much promise in language competences, this case study gives different perspective in which it said that studying abroad does not necessarily improve the non-native novice English teacher's language competences. In terms of experiencing western culture, this teacher acknowledges that through study abroad, she experiences some intercultural learnings. Furthermore, through the exposure of these intercultural learning, she perceives that her identity has been shifted or changed. This article systematically reviews empirical research articles on how studying abroad experience has been incorporated into student's language competences, intercultural learning and identities. Through literature review, this article shows a depth analysis of the common expectation in studying abroad, the dichotomy of studying abroad, how the intercultural learning emerges, and in which way the non-native novice teacher's identities shift or change.

40955

The Impact of International Cooperation Between Universities on Foreign Language Students' Achievements

Ljiljana Markovic, University of Belgrade, Serbia
Biljana Djoric Francuski, University of Belgrade, Serbia

The University of Belgrade is celebrating its 210th anniversary this year, thus being the oldest university in Serbia and among the oldest ones in the region. Besides its primary goal, which is the education of students, our University is also devoted to scientific research and development, as well as international cooperation, crowned by 238 agreements with renowned universities worldwide. The Faculty of Philology actively participates in international cooperation, enabled by these agreements. They cover many diverse fields, not only regarding the exchange of professors and knowledge, but also related to students' learning experiences. The activities that are of foremost importance for students are those that include their stay abroad, at a partner institution, for a shorter or longer period. Our aim in conducting research for this paper was to examine and evaluate the "learning by immersion" effects on correct language use mastery on the part of students and to test the benefits of speeding up the acquisition of oral production skills at levels A1, A2 and B1, as a result of academic exchange enabled by International Cooperation Agreements signed with 17 Japanese Universities. The widest array of opportunities has become available to students of the Japanese Language, Literature and Culture Major, which is why that Study Profile had been chosen for the purposes of our Case Study.

Sunday Session II: 11:15-12:45

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

42648
Challenges and Opportunities to the Use of Google Docs Sharing for Realtime Writing Task Feedback: Inclusive ESL Classroom at JMS
Athifah Utami, Jakarta Multicultural School, Indonesia

The integration of technology in language learning is not something new in the formal education context. This study explores the challenges and opportunities in real teaching and learning experiences toward the use of Google Docs Sharing for real-time feedback in writing task applied in inclusive lower secondary level (Year 6 to Year 8) context. Through observation and experiment in English Second Language (ESL) class at Jakarta Multicultural School (JMS), this study will evaluate the challenges for students to understand the real-time feedbacks, the opportunities to apply this method in inclusive classroom with Autism Spectrum Disorder (ASD) students, and the students' perspective upon the lesson. The interviews will be conducted with ESL students (special needs and non-special needs students), other ESL teachers and shadow teacher (an assistant teacher who helps special needs student) of ASD students. The research result will be completed after the second-semester finish and all the writing task cycles from all lower secondary levels have been done.

43111
An Investigation of Student Proficiency in Technology Usage and Language Learning
Lara Rachelle Promnitz-Hayashi, Juntendo University, Japan

A 2010 study on freshmen student technology proficiency at a private university in Chiba, Japan found that the majority of participants had very limited exposure to technology prior to entering university. Nearly a decade later, younger generations seem to have a smartphone or tablet in their hands at all times, but are they more proficient in using them or effectively using them for language learning? The original study was replicated at a private university in Tokyo, Japan with freshmen students (n=99). Data was collected in the form of questionnaires, interviews, and observations. This presentation will share the findings of the current study in comparison to the original, and discuss both the challenges students face when using technology in the classroom and the successful activities they are undertaking.

43136
Develop Active Learning Curriculum Components to Enhance Engineering Students' Teamwork Skills Using Team-Based Learning (TBL) in Flipped Classrooms
Rodney Wai-chi Chu, The Hong Kong Polytechnic University, Hong Kong
Ming-yin Chan, The Hong Kong Polytechnic University, Hong Kong

The aim of this study is to examine the effects of team-based learning in flipped classrooms with enhancement of teamwork skills of engineering students taking the subjects, 'BSE2701", "BSE3701", "BSE3712". It also aims to address the issue of the diverse backgrounds of learners from various discipline areas, in particular for those who study in the first year of university or the senior year admissions, by helping academic staff to develop teamwork skills and strategy of TBL and collaborative learning, in order to enhance students' soft skills in professional contexts, demanded in future careers. Our specific objectives are to: 1) raise students' awareness of the importance of developing teamwork skills using TBL in flipped

learning in the chosen subjects; 2) promote teachers' effective use of collaborative teaching pedagogy; 3) enhance students' teamwork skills using a team-based approach. 4) develop a resource package for academic staff to develop, organize and implement relevant teamwork skills in the most appropriate ways for their disciplines; 5) enhance the alignment of the aforementioned skills in the chosen subjects; 6) promote self-directed student learning via the PolyU online learning management platform (Blackboard Learn) so as to build up their knowledge and understanding of teamwork skills 7) evaluate students' team effectiveness (e.g. purpose and goals, roles, team processes, team relationship. Intergroup relations, problem solving, passion and commitment and skills and learning) after participating in the courses.

Sunday Session II: 11:15-12:45

Room: *To be Announced in Final Schedule*
Stream: International Education
Session Chair: *To be Announced in Final Schedule*

44104
Japanese English Language Education at the Preschool Level: Institutional Possibilities, Home Options and the Utilization of Both
Mikio Brooks, Asia University, Japan

The implementation of formal English language classes at the Japanese elementary school from the year 2020 has recently revived interest in early childhood English education programs among parents and educators. As more parents have become interested in providing children with language learning opportunities in English, so has the market—along with the number of English language preschools and internationally oriented nursery-kindergartens. Furthermore, the multitude and variability of these types of preschools and programs make it difficult for parents, given their individual family circumstances, to determine what is the best school for their child and his future. Knowing what kind of English language preschool programs are available can help inform parents to make sound decisions about their children's future. Simultaneously, when these programs or institutions are unaffordable or out of reach, by drawing upon proper knowledge about bilingualism, parents can implement an action plan for promoting long-term bilingualism. The paper first examines four different types of English language preschool programs and options that are available in Japan. Then it discusses common myths associated with bilingualism and attempts to debunk these myths based on research. Finally, the paper considers ways in which parents can create consistency, form and manage effective language boundaries, maximize language input and positively overcome obstacles towards fostering and educating their child bilingually in the realm of the home. Simultaneously, the paper will try to explore ways in which educational objectives and language input at the preschool can compliment or help reinforce what is taking place within the home.

42759
The Academic Culture Shock Experiences of Turkish International Students in Japan: A Qualitative Study
Ayse Ilgin Sozen, Okayama University, Japan
Tomoko Tanaka, Okayama University, Japan
Sachiko Nakano, Yamaguchi University, Japan

Universities in Japan host a substantial number of international students including Turkish students. The number of Turkish students in Japan estimated is 160. The Turkish culture is a combination of the Western and the Eastern cultural elements, and the synthesis of both collectivistic and individualistic cultures whereas Japan is considered a collectivistic country. Although there is a substantial body of research that focuses on international students from Asian and Western countries in Japan, there is little research that investigates the academic experiences of Turkish international students in Japan. The present research focuses on academic culture shock. This research explores academic culture shock experiences of 21 Turkish international students (12 females and nine males, ages 25 to 37 years) in the context of Japanese universities. The research draws on data from structured, in-depth interviews with Turkish international students to identify the stressors, difficulties and problems related to academic culture shock. After interview transcripts were read several times, each transcript was individually examined via qualitative analysis, with the aim being to develop or identify possible themes. According to the results, there emerged some themes or meaning units related to academic culture shock. For example, supervision style, lab system and teaching

style are the three areas where most of the students had difficulties to understand and adjust. The results showed it is associated with their cultural background. Differences in individual vs group-based tendencies are considered one of the reasons that can explain academic culture shock.

41049
The Impact of International Students in the Japanese Classroom
Cecilia Ikeguchi, Tsukuba Gakuin University, Japan

Increasing the number of incoming foreign students to Japan (Ikeguchi, 2016) is one of the immediate measures adopted by the Japanese government in response to its policies in internationalization. Consequently, the latest results of an Annual Survey of International Students in Japan conducted by JASSO (2017) reveals that the number of international students as of May 1, 2017, was 267,042, showing an increase (11.6%) compared with those of the previous year. As to classification, a total of 188,384 (10.1 % increase) were in higher institutions, out of 78,658 (15.4%) who were in Japanese language institutes. We generally think foreign students come to Japan for language studies, but such is not always the case. Research on the internationalization of Japanese higher education (Yoshizawa, 2009) reminds us that the presence of international students alone does not mean that the institution or the students are reaping the benefits of internationalization. Since the number of foreign students is readily measurable, many have focused on increasing the number of foreign students and overlooked other less quantifiable aspects, such as intercultural interaction, which is beneficial for both local (Japanese) and foreign students. What does it really mean to have foreign students attending your class? The presence of non-Japanese learners has far-reaching benefits (as well as issues) that both teachers and administration have usually overlooked. This paper will show how the principles of peer-teaching can be utilized in Intercultural and International Communication classes, making both teaching and learning more meaningful.

Sunday Session II: 11:15-12:45

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

44005
Internships: Perspectives from Students and Employers in the Maritime Industry
Kelvin Pang, The Hong Kong Polytechnic University, Hong Kong
Petrus Choy, The Hong Kong Polytechnic University, Hong Kong

Internship programs, also known as Work-Integrated Education (WIE) in The Hong Kong Polytechnic University (PolyU), are often viewed as win-win propositions for both employers and students. PolyU's aims to produce preferred graduates with professional competence who are able to contribute immediately to their organizations and society at large. WIE is an essential and mandatory component of the undergraduate programmes at PolyU which helps the University to achieve this objective. PolyU defines WIE as "work-based learning experiences which take place in an organizational context relevant to a student's future profession, or the development of generic skills that will be valuable in that profession". Whilst previous researches have focused on business students majoring in accounting, marketing and logistics, empirical research involving the maritime discipline has been non-existent. This research represents one of the first empirical studies to focus on maritime internships. Its findings would be valuable to employers, students and academic institutions. From an academic perspective, this research adds to the growing body of empirical research on business internships. In addition, the perspectives of employers and students would appear to be valuable to provide greater understanding of any perceived differences in the evaluation criteria between both groups and their potential gap expectations. The findings from the employer group will provide insights into the qualities desired by prospective employers in the maritime industry. The findings from the student groups will help identify potential areas for further training for the students before they embark on their internship.

43180
An Interdisciplinary Undergraduate Program for Gastronomy Management: A Japanese University in Partnership with Overseas Institutions
Kazuharu Owada, Ritsumeikan University, Japan
Yuko Shimizu, Ritsumeikan University, Japan
Takashi Hayakawa, Ritsumeikan University, Japan

In this presentation, we discuss the undergraduate education at the College of Gastronomy Management at Ritsumeikan University, one of the oldest private universities in western Japan. First, we explain the aim and curriculum of this college. Second, we describe the concept of gastronomy management by indicating how one area of business studies relates to food studies. Third, we outline our English language program and its relationship with other English-taught subjects, study abroad programs, and student exchange programs. First, this new college, enrolling approximately 350 first-year students, started in the 2018 academic year at Ritsumeikan University. This college offers food-related academic disciplines from the three perspectives of 1) food management and economics, 2) food culture and humanities, and 3) food science and technology. Its curriculum emphasizes the importance of tackling pressing food-related issues in the real world with a wide range of knowledge and skills. Second, as one example of how one area of business studies relates to food, we briefly touch on one possible aspect of marketing and advertising in relation to food. Third, we explain English courses at this college by showing preliminary results of several English tests and questionnaires we have conducted so far. Our English courses are designed the way they are so that our

students can participate in study abroad programs and English-taught courses called Gastronomy Sciences. And finally, we conclude by discussing some future directions on how our college can collaborate with other academic institutions in the Asian and world context.

44050

An Integrated Curriculum of a Pre-Professional Architecture Programme with Vocational Education
Eddie Chan, Hong Kong Design Institute, Hong Kong

Architecture is one of the few art & design programmes that is regulated by professional bodies in practice. The professional institutions are responsible for accrediting architecture schools or programmes that satisfy the standards in educating students to become a professional architect. In Asia, architecture has been an elite education for students of high academic caliber. Due to the industry demand for more architecture practitioners in recent decades, the architecture education has become more accessible to a wider spectrum of students. For example, in Hong Kong, five of the seven undergraduate architecture programmes were launched in the past 20 years. This paper presents the development of one of the new architecture programmes that are integrated with a pre-professional and vocational curriculum within an undergraduate programme. The study summarizes the six-year development of the curriculum from teaching and learning experiences of staff and students; graduate prospects; employers survey and professional body review to identify the opportunities and challenges of the pedagogy in pre-professional design education.

Sunday Session II: 11:15-12:45

Room: *To be Announced in Final Schedule*
Panel Presentation: Cultural Reproduction and Education Inequity sponsored by Zhengzhou University, China
Session Chair: Jiacun Zhu

43148
Reflections on the Current Problems and Future Development of Rural Education in China
Xing Guo Zhou, Anhui Normal University, China
Li Na Liu, Anhui Normal University, China

Urbanization, industrialization, marketization and rapid mobilization have many negative effects on the current education in the rural areas of China. One of them is caused by the small-scaled schools which have already become a common phenomenon in rural areas of China. However, these schools haven't made full preparation as well as adjustment to the decline in their scales. Raised by grandparents instead of parents, these so-called "left-behind" children are in a state of spontaneous growth, which may directly affect the development of their characters and mind. The lack of social education makes these children indulged in playing games. The future development of rural education requires an integrative design of a governmental system to ensure sustainable development of education in rural areas. Besides, these schools and teachers should reform their educational notions, methods and technology. Innovations on the organizational forms and pedagogical patterns can be made to compensate for the lack of parenting as well as social education and to meet children's multidimensional needs.

43145
Resilience and Preschool Teachers' Mental Health: A Comparative Study of Japan and China
Jiacun Zhu, Anhui Normal University, China
Luxi Wang, Anhui Normal University, China

In China, with the growing number of parents both taking up a job, more children are sent to kindergartens to be taken care of. Besides, the current complicated social environment also contributes to the ever-changing situations of looking after children. Therefore, teachers of children must be faced up with various issues. Hence they would be working under more pressure, affecting their mental health seriously which is particularly true in big cities. I demonstrate the study on the mental health of teachers of children in Chinese modern cities by surveying 200 teachers of children from Beijing and Taiyuan, adopting the questionnaire method. Family pressure, job pressure, workplace pressure, coping and resilience were divided into six items, which were further divided into 9 sub-items according to the teachers' education background and teaching experience. As a result, these teachers suffer less pressure with a higher school age. Namely, teachers with a higher diploma, such as postgraduate and middle-ranking diploma, feel less pressure. It is worth noting that in this survey teachers with middle Preschool normal school diploma bear less low pressure than those with Preschool Education College diploma during work, which is contrary to the expected result that the former's pressure is lower than the latter is widely believed. The real reasons lead to the distinctive mental pressure of teachers of children is also concluded through the analysis of pressures and its underlying reasons for different teachers of children.

43257
The Significance and Strategy of Innovative Learning in the Age of Intelligence
Zihua Li, Anhui Normal University, China

The way people use to get information and knowledge and communicate has been changed in the age of intelligence and brings bigger challenges to human learning. First, where the knowledge comes from is complex and changeable. Second, the value orientation of knowledge is diversified. Third, knowledge can be acquired by diverse methods. Only by innovative learning we can survive and live a better life in the age of intelligence. Knowledge has been the common interest of mankind in the smart era, which means more attention needs to be paid to the characteristics of participatory and integrity of innovative learning. Participatory is a kind of social activity, representing care and resonance in emotion. Only in the concern of human development issues, we can fulfil the responsibility of human issues, and really trigger the motivation of innovation, then transform the motivation to endeavour. Integrity means the ability of cooperation and problem-solving, is the main purpose of innovative learning. Innovative learning with the characteristics of participatory and integrity, need government to change education view and knowledge-based view and adjust curriculum politics and teacher training system to create an inclusive learning system. It also needs teachers to reform their educational ideas and teaching methods and strengthen the training of education technology to improve students' capability of innovation learning, at last achieving sustainable development of mankind.

Sunday Session III: 13:00-14:30

Room: *To be Announced in Final Schedule*
Stream: Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts
Session Chair: *To be Announced in Final Schedule*

41015
Mindful Educational Interventions: Metacognition and Outcomes
Thomas Stringer, Konan University, Japan
Hannah Stringer, Project Future, United Kingdom

There has been broad, interdisciplinary recognition of the need for explicit teaching for greater metacognitive development. Learners with greater metacognitive awareness employ debugging, information management, planning and evaluative strategies more effectively, and experience enhanced learning outcomes (Coutinho & Neuman, 2008). Teaching how to learn English as a Foreign Language (EFL) to learners in Japan, can be considered as fundamental as the teaching of the language itself to effective language pedagogy. Mindfulness meditation (MM) is a therapeutic technique in psychology which enhances patients' ability to adopt decentered perspectives and better notice their own cognitive states. MM may mediate metacognitive development and learning outcomes. Can MM be used by EFL educators as a tool to enhance language learning outcomes? This presentation attends to new research into MM, metacognition and learning outcomes at a university in Japan. A pilot study was conducted, with a mixed-method, control group design. 37 freshmen EFL students on an intensive Presentations course at a Japanese university participated. The experimental group was given an eight-week treatment of regular MM sessions inside and outside the classroom. Pre and post tests collected quantitative data on participants' mindfulness, metacognition, and academic performance. Reflective class diaries collected qualitative data. Results are under analysis at the time of writing this proposal.

43373
Roots & Wings: A Programme to Develop Future-Ready Skills in University Students
Joanne Chua, National University of Singapore, Singapore
Ann Marie Lew, National University of Singapore, Singapore
Doris Chia, Institute of Mental Health, Singapore

Roots & Wings (RW), a self and interpersonal awareness and management programme, was developed to help university students cultivate soft skills and mindsets that leading employers deem critical in a rapidly changing world. RW was founded on principles of psychology, mindfulness, neuroscience, and leadership research. In the delivery of RW, a combination of didactic, experiential, and guided discovery approaches were utilized. Two versions of RW were developed – RW 1.0, which included 2 face-to-face workshops in groups of 150 plus 8 weeks of e-learning, and RW 2.0, an intensive module with weekly face-to-face tutorial groups of up to 30, plus e-learning across 12 weeks. In total, 70 RW 2.0 participants, 1144 RW 1.0 participants, and 240 control group (CG) participants completed pre and post measures on adaptability, curiosity, empathy, insight, proactivity, resilience, and on five facets of mindfulness. Between-group analyses using Tukey post-hoc tests indicated that RW 1.0 significantly increased participants' scores on curiosity (p=.01) and one facet of mindfulness, observing (p=.03), as compared to the CG. Additional trends were seen for RW 2.0, in which curiosity (p=.01), adaptability (p=.05), overall mindfulness (p<.01) and facets of observing (p=.04), describing (p<.01), and non-reacting (p<.01) increased significantly. These findings indicate that RW was partially effective in helping university students develop essential skills valued by employers, and more face-to-face time with instructors and in smaller groups was advantageous. The

content and delivery of RW continue to be refined and improved upon for future generations of students.

42013
From Hegel to Hebb: What Neuronal Cell Assemblies Might Have to Say About Our Dangerous Times
Randall Ulveland, Western Oregon University, United States

From environmental crisis and media manipulation, to political and social upheavals and unrest, many feel as though the times in which we live have never been more uncertain. Some speak of a loss of power and control; some, a seeming dissolution of meaning and relevance; some, a prevalence of apathy and indifference. Regardless, these experiences put into question the very meaning of our existence. While these sorts of feelings are not new, the concerns expressed now are contextually unique to our time. Social media environments have never played a more prominent role in our thinking. And, competing discourses perpetually vie for attention. Throughout the Twentieth Century philosophers and theorists have sought to reconcile the human condition with the changing environment—an environment dominated by rationalistic and objectified conditions. Philosophers such as Hegel, Marcuse, and Freire proposed interpretations regarding our vulnerabilities as well as countermeasures to offset the seeming loss of power and liberty many were experiencing. These countermeasures were to be enlivened via education and social action. Now, research into the workings of the brain offers additional insights into learning and action. In this presentation, I look back to some of the philosophical interpretations of dangerous times, consider the predominant design of schooling practice, consider the influence of social media environments, and examine some of the latest insights made available by research on neuronal cell assemblies. This, in an attempt to better understand how education might help us survive and thrive in times of change.

Sunday Session III: 13:00-14:30

Room: *To be Announced in Final Schedule*
Stream: Professional Training, Development & Concerns in Education
Session Chair: *To be Announced in Final Schedule*

43475
Bildung – an Outdated or Updated Tradition When Becoming a Teacher?
Silwa Claesson, University of Gothenburg, Sweden

How can one become a good teacher by studying at a teacher education programme in a time when the well-known concept of Bildung in European education has been replaced by explicit aims for short courses with detailed marks in a spirit of neo-liberal ideas and NPM? Against this background, the purpose of this article is to deepen the understanding of what teacher educators of today focus on when it comes to what is important in relation to becoming a teacher in everyday practice. In this study, a hermeneutic and phenomenological perspective is used in order to understand what the teacher educators who were interviewed mean when they talk about what is important for them to achieve. One aspect, what is taken-for-granted, has been crucial in the interpretation. What is striking is that the teacher educators talked about what they believed – not what might be scientifically known. Their focus was on 1) subjects, 2) being engaged, 3) holistic versus fragmented knowledge and 4) citizenship. In their everyday-education-life, the university teachers did not distinguish between their personal memories of being pupils or teachers in school, involving their taken-for-granted personal values, and being employed as teachers and researchers in teacher education. The culturally impregnated concept of Bildung still seems to be strong among these teacher educators.

43167
A Sociocultural Perspective on Teacher Professional Development: The Role of Dialogic Reflection in Facilitating Change
Edsoulla Chung, University of Cambridge, United Kingdom

Considerable research efforts have been devoted to investigating the use of educational dialogue in primary and secondary classrooms in the past few decades, particularly in English-speaking contexts (Howe & Abedin, 2013). Whilst previous research has established that educational dialogue helps to promote student learning, scant attention has been paid to the effects of dialogic reflection on the development of teachers' beliefs and practices regarding specific aspects of language teaching. To address this research gap, the present study adopted a sociocultural perspective to examine how a dialogic approach involving interaction and self-reflection contributed to cognitive and behavioural changes in teachers' methods of instructing vocabulary, a complex language area that often poses challenges to teachers and learners of a second language. Data on four in-service English language teachers in Hong Kong were collected from multiple sources, including interviews, lesson observations, professional dialogues and reflective writing. The study's findings not only confirm the role of social interaction and the internalisation of new ideas in facilitating learning, but also reveal that active participation in dialogic interaction does not necessarily result in change. The aim of this presentation is to promote a thorough understanding of sociocultural theory by revisiting two important issues, namely, 'intramental' versus 'intermental' functioning and the use of scaffolding in expert-to-novice interactions. It also introduces a model that conceptualises a dialogic approach to professional development for teachers based on data analysis. The subjects covered in this presentation should be of interest to language teachers, teacher trainers and researchers specialising in teacher cognition.

41447

Surviving and Thriving Principals Required to Lead and Manage Public Schools Effectively in the Twenty-First Century

Raj Mestry, University of Johannesburg, South Africa
Petrus Du Plessis, University of Johannesburg, South Africa

There is growing concern globally that many public schools are not functioning at their optimum and student performance is generally of a low standard. The rapid rate at which changes have taken place, and are still taking place, together with the increased volume of administrative work, has placed principals under enormous pressure. Managing change is complex and usually an elusive process. It is difficult to explore potential approaches to managing change in the troubled and exhilarating context of South Africa. Changes in the new system of governance in schools have, unfortunately, resulted in principals being unprepared for their new role as chief executive officers. Principals may also experience difficulty in adapting to their new roles and new channels of communication which result in role ambiguity. The principal's role in the new educational dispensation represents a balance between instructional leadership and management: Thus principals are obligated to lead and manage public schools in the Twenty-First Century. However, principals have not been professionally prepared to survive and thrive in their leadership and management roles. There is thus a dire need for principals to participate in formalised professional development programmes so that they could become effective leaders. An interpretivist qualitative research methodology brought to the forefront the varied experiences and perceptions of principals' of their preparation for leadership positions and participation in professional development programmes. Findings revealed that more stringent criteria should be developed for the appointment of principals, and that they should participate in more formalised professional training and development programmes.

Sunday Session III: 13:00-14:30

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43018
An Exploration of the Experiences of Students in Multi-Generational ESL Classrooms in Japan
Jeremy Chambers, Advan College of Foreign Languages, Japan

This qualitative study is a basic interpretative inquiry studying the experiences of adult students 18 years of age and older in a multi-generational ESL classroom. The study is informed by social constructivism, social constructionism, and andragogy. It focused on how students viewed their experiences in the multi-generational classroom and how the development of relationships among students of different ages affected the dynamics within an eikaiwa classroom. Data were collected through in-depth semi-structured interviews. Three major themes emerged from this study. The first theme dealt with their first impressions and highlighted the participants' anxiety about being in a multi-generational classroom. It also highlighted the perceived differences between the generations. The second theme focuses on adapting and relationship building with students from different generational cohorts and the development of understanding and tolerance among them; on the mutual nurturing that developed; on the manifestations of teasing; and the role of instructor facilitation. The third theme focuses on students' lasting impressions of their experiences in a multi-generational classroom and highlights: the mutual learning experiences between adult students and traditional-age students; the advice to students in similar situations; and the belief that, in the end, in such situations age does not matter, but the experience of learning together does matter. The research ends with a discussion in light of the adult education literature and suggestions for further research.

43193
Analyzing the Students' University Experience
Jesus Alcoba, La Salle Madrid, Spain
Susan Mostajo, De La Salle University-Dasmariñas, The Philippines
Olivia Legaspi, De La Salle University-Dasmariñas, The Philippines
Romano Angelico Ebron, De La Salle University-Dasmariñas, The Philippines
Rowel Paras, De La Salle University-Dasmariñas, The Philippines

The quality of an institution of higher learning is oftentimes determined through the performance of its faculty members and students. Rarely do studies dwell on the meaning the students get from their experience in going to a college or university. This study analyzed the university experience of the students at De La Salle University-Dasmariñas (DLSU-D) in Cavite, Philippines to serve as inputs in improving the University's services for the holistic development of the Lasallian learners. This descriptive research utilized a questionnaire that was answered online by 1,052 students through their portal accounts. Data were statistically treated through frequency count and the mean. The study revealed that the top five words associated by DLSU-D students with their university experience our community (592 responses), responsibility (588), beauty (453), respect (438) and accomplishment (424). They believed that they developed the following competencies: responsibility (mean of 3.37), positive attitude towards diversity and different cultures (3.33), morals and ethics (3.28), ability to reflect (3.25), and person-oriented approach (3.13). In spite of this, they stated that the University still gave priority to cognitive learning (528 responses) than psychomotor (369) and effective (155) learning. These findings can be used by the University in reviewing its policies and practices to ensure that the students will have meaningful experiences during their stay at the University as they prepare for their future professions.

42795

A Qualitative Study to Derive Factors That Contribute to Positive Student Learning Experience in a Higher Education Context

Aaron Tan, Singapore Institute of Management Global Education, Singapore

Research aimed at understanding and measuring the student learning experience in higher education (HE) contexts has been increasing in recent years as a result of greater emphasis on learner-centric teaching and learning approaches, and the need to continuously enhance quality and quality assurance to meet regulatory requirements. This present study employed a validated questionnaire comprising 22 items covering different aspects of HE students' learning experience, for example, subject area expertise of lecturers, feedback on coursework/formal written submissions, library facilities and so on. Participants rated their own experience for each item on a Likert Scale from 1= "Very Dissatisfied", to 4= "Very Satisfied". Only fully completed questionnaires were considered resulting in 3,539 valid samples (20% response rate). Factor analysis with Promax oblique rotation (k=4) revealed three distinct factors: Teaching Quality, Learning Facilities and Preparation for Employment each explaining 39.88%, 8.35% and 6.95% of variance respectively. Regression analysis revealed that the factors explained a significant proportion of variance in learning satisfaction, $R^2=.22$, $F(3, 3589)=337.08$, $p<.001$. Of the factors, Teaching Quality had the highest β, and significantly predicted learning satisfaction scores with β=.39, $p<.001$. It is envisaged that this study can enlighten more effective interventions to enhance students' learning experience in HE contexts.

Sunday Session III: 13:00-14:30

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

42185
The Educational Impact of China's Confucius Institutes on Australian Universities
Shen Chen, University of Newcastle, Australia

The establishment of the Confucius Institutes at Australian universities has contributed to the promotion of Chinese language teaching, which has opened an alternative path for the people in wider local communities to understand Chinese culture. At the same time, some controversial issues of cultural and political concerns have raised in terms of the relationship between the host Australian universities and the associated Confucius Institutes in relation to pedagogy and curriculum. This paper reports on a case study of two Australian universities. In spite of the limitation of two participate universities, there are three important conclusions drawn from this research. Firstly, the initial results of this have confirmed an urgent need of a comprehensive and interdisciplinary research to investigate the performance of existing Confucius Institutes in the whole nation. Secondly, the contradictory findings amply demonstrate that academics are deeply divided on Confucius Institutes and the political concerns about their existence should be properly addressed on the basis of their educational activities. Finally, a systematic analytical framework should be elaborated to investigate the Confucius Institutes' linguistic, pedagogical, organizational, political and economic impacts although they are interrelated with each other. The findings of the large scope of the investigation will thus be of significance for Australia's long-term national interest.

42848
A Century's Quest for Liberal Arts Curriculum in Asian Society: A Case Study of Universities in Mainland China, Taiwan, and Japan
Leping Mou, Ontario Institute for Studies in Education at the University of Toronto, Canada

This paper investigates the adaptation of liberal arts curriculum into non-Western society over a century in selected universities from mainland China, Taiwan, and Japan. Liberal arts education, originated in Greek-roman society, developed in traditional British institutions, and flourished in North America, was brought to Asian and took root in an alien context. The study aims to explore the essence and inclusion of social diversification of liberal arts education and to find out its intrinsic value in the age of globalization, which will bring suggestions for education reform for cultivating versatile talents for Asian society in the 21st century. It brings insights for the revival of liberal arts education around the globe in an era of economic globalization. This study takes a qualitative approach to examine the curriculum and education goals of four Christian universities in mainland China during the first half of 20th century, Tunghai University in Taiwan since 1955, and International Christian University in Japan since 1949, with three specific years selected from each institution. Postmodern theory and the essence of liberal arts education are employed as the theoretical framework to guide the discussion and analysis. The findings are that liberal arts education curriculum takes different forms in its curriculum while adapting to different societies and manages to survive in a very difficult environment in some societies. It keeps its essence but also takes in local social ethics and traditional values in its curriculum, which signifies its maturation through adaptability and variability to diversified social contexts.

42667

Taiwanese Higher Education in Times of Change: The Implications of the New Policy 2018

Tzu-Bin Lin, National Taiwan Normal University, Taiwan
Chia-Kai Huang, National Taiwan Normal University, Taiwan

This paper aims at exploring the potential consequences of the Higher Education Sprout Project (HESP) announced by the Ministry of Education Taiwan in March, 2018. In the fast-changing global arena of higher education, the Taiwanese government is striving for excellence in the performance of its higher education. Together with other East Asian countries like Japan, Korea and Singapore, Taiwan officially entered the competition of global university ranking in 2006 when the government initiated the first round of the Aim for Top University Project (ATUP). After two five-year ATUP, the Taiwanese Ministry of Education reviewed the results and started to revise the policy. Consequently, HESP was proposed and implemented. In this paper, we are going to explicate the context of changing higher education landscape in Taiwan since 1994, the year of most recent education reform started. Then, the discussion moves to the issues emerging from the nation-wide project in Taiwanese higher education, ATUP. During the ten-year practice of ATUP, most Taiwanese universities were influenced by the directions set by ATUP. However, there has been criticism of ATUP and its outcome was severely in question. After reviewing the ATUP, the HESP comes out in 2018. We are going to analyze the policy as well as to address the potential influences on universities in Taiwan.

Sunday Session III: 13:00-14:00

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

43539
Iliganon Myths and Folklores: Its Effect to Social Culture
Joseph Michael Bentoy, St. Michael's College, The Philippines
Mitchel Garay, St. Michael's College, The Philippines
Gritchelyn Talisic, St. Michael's College, The Philippines

This study gathers the Iliganon myths and folklores and shows its effect on social culture. Iligan City is situated in Northern Mindanao and is approximately 800 kilometers southeast of Manila. The researchers used interviews and internet resources in gathering these folklores. As early as the 1900's or earlier, oral lores were sprouting in a locality in order to preserve important historical lores. Findings showed that there are a number of folklores that originated in the city. Most are found in the rural areas and among the folklores gathered, the most dominant is the folktales. These folklores have been one of the locals' sources of entertainment long before the existence of technology. However, as time passes by and the rise of various entertainment sources, folklores were being neglected and their probabilities of preservation are decreasing. There may come a time that folklores will no longer be accessible. Thus, the researchers, with a goal that is to preserve the literature of Iligan, and will be put into writing and made it into something Iliganons can read and relate. A qualitative ethnographic study has been utilized to retrieve and gather the lores and stories. The K to 12 curriculum otherwise known as the "Enhanced Basic Education Act of 2013" one of its aim is to engage in oral history research with focus on key personalities, from the students, regions brought about the Indigenization or localization of literature to make it easy for teachers to impart and transfer literature during the class contact hour.

43158
A Theory-Based Methodology: LeapEd's Theory of Change to Impact School Transformation Efforts in Malaysian Public Schools
Suseela Balakrishnan, LeapEd Services Ltd, Malaysia
Annette Zammit, LeapEd Services Ltd, Malaysia

In 2011, LeapEd Services through the Yayasan Amir Trust Fund embarked onto a partnership with the Malaysian Ministry of Education to explore sustainable and scalable models of school transformation through the Trust Schools Programme initiative currently being rolled out in 83 Malaysian public schools across the country. After six years of exploring and trialling various interventions in the schools, LE now seeks to explore a more evidence-based approach to enhance its transformation efforts. A Theory of Change, co-created through a collaboration between 'academic expertise' (new and innovative perspectives from the literature) and 'practise expertise' (collective wisdom and learning from the Trust Schools Programme initiative), now underpins the systematic and cumulative study of the links between activities, outcomes and context of the initiative (Fullbright-Anderson, Kubisch and Connell, 1998, p. 16). This paper/presentation sets out to explore and explain the rationale behind the LE Theory of Change; how the various elements within the theory are interconnected to each other while at the same time, converge to create a single overarching outcome. This then enables programme evaluators to make assumptions about these connections, around why the programme works or doesn't work and, wherein the chain of events are things not happening as they should. Ultimately, a well-developed Theory of Change aids in project

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planning, measuring impact, and highlighting gaps in design, development and implementation.

Sunday Session III: 13:00-14:30

Room: *To be Announced in Final Schedule*
Panel Presentation: The Theory and Practice of Flipped Classroom in China sponsored by Yunnan Normal University, China
Session Chair: Jian Wang

43141
The Principles and Operational Strategies of a Flipped Classroom
Jian Wang, Yunnan Normal University, China
Xin Yang, The Northwest Normal University, China

Using case study research method, the present study focused on the principles and operational strategies of high school flipped classroom in the west ethnic regions in China. The main research questions included what changes have taken place of teachers' beliefs in the practice of the flipped classroom and what are the effective teaching strategies for teachers to implement flipped classroom? The researcher recorded 10 classrooms for observation, interviewed 8 teachers 32 times and collected teachers' teaching schedule almost 50000 words. The research preliminary results showed the teachers' beliefs have changed in the process of flipped classroom practice which concerns about the teachers' faith in students, students' learning method, the attitudes of textbooks, the role of the teacher in classroom and teaching method transformation. The research results also showed the teachers' has developed effective teaching strategies of the flipped classroom in the west ethnic regions in China. Those strategies included teaching designing strategies before the classroom, student's learning strategies in the classroom, teacher's teaching strategies in the classroom and strategies of extension learning and teaching after the classroom.

43146
A Sociological Perspective on a Model of Effective Flipped Classroom
LUO Jia, Yunnan Normal University, China

The notion of a flipped classroom has been increasingly drawing educators' and educational researchers' attention in China for providing effective teaching and learning environments. Much practice of flipped classrooms is still needed in various ways and there is a long way to go to reach the ultimate goal. In order to define a distributable model of a flipped classroom, this paper takes a sociological perspective on approaching a modelling quality of flipped classroom not only for China but also for international communities. The paper's framework defines these constitutive elements of a flipped classroom model, then, to conceive the model to meet the ideas of structuration theory. Within this theory, Giddens employs the notion of rule and resources as the duality of basic structure to further the possibility of structural continuation by seeing two key elements of structuration; social and system integrations, that allow us to define these notions in a flipped classroom. Modelling a quality of the flipped classroom requires both aspects of theory and praxis in the reality of a school setting. This paper will share the research and experiences of applying the theory of structuration to a flipped classroom with audiences throughout the conference.

43147
Research on the Structuration Teaching Theory and Practice in the Flipped Classroom
Lizheng Wang, Yin Chuang San Sha Yuan High School, China
Lihong Liu, Yin Chuang San Sha Yuan High School, China

This research chooses to use class chronicles to explore Structural Teaching (TEACCH), which is based on the form of Flipped Classroom among science subjects in a secondary school. By the mode of learning first and teaching behind, three structurizations has been produced. They are structurizations on an individual level, on group level and on the consensus level between teachers and students respectively. Meanwhile, some problems can be solved by these three structurizations. For example, the problem like closed Guided Learning Plan may avoid the development of students' high-level thinking quality and the dilemma of localized Flipped Classroom because using micro-class to assist students' study only. In addition, the main problem of lacking teaching pertinence in class can be solved, as well as the issue like some teachers pay more attention to teaching process, teaching mode as well as problem-solving rather than excavating the knowledge, approaches, thoughts and even aesthetic connotations behind. Moreover, this research uses observable learning outcomes to measure the development on levels of students' thinking structure. In addition, regional exams will also be used as an evaluation method.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

42134
Teachers Working Collaboratively to Affect Positive Change in the Classroom: A Case Study of Four Japanese Teachers of English
Marc Waterfield, Kumamoto University & Buntoku Senior High School, Japan

Education reform is not something new in Japan. Japan has been adjusting its general education system since the Meiji era. The Japanese foreign language educational system, specifically, has a history of policy reform spanning over thirty years. The most recent policy reforms have caused a major shift towards communicative-based learning. These reforms are guided by a desire to produce English communicators rather than English learners as the demands for communicative abilities on the global scale has become more prominent. In these times of global change, teacher development programs are not just important, they are necessary. This qualitative case study involved helping four Japanese teachers of English (JTE) at a private secondary school in Kumamoto, Japan meet the recent teaching English through English (TETE) curriculum policy reform guidelines which requires that JTEs, in principle, conduct their lessons entirely in English. Focusing specifically on teacher output and teacher-student interactions in English, this study outlines how using a method referred to as 'instructed conversation' can aid the JTE in increasing the amount of English used in the classroom. Underpinned by Vygotsky's sociocultural theory, the author, assuming the role of more knowledgeable other (MKO), guided the JTEs through a praxis cycle that aided in the reflective process, allowing them to see their lessons from a different perspective. Through the use of stimulated recall and collaboratively planning, appropriate interventions were guided by the needs of the students at the bottom and the demands placed on the teachers by MEXT at the top.

43031
Challenges Associated with the Implementation of Active Learning: A Small-Scale Study of Japanese University EFL Teachers
Maki Ikoma, Ritsumeikan University, Japan

Active learning (AL)—recently described as "independent, dialogical, and deep learning"— has been widely adopted by Japanese universities. Now, despite reservations and anxieties expressed by high school EFL teachers (Nakai, 2016), the upcoming educational reform will also require the implementation of AL in all Japanese high schools. This small-scale study, therefore, aims to investigate specific challenges and/or difficulties encountered by Japanese university EFL teachers in implementing AL and provide practical suggestions for high school EFL teachers to help address their specific concerns with AL. A questionnaire consisting of a four-point Likert scale and open-ended questions was used and a total of 20 Japanese university EFL teachers took part in this study. Results revealed that in implementing AL in English classes, Japanese EFL teachers tend to experience the following difficulties in particular: various language proficiency levels among learners in the same class, learners' low motivation to study through AL, and lack of clear criteria for evaluation. Based on the results, this study attempts to provide several suggestions for high school EFL teachers, including ways to foster collaborative learning.

43026
Learner Autonomy and Hand Raising in the Japanese University EFL Classroom

Tracy Friedrich, Kansai Gaidai University, Japan
Lisa Miller, Kansai Gaidai University, Japan

Foreign faculty teaching EFL in Japan often encounter a disconnect between their expectations of classroom participation and those of Japanese students. This begs the questions, "How do Japanese university students view hand raising in the classroom?" and "What inhibits or encourages Japanese students to hand raise in the classroom?" As a reflective practice project, we have undertaken a study of Japanese university students' willingness to communicate and raise their hands in front of instructors and peers. With consideration of the students' educational experiences and beliefs about classroom roles, a small group of second-year undergraduate students at a private university in western Japan volunteered to participate in focus group discussions. The discussion transcripts have been coded to identify response categories and themes. This presentation will focus on some of the findings from three focus groups about motivations for students to hand raise, including: grade incentives, advance preparation, intrinsic motivation, and classroom atmosphere. In addition, the presenters will discuss how this study's use of qualitative axial coding (co-axial coding) demonstrates the usefulness of the technique for other education professionals' reflective practice research.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

43046
Sexual Harassment: A Vital Issue for Educators and Students
Robert O'Mochain, Ritsumeikan University, Japan

Sexual harassment is an issue which affects millions of instructors, students, and other stakeholders in education. However, the nature, extent, and effects of these toxic behaviors within the field of education, have not been fully researched. While the impact of the recent "MeToo" movement is likely to promote new initiatives within education, it is as yet unclear if the same will happen here in Japan. In this country, enough research has been done to indicate three vulnerable populations: instructors in the conversation school industry, students on study abroad, and graduate students working on their theses. However, few or no substantial initiatives have been taken thus far to address the situation. Levels of sexual harassment in educational contexts can only be reduced long-term if the prevailing attitudes in broader society are supportive of individuals who come forward in search of justice. This presentation reports on a pilot study with 15 students in a university in west Japan to investigate the extent to which young Japanese people are tolerant of sexual harassment behaviors and supportive of victims. A survey was administered at the beginning and at the end of the semester to see if exposure to a range of consciousness-raising activities – drawn from the University of Exeter "Bystander Intervention Program" – promoting more positive attitudes regarding sexual harassment. The study also explored possibilities of using sexual harassment issues as an element of a content-based course focused on a deeper understanding of cultural differences and dominant cultural values.

43900
How to Break Up: Case Method Teaching and Gender Education Learning in the Classroom
Hsing-Chen Yang, Kaohsiung Medical University, Taiwan

It is easy to fall in love, it is difficult to get along, and it is even harder to break up. What are the concepts of feminism that are available and useful, as a conceptual tool for college students to think about the intimacy of everyday life and deal with breaking up? How can gender and relationship education fit the student's life experiences, as well as the increasingly complex and changing gender interaction and power relations in contemporary times, helping students learn equal emotional communication and negotiation and gender education from the topic of breaking up? This study uses a case teaching method, based on the love experience of college students, and takes the experience of the students in the common experience of breaking up to develop teaching cases. This study emphasizes the use of "difficulties" and "frustrations" in the experience of breaking up as learning resources. We will have the opportunity to show students the positive gender education clues from those experiences, which will become a powerful medium and educational space for teachers and students to have the opportunity to face together and discussing the problems in intimate relationships. Through case method teaching, this study shows that teachers can effectively carry out gender and relationship education close to students' life experiences. Moreover, teachers and students can find a way to explore how to deal with changes in love relationships, improving problem-solving skills, emotional expression and communication.

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42064

Gender Equity in Technical Vocational Livelihood (TVL) Track of Senior High School Basic Education: Basis for Gender Development Program

Rolando B. Talon, Jr., Department of Education Imus City, The Philippines
Riza C. Garcia, Department of Education Imus City, The Philippines
Christian Mespher A. Hernandez, Department of Education Imus City, The Philippines

The study was conducted to look into the gender equity in Technical Vocational Livelihood (TVL) track of Senior High School Basic Education. The study focused on the sustainable strategies for expansion and improved quality, equity and efficiency of delivery of Senior High School Basic Education in the Division of Imus City. The study also determined to examine gender equity in SHS teachers profile and the extent of gender inequity in Senior High School TVL Track in the areas of curriculum, learning materials, physical facilities and programs and projects, the causes of the gender inequity in TVL Track, and strategies that may be effective in reducing or eliminating gender biases. The descriptive research design was used to set out an accurate and adequate description of activities, objects, process and persons (Allison, 1993). Whenever possible and appropriate, such descriptions may be qualified (counted and measured) as these enable statistical analysis to be made. In this research, each variable was given a numerical equivalent to help the researcher doing statistical analysis. The respondents were all TVL Teachers, Master Teachers and School Heads in three standalone Senior High Schools in the Division of Imus City. The research instrument subjected to pre-testing prior to the actual to check the reliability and validity of the descriptive questionnaire. It describes the extent of gender inequity in senior high school curriculum in TVL, the extent and nature of gender inequity in senior high school learning materials, physical facilities, program and projects.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Professional Training, Development & Concerns in Education
Session Chair: *To be Announced in Final Schedule*

42668
E-Learning Strategies in English Language Learning in Pre-Service Teacher Education: A Comparison Study in Hong Kong and Mainland China
Ruiqian Yang, The Education University of Hong Kong, Hong Kong
Yiu Chi Lai, The Education University of Hong Kong, Hong Kong

The knowledge and pedagogies of e-learning in English language learning in teacher education courses would be developed and transformed by student teachers via pre-service learning experiences. The strategies of e-learning in English language learning of student teachers in the teaching education courses and their own teaching practices lead to a widespread discussion in Hong Kong and Mainland China. It not only benefits educators and student teachers to intuitively understand the strategies of e-learning in English language learning but also helps student teachers to refine their e-learning strategies in English language learning in further teaching practices. This study aims to compare the implementations and transformations of strategies of student teachers to e-learning in English language learning from pre-service learning experiences in Hong Kong and Mainland China. One hundred student teachers were involved. The mixed-method approach would be adopted in the research including questionnaires, interviews, observations and analysis of weekly teaching dairy. The findings would help educators and student teachers to know the general situation of strategies to e-learning in English language learning through their pre-service learning experiences in Hong Kong and Mainland China. Meanwhile, the results of this study will give some suggestions to student teachers for future in-service teaching and learning experiences.

41869
Collaborative Instructional Design System: Transformation of Education Ecosystem Towards the Needs of Industrial Revolution 4.0 in a Smart Society 5.0
Ismail Zain, Utusan Malaysia, National Mainstream Media, Malaysia

The global economic and social structure has tremendously transformed due to the technological advancement leading to a new era in industries and societies. This subsequently involves the transformation in the education ecosystem for twenty-first century Learning. Education requires commitment and involvement of the stakeholders for learners to think out of the box, looking for a new dimension in futuristic living needs. This paper introduces The Collaborative Instructional Design System (CIDS) that deals with the important aspect of the twenty-first century instructional design with wider perspectives involving various communities sharing and collaborating ideas and strategies, promotes creativities while establishing "globally competitive learners" towards the era of IR4.0 in a new emergence of smart Society 5.0 that addresses the above issues. Teachers need information and a platform to connect the topic learned in addressing the world issues. CIDS composes of The Integral ASIE Instructional Design Model and a new concept of Professional Learning Community (PLC). The model provides teachers with a procedural flow of designing instruction systematically and professionally engaging learners actively involved in the learning process guided by a teacher as a facilitator that promotes the generation of ideas. While PLC is an "education hub" for various communities to participate, providing information, advice, and sharing of ideas virtually with teachers in their teaching and learning process. Statistical analysis from the pilot project shows a positive view of its effectiveness as an innovative instructional design tool in current instructional design practices.

43067

From Seeding to Deepening: Building Capacity and Teacher-Champions for Innovation Diffusion

Shu-Shing Lee, National Institute of Education, Nanyang Technological University, Singapore
Hari Jang, National Institute of Education, Nanyang Technological University, Singapore

Teachers drive and spread innovative practices in schools. Professional development (PD) situated in innovation contexts develops teachers' understandings to adapt and diffuse innovations. However, little attention is paid to understanding how situated PD and teachers' roles evolve within innovation contexts. This study unpacks situated PD and explores how teachers' roles evolve as the innovation develops within schools. This study focuses on a technology-mediated innovation that emphasizes authentic learning to build students' disciplinary understandings. Findings show how structures and processes shape innovation's diffusion pathway, from seeding to deepening, and how teachers evolve to become teacher-champions. In the seedling stage, researchers take agentic roles to drive iterative PD processes. These PD processes are embedded in communities and practices as teachers co-design, implement and refine lesson plans. PD structures are also co-constructed between teachers and researchers depending on schools' needs. Particularly, researchers' on-demand support is a key structural leverage that enables teachers to develop rich understandings and become teacher-champions. As the innovation grows and deepens within schools, teacher-champions become advocates for innovation diffusion. They actively adapt PD processes and structures for schools and sought buy-in to spread and deepen understandings. These findings are based on a case study of a technology-mediated innovation that has diffused to 19 schools in Singapore. Findings are elicited through thematic analyses of documents about the innovation, observations of community discussions and interviews with researchers, teachers, and school leaders. Implications are also drawn to show how situated PD shapes the extent of teacher learning and innovation's diffusion pathway.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

42804
Preparing Pre-Service EFL Teachers to Teach Critical Thinking: Challenges and Recommendations
Rui Yuan, The Education University of Hong Kong, Hong Kong
Paul Stapleton, The Education University of Hong Kong, Hong Kong

While the importance of critical thinking (CT) has been emphasized in English language education, scant attention has been paid to language teachers' perceptions and practice in CT teaching. In particular, we know little about how pre-service language teachers learn to teach CT in current second language teacher education programs. Drawing on findings from an exploratory study in China, this paper presents and discusses the personal and contextual challenges faced by student teachers in learning to teach CT. For instance, the participants revealed a lack of preparation and support in teacher education courses and teaching practicums, which resulted in their limited understanding of CT and its teaching. In order to address the challenges, the paper proposes a tripartite framework with a threefold perspective on cultivating student teachers' CT through language teacher education, transforming their beliefs about CT in language education, as well as fostering their professional competence to teach CT. The three aspects need to be systematically and coherently integrated into pre-service language teacher education practice in order to prepare competent teachers with both a critical mind and CT oriented pedagogies.

43182
Raising Students' Cultural Awareness Through Deep Culture Learning
Roxana Sandu, University of Tsukuba, Japan

There is no doubt intercultural competencies are a requisite for living and working in today's globalized world. However, cultural learning is not usually part of the foreign language curricula in Japan. And if it is, it typically includes elements of the surface culture, cultural aspects visible to us, such as traditions, literature, music, food, etc. However, in order to raise one's cultural awareness, one has to take a deep look into his/her 'cultural settings'. This is where the deep culture, "the unspoken assumptions behind a community's behavior" (Shaules, 2007:13) can be found. This experimental study attempts to demonstrate how a deep culture learning approach can help English language students' foster cultural self-awareness. It is hypothesized that being able to describe certain cultural behaviors encourages students to become more aware of their own 'cultural settings'. This presentation will focus on the practical side of developing students' intercultural competence by introducing a linguaculture learning and teaching approach (Shaules, 2016). Data is collected from three different groups of freshman students, all enrolled in compulsory English Intercultural Communication courses at a national university in Japan, over a year. The results of a qualitative analysis of (1) students' self-reflections addressing the development of cultural self-awareness prior to attending the course, (2) students' assignments addressing various topics, and (3) students' self-reflections after a one-time intercultural exchange with international students, will be reported, emphasizing few students' cases that showed either engagement or resistance to cultural awareness development.

42772

The Significance of Neuroscience for Teaching English as Second Language (TESL) In the Digital Era

Diana Po Lan Sham, Hong Kong Chinese Institute of Engineers Ltd., Hong Kong

In formal TESL courses, Phonetics, Linguistics, Grammar as well as Psychology are taught. However, Neuroscience, the study of the brain, is necessary for ESL teachers for future professional development to meet the rapidly changing needs of the students at all levels in the digital era. Designing educational practices without knowledge of the brain is like "an automobile designer without a full understanding of engines" (Hart, 1952, 1999). Based on the neurological evidence of processing of English and Chinese words in the bilinguals' brain, Sham (2002) found a new Dual Coding (Paivio, 1986) model for designing CSL teaching materials that best fits young learners' limited capacity of the brain by reducing their cognitive load (Sweller, 1998). Although little research linking neuroscience and learning, Guy & Byrne (2013) emphasis on the understanding of neuroscience of working memory has positive effects on motivating students learning. Direct implication of neuroscience by language teachers has been found difficult, but interdisciplinary study of neuroscience, psychology and education is fruitful (Coch, Fisher & Dawson, 2007) and there has a great impact of neuroscience on teaching and learning including its implication for ESL college classroom (Sousa (ed.), 2010). This paper reviews current research of neuroscience, psychology integrating with ESL teaching and learning, and provides the adult students' feedback of learning IELTS through the design related to neuropsychological findings in order to demonstrate how significant neuroscience is on ESL teaching. In other words, understanding of neuroscience facilitates TESL and benefits ESL teachers' professional development in future.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

43495
Remixing Drama Using the Multiliteracies Method: Integrating Ensemble Theatre into Preservice Teacher Education in Literature
Ken Mizusawa, National Institute of Education, Singapore

This study examines a curriculum intervention strategy that I have designed and implemented for preservice secondary school teachers enrolled in a core module exploring pedagogical approaches to the genre study of drama in English Literature education. The teaching of drama has long been a particular area of concern in the Singapore syllabus that is often ignored, marginalised or simply circumvented by teachers either unconvinced of its merits or uncertain of its character. While it is mandatory for all schools to cover drama, what it actually means to have students study drama specifically in ways that are different and distinct from the other literary genres is not widely understood and appreciated by the teaching fraternity. This intervention requires participants to engage directly with the artistic process of drama by staging ensemble theatre, thereby giving them first-hand experience of its personal and social benefits in Literature education. Undergirding this process is the multiliteracies method proposed by the New London Group, a remarkably robust pedagogical framework that can operate to first compel and then empower learners to meaningfully negotiate multimodal texts. This is to acknowledge that dramatic works are multimodal texts and that multiliteracies can be used to 'remix' drama so as to bridge the practical divide between old and new literacies –between traditional text analysis that positions students to interrogate, deconstruct and interpret a text on paper in Literature education, and modern 'remixing' techniques that allow them to be media producers by appropriating, blending and juxtaposing a range of communicative modes.

43144
Co-Teaching Practice of Expatriate English and Local Chinese Teachers in Hong Kong: A Case Study of an International Preschool
Jessie Ming Sin Wong, The Open University of Hong Kong, Hong Kong

To increase Hong Kong's competitiveness in the international arena and to enhance her role in fostering exchange and stronger ties with Mainland China, Hong Kong students are expected to be biliterate and trilingual in Chinese (Cantonese and Putonghua) and English. Even though the government has actively provided language education support in the formal school system, many parents want to give their children a head start as early as possible and demand bi-/trilingual education in preschools. International preschools which offer an immersive dual-language (English and Chinese) environment are particularly popular among middle-class families. Nonetheless, research on early education in Hong Kong focuses predominantly on local preschools, few have even attempted to understand how teaching and learning are planned and conducted in international preschools. This study is an empirical inquiry that explores the teaching practice of one of the longest-standing and most sort-after international preschool in Hong Kong. The preschool is known for adopting a one-teacher-one-language co-teaching approach, where expatriate English and local Chinese teachers work as a team to provide a total immersive language environment for children. In-depth interviews were conducted with its administrators, curriculum leaders, frontline expatriate English and local Chinese teachers, and classes and documents were observed and analyzed. Results reveal various challenges and opportunities in the teaching practice, especially in areas such as cultural ideologies in early

education. A whole-school approach was utilized to reconcile the differences and improve coordination and collaboration among teachers. Implications for teaching and learning are discussed.

41161
From the Caribbean to Asia-Pacific: Mapping Technology Use Across, With (In), and Alongside Communities
Pauline Felicia Baird, International College of Technology, Japan

It is not whether technology matters in the classroom, but "how" it matters, notes James Porter (2002). An experience in a writing classroom at the University of Guam caused me to examine the ways in which the pedagogical use of technology in its many forms, levels, and contexts impacts a learning community. Taking a relational approach to technology literacies, I examine what teachers can learn about " how" they navigate personal practices, pedagogy, and curriculum design with technology to thrive and survive in changing times. In my presentation, I map my journeys with writing technologies– from the slate and slate pencil to the personal computer and cell phone— on two continents and four island-communities. I theorize the role of each piece of technology in its geographic location and explore how each piece has influenced my attitude, pedagogy, and educational philosophies. I share five methodologies and a framework that educators and students can use to (re)orient their perspectives and practices regarding technology use. At the end of the presentation, the audience will be invited to participate in a discussion of how their particular histories allow them or not to enter conversations on communities using technology for thriving and surviving in an increasingly digital world.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Educational Policy, Leadership, Management & Administration
Session Chair: *To be Announced in Final Schedule*

43106
Factors Affecting Participation in School Vouchers: Examining the First-Year Evidence from the Senior High School Voucher Program of the Philippines
Don Brodeth, Ateneo de Manila University, The Philippines
Donald Jay Bertulfo, University of the Philippines-Diliman, The Philippines

Extant literature on school vouchers focuses on its effects on student-level outcomes, which effectively trivializes the supply-side adjustments that happen whenever school vouchers are introduced as a policy tool to expand school choice. We posit that participation viewed from the lens of competition among schools would capture both supply- and demand-related variables that influence voucher participation (VP) rates. Our findings show that divisions with more private schools and greater market concentration, as well as those with a high proportion of students enrolled in public schools have significantly higher voucher program participation rates. Furthermore, we find that VP participation in HUCs appears to be more an opportunity- or competitiveness-related issue whereas VP participation in non-HUCs is more an issue of access to schools and their services. We discuss these findings within the framework of firm competition wherein we treat private schools as active agents that compete for customers (i.e., students and their parents).

40994
The Economics and Politics of the Shift from K to 10 Curriculum to K to 12: The Philippine Experience
Augusto de Viana, University of Santo Tomas, The Philippines

After several years of hesitation, the Philippine government finally adopted a 12-year basic education curriculum with the signing, in 2013, of Republic Act 10533, known as the K to 12 law. The law was a response to the perception that Philippine education as substandard which resulted in Filipino graduates being discriminated against in the global workplace. As a country dependent on earnings of skilled Filipino overseas workers, educational reforms were needed to keep pace with the rest of the world. The K to 12 law was implemented during Academic Year 2014-2015 by adding two more years to basic education totaling its duration to 12 years. Before the passage of the law, basic education in the Philippines was only 10 years. Aside from lengthening basic education K to 12 demanded a new pedagogy so the graduate can easily meet the challenges of the Twenty-first Century through the teaching of new skills and standards. This paper discusses the economic and political considerations of Filipino leaders in adapting the K to 12 curriculum; the changes made so far since its implementation through a comparison of the conditions under the old K to 10. It examines the new pedagogy now being implemented. On the other hand, the paper tackles the logistics needed to implement K to 12; the human cost in terms of teacher dislocation and unemployment during the shift to K to 12 and what the Philippine government is doing to address these problems.

43089
Objectifying Students and Commodifying Education: A Critical Study of the "Mismatch" Discourse in Technical and Vocational Education in China
Qing Shao, The University of Hong Kong, Hong Kong

China is now having an annual population of ten million fresh graduates from secondary- and tertiary-level institutions of technical and vocational education and training (TVET). Statistics suggest that while more than ninety per cent of the students could find a job upon graduation, the quality of employment, defined in terms of pay, career development opportunities, the stability of the job and so forth, can be quite bleak. Many of the graduates left their first job soon. In academic and policy discourse, this has often been attributed to the 'mismatch' between the qualifications/skills of TVET students and the needs of employers. However, the 'mismatch' discourse seems to imply that it is always students' and educators' fault that TVET graduates cannot satisfy their employers. It further naturalizes the mythologized perception that employers' needs should enjoy a paramount priority in TVET. In this study, I adopt a poststructural approach to inquire into the problem representation of 'mismatch' in recent policy and academic discourse. The results show that students are objectified and commodified in TVET with their desires for respect, dignity and pleasure as a person ignored. This could have led to various problems in TVET in China despite a series of policy moves promoting TEVT by the central government. The study cries for some reflection of employers' responsibilities in TVET and calls for further research exploring the social and emotional needs of TVET students.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

42491
Collaborative Research Writing and Social Justice Issues: A Case of Japanese Undergraduate English Learners
Paul Chamness Miller, Akita International University, Japan
Hidehiro Endo, Akita International University, Japan

One of the challenges of teaching university students in Japan is that schooling in primary and secondary grades does not teach them to think critically about society's issues. In this presentation, the researchers illustrate how they attempted to tackle the challenge of promoting critical thinking among Japanese undergraduate English learners in an introductory, research-based writing course. In order to examine this context, the guiding research question that framed this study was: In what ways does a research-oriented writing project influence Japanese undergraduate learners' understanding of social justice issues? The researchers approached this question through the lens of critical discourse analysis (Fairclough, 2003; van Leeuwen, 2008), given that students' writing provides rich, thick data, with the potential to serve as a window into students' views on social events and interactions. Analysis revealed that the participants see the injustices that exist in Japanese society. This is seen in the topics that they chose to research, their data collection procedures, and their interpretations of the data. The researchers also found that collective projects such as these can provide opportunities for learners to develop critical thinking skills related to social justice issues. However, participants did not always embrace or fully understand the underlying issues surrounding the topics they chose. For example, students' writing suggested that they may still "blame the victim" for the inequity they experience in their lives. The presenters will discuss these findings and the implications for other educators who are looking to incorporate collaborate writing into the curriculum.

43379
Citizenship Education Through the Lens of Kant's Theory of Education
Jon V. Hugaas, Western Norway University of Applied Sciences, Norway

In Immanuel Kant's Lectures on Pedagogy (1803), he distinguished between prudential formation – conceived as the process of transforming the student into a skilful citizen of instrumental public value, and moral formation – conceived as the process of guiding the student towards moral autonomy for the sake of humanity. Kant believed that in order for education to be truly cosmopolitan it must aim for individual autonomy and the universal good in terms of a gradual moral progress of human nature. For Kant, then, the greatest problem of education was how to develop individual autonomy through a process characterized by heteronomy, i.e. through the means of external restraint and extrinsic motivational forces. Kant's strategy was, to begin with prudential concerns and then move to moral motives. My paper explores the modern concept of citizenship education through the lens of Immanuel Kant's theory of education by measuring different approaches to citizenship education against an ideal of cosmopolitan education. Citizenship education is a collective term that covers different subjects throughout the world that aim for political socialization and education for citizenship and democracy. However, the focus of this study will be restricted to comparative expressions of citizenship education in Japan and England with a view to clarifying the nature and purpose of this education. As a theoretical study, it applies the methods of hermeneutics in a philosophical analysis of primary and secondary sources.

The International Academic Forum

41500

Equity and Meritocracy in the Singapore Education System: Can There Be a Balance?

Mohamad Shamsuri Juhari, National University of Singapore, Singapore

The Republic of Singapore is a small multiracial and multicultural island-nation. While the Malays are recognized as the country's indigenous group, they make up less than 14% of the total population. The Chinese, being the dominant group, form 75%, while the Indians, at 8%, are represented as another minority group. The rest of the population comprises various ethnicities categorized as "Others". Because of its diversity, the government has made clear its prerogative on developing social cohesion and national identity through education. This is done by imposing a uniform curriculum for all types of institutions, using locally-oriented textbooks, and instilling in schools a sense of common purpose and direction. Over time, such enforcement of "uniformity" across all Singapore schools' curricula has led to the convergence towards an extreme belief in meritocracy; where students' abilities are mainly differentiated based on results attained in high-stakes examinations. Unfortunately, critics have highlighted several negative outcomes resulting from the absolute "buy-in" of meritocracy. For one, socio-emotional learning is made secondary in importance to academic teaching. As a result, the nation is at risk of developing students who may be "book smart" but lack the sensibility to understand, empathize and respect. Others point to the weakness of meritocracy in the way it fails to appropriately recognize the different "starting points" for every student's academic journey. This casts doubts on the chances of these pupils doing well in a completely meritocratic environment.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

43101
Responsible Management Curriculum for Senior High School Students: An Integrative Model for Innovative Education
Leandro Loyola, De La Salle-College of Saint Benilde, The Philippines

The United Nations' Principles for Responsible Management Education (UN PRIME) envisions the realization of the sustainable development goals through responsible management education. It is believed that providing business students with the proper education and the right (humane and just) values on management focusing on the importance of sustainability, responsibility, and ethics, would help change the landscape of how businesses are run that would eventually make a difference and create a positive impact in the society. This paper presents a blueprint of how the UN PRIME may be used as a framework and innovative approach to education by integrating the principles for responsible management in the development of the curriculum for senior high school students in the Philippines.

42093
Sustainable Learning Space and Educational Opportunities: The WSU Experience
Za Manaf, Western Sydney University, Australia
Mohammad Al Bukhari Marzuki, Politeknik Sulatan Azlan Shah Behrang, Malaysia

Universities, including Western Sydney University (WSU), have acknowledged the responsibility 'through their teaching to equip the next generation of leaders, innovators and thinkers to understand the global challenges facing the world and the role they can play in rising to meet these challenges'. In becoming an educational signatory to the Pacific Initiative the University has committed to provide sustainable learning space and educational opportunity for our students to acquire the knowledge and skills needed to promote sustainable development. As a SDG educational signatory, the University is well placed to meet this educational commitment. There are current and newly formed educational opportunities and research strategies, as well as planned new curriculum partnerships and initiatives that will support this work. Sustainable Property Development is one of the core units taught in the Master in Property Investment and Development to prepare students in their roles as developers when they graduate. The School of Business located in the Parramatta City Campus provides new and state of the art learning space where technology-rich learning studios have replaced the traditional lecture theatres. Shared and individual students' spaces encouraged interactive learning while enclosed individual spaces provide quiet space for individual learning are among other facilities in the students' focussed learning space provided at WSU School of Business. This paper explores the strategies employed by WSU to provide sustainable learning space and sustainable educational opportunity to prepare students to acquire knowledge and skills to promote sustainable development.

44075
Using Social Innovation to Implement Weixin Shengjiao Doctrine in Lifelong Education
Li-Yueh Chen, Weixin Shengjiao College, Taiwan
Chen-Mei Li, Weixin Shengjiao College, Taiwan

The International Academic Forum

In the past decade, the concept of social innovation has been constantly looked at and examined by scholars, for-profit organizations, non-profit organizations and the government, and has been widely explored and applied. Taiwan is facing the problem of an aging population and low birth rate. It is therefore of the essence to be able to maintain harmony and stability in society. This study conducts individual case studies to explore how the new religious, Weixin Shengjiao applies the concept of social innovation to implement its doctrine through lifelong education, and to help the government create a harmonious society. The research found that the central tent of the Weixin Shengjiao is the fusion of I-Ching, Feng-shui, with the thoughts of the three teachings in Chinese culture, to pass on and further promote Chinese culture in modern society. In 1994, the founder of Weixin Shengjiao, Grand Master Hun Yuan, created a lifelong education platform known as I Ching University. The university has three major foci, which implements the core essences of the Weixin Shengjiao of moral, life, environmental, filial piety and cultural education. Based on the local humanistic, social and economic features, I Ching University uses practical, current, realistic innovations for widespread distribution, in order to nurture talent and create a harmonious society. Secondly, it was found that the social innovations undertaken by Weixin Shengjiao produced positive attitude in the interviewees on the three aspects of fulfilling human needs, changing the connecting relationship in society and increasing social welfare and benefits.

Sunday Session IV: 14:45-16:45

Room: *To be Announced in Final Schedule*
Panel Presentation: Cultural Reproduction and Education Inequity sponsored by Zhengzhou University, China
Session Chair: Tien-Hui Chiang, Jinghui Gao

43016
The Studies of Habitus in China
Jinghui Gao, University of Zhengzhou, China

P. Bourdieu argues that habitus functions as a crucial element in determining students' academic performances, which develops within a social space, in which cultural capital is invested by parents. As economic capital enables middle-class parents to provide their children with a great volume of cultural capital, this irreversible transmission constitutes the phenomenon of cultural reproduction showing that middle/ upper-class students and working-class students situate at a privileged position and an unprivileged one respectively. This linkage further indicates that schools don't only entitle the ruling group the sacred status but also implicitly deliver the mechanism of social control leading to remain the phenomenon of class reproduction. When the market reform in China has accumulated a great volume of wealth, the boundary between social classes becomes more visible than in the past. Therefore, this article aims to explore the influence of habitus on educational inequity through reviewing the associated studies.

42973
A Study at the Constitution of Students' Family Backgrounds of an Elite University in the Perspective of Cultural Capital
Fasheng Ju, Zhengzhou University, China

According to P. Bourdieu, educational outcomes are not mainly determined by mental abilities but habitus that develops within the social space in which parents convert their economic capital into cultural capital. Therefore, middle/ upper-class students situate a privileged position and working-class students are in an unprivileged status and such a difference, in turn, constitutes educational inequity. This relation suggests that the enrollment percentage of middle/ upper-class students at top universities should be much higher than that of their working-class counterpart. In order to examine this possible linkage, a questionnaire, which focused on the interplay between family socioeconomic status, cultural capital and educational achievement, was distributed to 114 students of an elite university, who were randomly sampled. The findings confirmed the theory of cultural capital.

42748
Ethnicity and Access to Higher Education in Malaysia in the Perspective of Cultural Capital
Chai-wei Toh, Zhengzhou University, China

The habitus theory, developed by P. Bourdieu, has been extensively applied to explore educational inequity. It hypothesizes that students' educational performances are not rooted in their mental abilities, such as IQ and EQ, but reasoning ability, conceptualized as habitus that develops within a specific type of social space in which their parents invest cultural capital that requires the support of economic capital. Equal access to education among the three ethnic groups in Malaysia (Malay, Chinese and Indian) is major issue. Due to the racial riots of May 1969, the Malaysian government implemented the New Economic Policy (NEP) in 1971 to eliminate social inequity and promote racial unity through education (Malakolunthu 2009). However, the policy benefited the Bumiputera (Malay and indigenous groups) by establishing a quota system that provided a preferential policy for Malay students in terms of access to higher education and government scholarships.

From the view of embodied cultural capital, Bumiputera has advantage over Chinese and Indian students in terms of admission to public universities. This opposed structure makes Chinese students to either study in private universities or abroad. The quota system was cancelled under the view of education globalisation and equality in 2001. This paper aims to discuss access to higher education among the different ethnic groups after the cancellation of the policy using cultural capital theory. Over time, the embodied form of cultural capital benefits Bumiputera students to gain access to higher education, but non-Bumiputera students are also having higher chances of higher education access through "habitus" concept.

43110

The Internet "Reduces" the Inequality of Education Outcome: A Heterogeneity Analysis on the Impact of Internet use on School Achievement
Botao Gong, Nanjing Normal University, China

Based on the data from "China Education Panel Survey" (2013-2014), this article discusses the differences of the effects of internet use on middle-school students' school achievement among the stratified families and schools in China. It shows that the effect of internet use on students' school achievement depends on how long it takes, the effect is negative for more than three hours but not significant for less than three hours; students from families of higher socioeconomic status or high-quality schools access more Internet resources but less time using Internet; moreover, the negative effect tends to be bigger in students form families of high occupational status, non-agricultural household and high-quality schools than those from families of low status, agricultural household and low-quality ones. The Internet is in a way that makes the dominant class more vulnerable to its negative effect to narrow the gap between different groups of the school achievement, in the other words, the internet is reducing the inequality of education outcome.

Sunday Session IV: 14:45-16:15

Room: *To be Announced in Final Schedule*
Workshop Presentation

42852
St. Carries Center SMART (Science, Math, Art, Reading, Technology) Academy Earth Science: A Global Project-Based Learning Collaborative
Darleana McHenry, St. Carries Center, United States

Global Environmental Science drives the instruction for the SMART Academy. We teach core concepts using hands-on activities in Earth, Physical and Life Science. We use organic gardening to create ecosystems to show how living organisms depend on one another and the environment for survival. St. Carries Center registered in four states in the USA, California, Arizona, Tennessee and Mississippi, three Countries, USA, Kenya and Tanzania use project-based learning to demonstrate that the global water demand which doubles every 20 years, at more than twice the rate of human population growth is a global issue. Pollution and over-extraction in the world have reduced the ability to meet the demand for water on a global scale. Water shortage is a worldwide problem. We design enrichment activities for children to act locally to address this global problem. Water is Earth's most precious and scarce resource. The Earth is covered with water yet only about 3% is fresh water. Freshwater animal species are disappearing 5 times faster than land animals. This crisis affects all species and impacts the world ecological system. We use Environmental Science to implement project-based learning in locations throughout the world. Students can study the environment in their locality and make an impact on Water Conservation to create a healthy planet for all.

Sunday Session V: 16:45-18:15

Room: *To be Announced in Final Schedule*
Stream: Educational Research, Development & Publishing
Session Chair: *To be Announced in Final Schedule*

43069
A New Definition and Vision of Student Mentorship: A Research Study Conducted by Honor Student and Professor of Speech at South Carolina State University, USA
Delindus Richard Brown, South Carolina State University, United States

Operationally, descriptive research in this study will define the making of a New Student Mentor and outline responsibilities of this new student leader on the college campus. The New Student Mentor (s) and tenured faculty will be argued as key sources of support for targeted peer-student enrollees. Studies in higher education show that tenured associate professors and professors can help support the academic and professional objectives of both student mentor and peer-student enrollee. The experimenter for this study believes that interpersonal dyads consisting of New Student Mentor and a tenured member of the faculty can: 1) Give advice on selection of a major area of study and recommendations for successful program completion; 2) Assist peer-student enrollees, (freshman, and /or adult student) to create powerful resumes at the beginning of course-enrollment; 3) Advise students in friendly interpersonal dyads when engaging in problem-solving matters. 4) Answer questions and use human communication skills to enhance better decision making on issues of campus life. Current evidence suggest that student leaders can become catalysts to other students in search of better ways to reach academic, social, and professional goals. Qualitative findings will be used to argue that the New Student Mentor can be an effective human tool to peer-student enrollees in the learning process. This study will explain how utilization of the New Student Mentor will be targeted across interdisciplinary programs, increasing the number of peer-student enrollees chosen as subjects for participation in the study.

43108
The Writing Process: From an Original Idea to an Original Publication
Bernard Montoneri, National Chengchi University, Taiwan

Pressure to publish is high nowadays in academia and many universities require teachers to have promotion within a few years (employment contracts often stipulate that instructors who cannot promote might be fired). The stress to get a paper published is never decreasing as teachers need to apply for grants to participate in international conferences and to fund research. In this presentation, I would like to share my experience as an editor and offer some insight into the publication process, from having an original idea to editing and publishing a paper. The presentation will be divided into six sections: 1) Finding an original idea and having a contribution (cross-language and cross-field research) 2) Doing research alone vs. academic collaboration (list of authors, first author, corresponding author) 3) Finding the right conference and the right journal (beware of predatory conferences and journals) 4) The writing process (the outline, the language, the logic, the data, the results, and the importance of the references) 5) 10 ways to have your paper accepted…or not (out of scope, poor writing, little contribution, plagiarism and self-plagiarism, etc.) 6) Academic reputation (career building, where to share one's publications efficiently).

43151
Plagiarism in L2 Writing: Perceptions of Both EFL Teachers and Learners Towards Plagiarism
Yoshihiko Yamamoto, Shizuoka University, Japan

Past studies of L2 writing among Japanese university students such as Wheeler (2009) and Kobayashi & Rinnert (2002 & 2008) made a great contribution to L2 writing research. The author of this study also teaches L2 writing in a Japanese university and teaches his students how to avoid plagiarism on their writing assignments. However, the author of this study realizes that many undergraduate students make their reference lists at the end of their writing assignments very well while some students completely forget to make in particular, in text references within paragraphs on their writing assignments. This study therefore aims to examine the perceptions towards plagiarism of both lecturers and undergraduate students in the Japanese university. It also aims to find effective teaching of how to avoid plagiarism in L2 writing. This study adopts small-scale questionnaires for 12 Japanese lecturers and interviews for 7 Japanese undergraduate students were conducted. The results show that university lecturers found that some of their students did plagiarism on their writing assignments although they did teach how to avoid plagiarism in their classes. As opposed to the lecturers, some undergraduate students found it difficult not to forget including in-text references on their writing assignments because of their lack of L2 writing experiences. Based on the results of this study, the author of this study attempts to discuss how the undergraduate students can improve both their attitude towards plagiarism and skills to avoid it.

Sunday Session V: 16:45-18:15

Room: *To be Announced in Final Schedule*
Stream: Professional Training, Development & Concerns in Education
Session Chair: *To be Announced in Final Schedule*

42549
Teacher Professional Development Through Distance Education: The Ghanaian Experience
Ellen Abakah, University of Technology Sydney, Australia
Jacquie Widin, University of Technology Sydney, Australia
Nina Burridge, University of Technology Sydney, Australia

In spite of the global interests in teacher continuing professional development (CPD), Ghana is yet to institutionalise the implementation of well-designed CPD policies to guide teachers' practice. At present, professional development opportunities entail teachers' participation in hardly organised in-service training and workshops activities. Consequently, continuing education through the distance education has emerged to be the most viable opportunity to update professional knowledge in order to improve practice. While teachers are increasingly seeking professional development through this approach, there are relevant issues associated with this practice, which this study seeks to account. Issues raised include the relevance of qualifications sought by these teachers in relation to their classroom practices as well as the loss of instructional hours owing to their participation. With a recent ban on newly trained teachers' pursuit of continuing education, this study contributes to the ongoing debates by using data collected from sixteen teachers and six educational stakeholders in qualitative interviews. The aim is to present an account using teachers' CPD experiences on one hand and that of educational stakeholders on the other to suggest ways of improving CPD practices for Ghanaian teachers. In spite of the significance of continuing education to teachers' professional development in Ghana, the study recommends a more regularised and systematic ongoing learning activities for teachers CPD practices. Issues associated with teachers' continuing education need urgent redress to ensure teachers' development do not affect teaching and learning in the classrooms.

42074
Silent Tears, Shattered Dreams: Causes and Consequences of Early School Leaving in the Province of Quezon
Antonio Romana, Southern Luzon State University, The Philippines
Amelita Gaerlan, University of Santo Tomas, The Philippines

Early school leaving (ESL) has been the first qualitative research in the province of Quezon focus on investigating this kind of phenomenon. This paper argued that ESL reflects the negative consequences that may affect children once they did not continue their education such as economic disability, juvenile and other problems related to social, emotional, and cognitive needs of children. This investigation utilized qualitative research using case study design which aimed to investigate the causes and the consequences of early school leaving. Participants were recruited by means of a snowball technique. They are composed of fifteen (15) early school leavers and fifteen (15) parents/guardians. During the interview ethical considerations were observed. The data were collected using a semi-structured interview that enabled the researcher to extract from the participants the needed information for the study. With the aid of a video recorder, every significant detail that the respondents revealed was clearly captured and recorded. Data collected were transcribed carefully. Afterwards, they were subjected to coding in order to group the similar contents needed to sort the data for later analysis using thematic analysis. Findings revealed that familial, personal, school-related

dimensions influenced these school-aged children to leave the school early while emotional and personal vulnerability were the negative consequences experienced by the participants.

41517

The Enhancement of Stephen Huber's Theoretical Framework for the Evaluation of a Teacher Professional Development Programme

Wendy Hiew, Universiti Malaysia Sabah, Malaysia

This paper presents an enhanced theoretical framework for theory-based empirical research and evaluation of teacher professional development proposed by Stephen Huber. The theoretical framework was adopted in doctoral research, which has completed, that looked into a teacher education programme in Malaysia called Professional Up-skilling of English Language Teachers (ProELT). The reason for adopting Huber's theoretical framework was due to the comprehensive components to assess multiple aspects of a professional development programme: 1. Background conditions of the participants in regard to their professional and personal needs; 2. Participants' judgement of the programme; 3. Participants' perception of the program; 4. Participation in the programme; 5. Features of the program; 6. Individual or group participants; and 7. Impact of the programme. The findings revealed some major limitations of the programme: the coursebook materials; selection of participants; and the amount of follow-up support. These were found to have had had a negative emotional impact on the teachers and compromised the potential benefits of the programme. Hence, these findings generated four new components that were added to Huber's theoretical framework: 1. Selection of participants; 2. Incorporation of the Adult Learning Principles in the design of a programme; 3. Follow-up support for teachers; and 4. Assessment of the program impact that aligns with the objectives of the programme. It is hoped that the enhanced theoretical framework would provide educational researchers with a wider perspective in the research and evaluation of teacher professional development programmes.

Sunday Session V: 16:45-18:45

Room: *To be Announced in Final Schedule*
Stream: Professional Training, Development & Concerns in Education
Session Chair: *To be Announced in Final Schedule*

43333
Sources of Non-Thai-Non-Native Pre-Service Teacher Efficacy
Anupong Tuaynak, King Mongkut University of Technology Thonburi, Thailand
Punyapa Saengsri, King Mongkut University of Technology Thonburi, Thailand

As teacher efficacy can be a vital factor in the learning outcomes of students. Knowing the sources of this efficacy may be beneficial for teacher-education programs as it will help the preservice teacher become more efficacious. Therefore, this study was conducted to investigate the sources of non-Thai-non-native pre-service Teachers' Efficacy in three aspects: student engagement, instructional strategies and classroom management. (Tschannen-Moran and Woolfolk Hoy, 2001). Four MA participants at the School of Liberal Arts, at King Mongkut's University of Technology Thonburi participated in this qualitative study. The findings suggested that mastery experience, vicarious experience and verbal persuasion are the sources of teachers' efficacy. The study also reveals that there are other additional sources of efficacy such as personal experience that can be more prominent for preservice teachers. On the basis of these findings, the pedagogical implications and suggestions are included in this paper. g

44045
How Can Design Competitions Enhance Students' Learning Motivation and Professionalism? A Case Study of Fashion Design Undergraduates in Hong Kong
Ling Jenny Cheung, Technological and Higher Education Institute of Hong Kong, Hong Kong
Yui-yip Lau, Hong Kong Community College, Hong Kong
Man-Hin Eve Chan, Technological and Higher Education Institute of Hong Kong, Hong Kong
Chi-Kuen Danny Ho, Hang Seng Management College, Hong Kong

To be successful in creative industries like art, fashion and design, students need to develop their professional capacities in deploying creativity and intellectual capital in collaboration with other parties to provide goods and services with cultural, artistic and innovative contents. One effective approach is to nurture students' professionalism and enhance their learning motivation is collaborative competition. This is particularly relevant for undergraduate fashion design students because it allows them to explore the industry's competitive nature before graduation. More research is needed to enhance our understanding of students' learning processes and outcomes of participating in design competitions. In response, we carried out a case study, in which semi-structured and in-depth interviews were conducted with participants of the International Footwear Design Competition organized by the Confederation of International Footwear Conference(CIFA)in 2017. Interviewees include undergraduates enrolled in a higher education institution in Hong Kong, competition organizers, tertiary educators and industry partners. The interviews were carried out to examine the process and outcomes of student design competitions. The case study aims to answer the following research questions: 1) What are the key changes in the learning experience of undergraduates after participating in a collaborative competition? 2) How does competition enhance the motivation of students to learn and develop professionalism in the context of fashion design? This study concludes that student design competitions are an effective pedagogical tool for nurturing the desired graduate attributes(i.e. motivation for lifelong learning and professionalism)by applying theoretical knowledge from higher education to real life situations in the industry. Academic and managerial implications of the findings are also discussed.

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43176

Video-Based Professional Development for Senior High School Mathematics Teachers' Developing Teaching Competence

Haw-Yaw Shy, National Changhua University of Education, Taiwan
Ting-Ying Wang, National Taiwan Normal University, Taiwan

Mathematics teachers in East Asian countries can teach concepts and demonstrate problem-solving to their students correctly. What they need in teacher professional development (TPD) activities is to deepen their mathematics understanding by figuring out the core ideas of mathematical concepts and to learn how to instruct those ideas. This study aims to explore senior high school mathematics teachers' learning in video-based TPD activities aiming to cultivate teachers' understanding of core ideas. The study adapted Shulman's six-stage model for teaching pedagogical reasoning and actions—comprehension, transformation, instruction, evaluation, reflection, and new comprehension— to conduct TPD activities and to investigate teachers' growing. One teacher educator in the field of mathematics videotaped his own teaching in secondary schools to show how core ideas can be delivered. Watching videos is the intervention between translation (design teaching plans) and instruction. The participating teachers (PTs) were asked to modify their teaching plans after watching the videos. The teacher educators in mathematics education explained and discussed with PTs in all stages regarding the teaching videos and PTs' teaching designs. In this paper, two PTs' learning of the core ideas regarding vectors will be reported. Content analysis was conducted to analyze PTs' teaching plans and the discussions. The findings include that (1) TPs developed understanding of core ideas in the video-based TPD activities but still cannot transform their comprehension into their teaching plans; and (2) TPs' different MCK, MPCK, willingness to reflect, and confidence influenced their focuses when watching videos and their willingness to modify their teaching plans.

43545

Characteristics of Action Research in Chinese Language Teaching in Singapore

Jing Yan, Singapore Centre for Chinese Language, Singapore

Action research has been promoted as an approach for teachers' professional development. Distinguished from traditional research methodology, action research is characterized in solving problems in an authentic environment, reflections, cyclic processes, and mixed usage of research tools. However, the practice can be influenced by socio-cultural factors. Research has suggested that Singapore's socio-cultural factors, such as "top-down" culture, productive efficiency and "Kiasu syndrome (afraid of losing)", may have influenced the way teachers implement action research. This study reviewed 95 action research reports in Chinese language teaching from various sources including local teacher journals, conference proceedings and books. The researchers have coded reports in terms of motivation and topics, cycles, research methods and reflective practice. The results revealed that Singapore teachers implemented action research in a quantitative approach by which pre-tests and post tests are the most frequently used research methods. Meanwhile, teachers paid limited attention on reflection and cyclic processes. The implications for professional development and teaching are discussed accordingly.

Sunday Session V: 16:45-18:45

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

43498
Thai University Students' Perceptions and Practices of Smartphone use for English Language Learning
Siriluck Wechsumangkalo, Dhurakij Pundit University, Thailand

Mobile learning is now a growing trend in learning languages. Mobile devices like smartphones are commonly used by university students in their daily lives and are also commonly allowed in classrooms. There have been an increasing number of language learning applications. Previous studies have suggested that those applications on smartphones can help develop students' language skills. Conducted with English major students at a private university in Thailand, the present study aims at investigating how the students perceive the benefits of smartphones for learning English and how they use their smartphones to improve their English skills. The students were asked to complete the online survey, with Likert-scale items and open-ended questions. The data collected from 122 respondents were analyzed using basic descriptive statistics. The results reveal the students' positive perceptions of smartphone use for English language learning (average score: 4.05/5). They agree that smartphones can help them improve their English skills – especially vocabulary, reading, and listening respectively. The results also show that most students use their smartphones to improve their English skills – especially vocabulary, listening, and reading respectively. The students' responses to open-ended questions allow teachers and researchers to learn more about their perceptions and practices. The implications of the study are also discussed.

43702
Digital Technology Use of Teachers and Students and Their Perceptions of Technology Integration into English Curriculum in Thailand
Pornnicha Weerakanto, University of Arizona, United States

In this digital age, many CALL scholars affirmed the leverage of digital technologies and social media to access enormous authentic online resources. Moreover, technologies can increase students' motivation, their learning outcome and make teaching and learning more constructive and engaging. However, no research to date explored in depth the digital technology use of students and teachers and their perceptions about technologies for teaching and learning in Thai contexts. In response to a call for teachers to incorporate digital technologies into the curriculum, this qualitative study investigated how English language in-service teachers and students at a Thai private university use digital technologies for academic and non-academic purposes. The study also explored their perceptions of technology incorporation into English curriculum. The study's objective is to raise an awareness of practitioners, researchers and policy-makers to create innovative technology-enhanced language learning activities to develop students' digital technologies. It is widely accepted that digital literacies are essential skills to survive in the age of emerging digital literacies. For data triangulation, the findings derived from five sources including teacher and student surveys, teacher interviews, student focus group discussions, class observations and artifacts. The findings revealed that teachers and students felt positive with technology integration into the classrooms, but some hurdles and discrepancy were discovered. The students were more skillful in using more various types of digital technologies and social media than the teachers. Overall, this study will fill a gap of literature on digital literacies, teacher education and technology-enhanced language teaching and learning in Thailand.

43131

The Investigation of College Students' Online Learning: Social Media as an Example

Szu-Yu Ruby Chen, Chung Yuan Christian University, Taiwan

The importance of digital communication on social media has gradually attracted the attention of researchers from disciplines in social sciences. The aim of this study is to examine college students' perception of online learning and peer relation through the use of social media in digital communication. Qualitative interviewing, composed of eight participants, aged 21-22, from a university in northern Taiwan, was used as an instrument. The analysis was carried out with a focus on participants' perception of online learning. Results show that the concepts of relationship and identity, interaction, as well as addressivity (readership), should be considered. Through digital communication, college students make use of these affordances to foreground their friendship and cultural bond with peers, constituting an affinity space to share common knowledge and conventions. Moreover, college students have reshaped the nature of communication by learning an extended set of orthographic choices on social media in digital contexts. Although further developmental work is still needed for future research, the newness in digital communication, by all means, constitutes a new way of learning.

42388

Online English Teaching Materials in the Philippines: An Evaluation Teaching and Learning Materials for Korean Adult Learners of English

Debbie Kate Salvo, University of Sussex, United Kingdom

The emergence of Computer-Assisted Language Learning (CALL) has become a normal part of the practice of English language teaching. Through the latest developments in technology, the world of teaching and learning has also shown the latest trends in studying and learning English in creating a virtual environment. Thus, the spread of teaching and learning English online is becoming an industry in most non-English speaking countries. The focus of this research is on the teaching and learning materials used in the Philippines in one of the Korean online English teaching companies. The literature describes several studies made by other researchers regarding the development and evaluation of English as a Foreign Language (EFL) materials used in a face-to-face setting. Also, it presents other skills which teachers must develop which is slightly different from English teachers teaching in an EFL classroom in order for them to come up with their own style of teaching online. Qualitative analysis was used to analyse and interpret the data from a small number of respondents. The results show how teachers perceive the advantages and disadvantages of online English teaching including the effectiveness of the materials provided by the company. Based on the evaluation, the results also show that most of the coursebooks were designed for a face-to-face setting. Also, the content and layout must be altered in a more efficient way which significantly reduces the credibility of the materials.

Sunday Session V: 16:45-18:45

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

42676
Effectiveness of 2C-2I-1R Lesson Log Format in Dr. Juan A. Pastor Memorial National High School: Basis for Localized Guidelines
Nenita Adame, Dr. Juan A. Pastor Memorial National High School - Senior High School, The Philippines

Certain considerable issues have revolved around the systematic transcription of Curriculum Guide (CG) into a Daily Lesson Log (DLL) in the Senior High School context. Some problems have been identified as resulting from board curriculum competencies in relation to executable pedagogical classroom strategies. As such, the primary objective of this paper is to assess the effectiveness of re-contextualizing the aligning of CG with DLL given a certain socio-cultural setting of an educational academic milieu, by utilizing a pedagogical strategic framework known as 2C-2I-1R thru the results of the pre-test and post-test during the delivery of the lessons in a quarter. The primary claim of the study is that, to develop pragmatically executable localized guidelines of Daily Lesson Logs would reduce the likelihood of misalignment of DLL with CG, given the constructivist pedagogical approach of the current Philippine educational system.

43270
Exploring the Role of Teachers in Converting Teaching Materials: An Analysis of Teachers' Instructional Strategies for Argumentative Writing in Singapore
Yan Ni Tan, Singapore Centre for Chinese Language, Singapore
Jing Yan, Singapore Centre for Chinese Language, Singapore
Xin Du, Ministry of Education, Singapore, Singapore

Many educators and researchers see published materials in a mandated textbook, as the efforts of content experts to improve teaching that should be adhered closely to. It is stated that curriculum intentions have been formulated into a textbook with appropriate designs for implementation (Valverde et al., 2002). However, the classroom practice is sometimes different from instructional designs. This study investigated the difference by using classroom observation and discourse analysis. The participants of this research are four Chinese language teachers with different seniorities. In this study, we are primarily concerned with the teaching of argumentative writing skill in the Chinese language. The research questions in this study are 1) What are the teaching strategies of argumentative writing by the participating teachers? 2) What are the differences and similarities among these teaching strategies? 3) Are the teaching strategies aligned with the guidelines stated in the textbook? The results and findings from classroom observations indicated that teachers developed a spectrum of pedagogical strategies from the ubiquitous material, which can be categorized mainly into four categories: adaptation, contextualization, participation and comparison. The significance of this study is to offer insights about the role of teachers in converting instructional materials into relevant classroom practices, while also to identify a potentially neglected area in pre-service teacher's training.

43366
Reconceptualizing Tesl Training for Pre-Service Teachers: A Translanguaging Pedagogy Perspective
Daniel Chang, Simon Fraser University, Canada

A traditional TESL training course often focuses on training pre-service teachers how to teach and what to teach in a classroom setting. Cummins (2007) raises important pedagogical practices that bear many monolingual assumptions in today's language learning classrooms. Many introductory TESL courses/programmes, for instance, approach language teaching and learning issues from a deficit-oriented perspective, meaning that many TESL methodologies and SLA theories assume the importance of teaching learners how to "sound like" a native speaker. The present paper, thus, problematizes the current monolingual-bearing TESL practice in a multilingual society. Using the autoethnographic lens, the present paper reports on the author's own experience as a TESL trainer for an advanced elective TESL course at a medium-size multilingual Canadian university. The author redesigned the 12-week long TESL course, tailoring the most updated applied linguistic theory and research – translanguaging – to the needs of the pre-service teachers in today's multilingual classrooms. Drawing resources from the pre-service teachers' linguistic repertoire, the author designed several translanguaging TESL activities that help the pre-service teachers to fully understand the current global state of multilingual education. The present paper also points to some pedagogical implications for connecting the gaps between translanguaging practice and translanguaging pedagogy.

44122
Elementary Pre-Service Teachers' Capabilities in Designing Inquiry-Based Science Activities
Ying-Feng Wang, National Taichung University of Education, Taiwan

The purposes were aimed to enhance the elementary pre-service teachers' creativity, problem-solving skills, and to explore their capabilities in designing inquiry-based science activities. In Taiwan, inquiry-based learning is emphasized in the new national curriculum guidelines; meanwhile, instructional design is also driven by the trends of STEM education. The objectives of science teaching and learning lead to inspiring the students' creativity, critical thinking, reasoning, problem-solving, flexibility, adaptive thinking, collaboration and communication. In the study, thirty-five elementary pre-service teachers enrolled a three-semester hour course with an emphasis on nurturing scientific creativity to complete a sequence of inquiry-based activities, such as problem and project-based learning activities. Pre-service teachers collected the information, generated new ideas and take actions to solve the problems under the problem setting. They did the projects integrating STEM education, such as robot walking, robot competition, organ king, and toy car powered by reused materials. During the processes, more creative student work was generated through their brainstorming and critical thinking. Besides, pre-service teachers had to develop new science training activities for elementary pupils with an emphasis on scientific inquiry. The instruments were developed by the researcher and validated by ten researchers; including the checklist of mind maps and the questionnaires of measuring student creativity, problem-solving skills and abilities in designing inquiry-based activities. Data were collected from students' mind maps, hands-on activities, teaching plans, questionnaire and personal interviews. The results indicated that ninety-five per cent of pre-service teachers performed well in designing inquiry-based science activities.

Sunday Session V: 16:45-18:45

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

42801
The Role of Non-Formal Education in Developing Rural Youth Empowerment
Gusti Agung Ayu Pramitasari, Charles Darwin University, Australia

Unemployment remains a real concern for developing countries like Indonesia. The pace of employment growth is much slower than population growth, with the highest unemployment rate being among youth, who are encountering difficulties finding their place in the national workforce. Along with unemployment, poverty is an entrenched social and economic challenge. This paper draws on the work of Bourdieu's use of social capital to explore how a non-formal education center has established greater educational opportunities and students' achievement has gone beyond expectation. Taken from interviews with young people who attend the learning center I explore how a non-formal education setting has been able to support rural youth empowerment and develop agency in overcoming disadvantage. I argue that it is important to provide better education and guidance for youth in developing their agency in order to overcome their disadvantage. Non-formal learning is often the most appropriate educational strategy and thus a better choice than formal education in the context of disadvantage youth in the rural community. This research will be useful in informing policy production with regard to education, employment and socio-economic disadvantage.

41280
Empowering a Marginalised Society: Alternative Education Provision for the Undocumented Children of Sabah, Malaysia
Rose Patsy Tibok, Universiti Malaysia Sabah, Malaysia

Although education as the unequivocal right of every child is manifested in the 1948 Universal Declaration of Human Rights and 1990 Convention on the Rights of the Child, formalised school learning is still proving to be inaccessible to many children worldwide due to factors of displacement and national policies on citizenship (UNICEF, 2015). For the undocumented communities in the Malaysian state of Sabah, the absence of legal documentation proving citizenship or country of affiliation deprives them of many aspects or norms of a regulated society in terms of security, education, welfare, health care, and basic fundamental rights. It is, however, the lack of education or access to it that has far-reaching implications on their children. Without valid identification and registration in government databases, the affected child becomes officially 'invisible' or 'non-existent' thus subjected to systematic exclusion from mainstream education. Alternative education programmes (AEP) whereby the teaching and learning is structured to provide "alternative means of access to education" to those excluded from mainstream education through factors of "age, gender, ethnicity or geographical location" (IIEP, 2009:2) are implemented as an immediate, albeit temporary, redress of this situation. This paper presents an overview of the alternative education initiatives for the undocumented children in Sabah and examines the challenges associated with the implementation of learning that provides rigor, quality, validity, value and a way forward for this marginalised group. The paper concludes with a framework of recommendations to ensure the ultimate aim of education for all could be realised.

43427

Social Inclusion: A Systemic Approach to Child's Well Being

Manju Rajput, Modern School, India

Ruchi Thakkar, Modern School, India

The presentation will serve as a guide for teachers in contributing to the child's well-being. It will also enable them to transform the environment into inclusive and equitable learning spaces. In this paper, we have focused on the ecological systems theory which clarifies the role and importance of school and teachers as caretakers in a child's life. It explains the connections we need to make in bringing about a positive change in a child's life and contributing to his well-being. Firstly, by placing the child in the center of different layers of the environmental system and secondly, by connecting all the microsystems that are closest to the child which includes his neighborhood, child care facilities and family. It also connects the circle of Macrosystem which includes the government educational policies and its commitment to universal education in India. Macrosystem is a determinant of the functioning of other systems in a child's life.

43346

Dropout of Teen Age Girls from Schools in Rajasthan, India: Causes, Consequences and Remedies

Anju Gurawa, Delhi University, India

This paper is based on the dropout of girls students which is 70% to 80% in India for the age group of 9 to 19 – when girls are going through the menstruation cycle. Because of the lack of awareness, social shame, and the lack of sanitary napkin availability, girls are forced to stay home and even if they go to school girls avoid drinking water for more than 6 to 8 hours so they can avoid using washrooms which further create urinary infections and other health problems. Even if sometimes the situation arises when a girl is forced to go to the washroom she has to go in the open and at the same time boys, sometimes four to five in number, are just standing before her while she is urinating. Girls are raped in the schools, but this not reported, male members of the school including her classmates, teachers, working staff touch them on cheeks, press their breasts, and all kinds of physical touch, press, force, and abuse takes place. All these experiences force girls to stay away from schools and at present, there is a great number of girls that haven't gone to school since birth although the right to education is a fundamental right in India. However, the educational institutions, teaching staff, workers and most male folk in society make circumstances so horrific for girls that they avoid going to school. This study is based on a survey in the Rajasthan District of India. Part of the study will be a comparison between the rural and urban (Delhi) infrastructure of educational institutions to combat the hurdles to impart education to every girl in Rajasthan.

Sunday Session V: 16:45-18:45

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

42404
2C-2I-1R Approaches: Way to Reduce Math Anxiety Among Senior High School Learners
Elymar Pascual, Talangan Integrated National High School, The Philippines

This paper aimed at determining the possible solution to the Math anxiety of Senior High School (SHS) learners of Talangan Integrated National High School (TINHS). Alongside teaching, the teacher-researcher explored different activities which promote the 2C-2I-1R approaches that the Department of Education mandated to be used for 21st-century learners. These activities are TDAR (Think-Discuss-Act-Reflect) which is a collaborative approach, RMFD (Recall-Model-Familiarize-Decide) which is a constructivist approach, 4A's (Activity-Analysis-Abstraction-Application) which is an integrative approach, AICDR (Ask-Investigate-Create-Discuss-Reflect) which is an inquiry-based approach, and TTRA (Think-Talk-Read-Ask) which is a reflective approach. A survey on Math anxiety level among 100 SHS learners of TINHS was conducted and it was found out that they have a moderate level of Math anxiety (mean of 2.96). Different teaching approaches in teaching Mathematics, specifically Statistics and Probability, which is a core subject offered this 2nd semester of the school year 2016-2017, are applied in classroom teaching. After exploring the different approaches in teaching and learning for a period of one month, the Math anxiety level was again measured using the survey question. Learners' Math anxiety level was computed to be at a low level (mean of 2.26). The difference between the level of Math anxiety before the application of different approaches in teaching (2.96) and the level of Math anxiety after the application (2.26) was deemed significant using t-test. At the end of the study, recommendations were given to master teachers, school heads, district heads and officials, and to future researchers.

44028
Understanding & Applying Character Education in Chemistry: A Case Study of 10th Grade High School in Indonesia
Ahmad Ma'ruf, Bandung Institute of Technology, Indonesia
Yulianto Yulianto, Bandung Institute of Technology, Indonesia

Indonesia tries to balance the quality of content learned and the quality of the characters one' develops. Character education implemented to prepare good human resources in the future as the golden generation of Indonesia 2045. Based on The Presidential Regulation no. 87 of 2017 on Strengthening Character Education, there are 18 character values that related to environment, nationality, connected with god, connected with others and connected with oneself. Understanding and applying character values in an academic subject matter is very important, such as in chemistry. This paper focused on the integration of character which connected with oneself in chemistry lesson for 10th-grade high school student and the respondents are chemistry teachers. 35% of respondent never read about the policy and 57% can not mention the total of character values. There are 9 chapters of chemistry and 9 values that assessed in this paper. The average is 50% for the dependability and ease of deployment of character values in every chemistry's material, where the highest scores are curiosity and fond of reading. 43% of respondents had difficulty measuring and applying character values and 37% had not understood the assessment. These are caused by the lack of training and socialization, no assessment guidelines, the number of student in 1 class and the difficulty determining the benchmark of each student's character.

44172

Use of Guided Inquiry with Interactive Simulations in Enhancing Students' Conceptual Understanding in Physics

Ma. Kristine Estipular, De La Salle University, The Philippines
Lydia Roleda, De La Salle University, The Philippines

The effectiveness of experiential learning in science have been thriven by several studies. However, in the Philippines, science is still being taught traditionally since not all schools have enough laboratory rooms and equipment to accommodate large science classes especially in government schools. Using computers in teaching is one way to address this problem. This action research aimed to improve teaching physics by using guided inquiry with interactive simulations. A Plan-Do-Study-Act (PDSA) cycle was used to identify its effectiveness. The participants were two classes of Grade 9 students from a secondary school in a major city in the Philippines. The instruction was given for 4 weeks using 8 simulations covering the topics on motion, forces, and mechanical energy. Results from the pre-test and post-test have shown a significant improvement on students' conceptual understanding on these topics in physics. This finding revealed that the use of guided inquiry with interactive simulations is an effective intervention to address the scarcity of laboratory materials in schools.

43149

From Surviving to Thriving: Perceptions of Teaching Intensive Mode in the Sciences

Elaine Huber, University of Technology Sydney, Australia
Yvonne C. Davila, University of Technology Sydney, Australia
Alexandra C. G. Thomson, University of Technology Sydney, Australia

Recent institutional changes alongside a move towards accelerated study through micro-credentialing have resulted in an increase in the number of subjects taught in intensive mode delivery (IMD). The benefits of delivering an IMD (also known as compressed, block or accelerated) curriculum are widely reported and also include the opportunity for students to catch up on missed or failed subjects (Davies, 2006). However, there is little written on the pedagogy or design of IMD curriculum in the sciences (Harvey, Power & Wilson, 2017). Drawing on a recent national review of IMD teaching in Australia (Male et al., 2017) which provided a set of recommendations to guide the design of IMD curriculum, this study investigates the contextual factors of teaching IMD in the sciences. Findings from guided interviews and thematic analyses of 18 tertiary undergraduate science teachers' perceptions and reflective comments, demonstrate the diversity and complexity of IMD curriculum design. Whilst teacher perceptions are generally positive due to factors that include small class sizes and more engaged students, there are also challenges related to the delivery of content-heavy subjects, the scheduling of practical classes, previous teaching experience, and approaches towards change. Some teachers used the IMD to trial new teaching practices and then fed-forward these improvements into their subject redesign. A set of guidelines for good practice specifically for the design and delivery of IMD subjects in the sciences will be presented along with lessons learned. This study is of value to science educators, educational designers and university administrators.

Sunday Session V: 16:45-18:15

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

42918
Shaping the Time to Be Good Teachers: Agency and Structure Struggle Over Time Ownership and Management in a Transnational University
Giovanna Comerio, University of Nottingham Ningbo China, China

The neoliberal university defines the objectives of teaching excellence mainly by adding elements of accountability that increase the administrative workload for teaching staff, and by setting stringent time-frames for teachers to reach those objectives. At the same time, the university emphasizes the concept of individual agency, and gives teaching staff full personal responsibility for choosing how to reach those objectives. Teachers, on the other hand, while striving to improve their teaching strategies and pedagogies, find that the university definition of agency, the administrative workload and the pre-set time-frame compromise the quality of their teaching, rather than improving it. This case study is part of a doctoral research on teachers' agency in a transnational university. It focuses on a teacher who, while agreeing with the university objectives in terms of teaching excellence, does not agree with the university's idea of time management and its emphasis on administrative tools as a guarantee of teaching quality. Over the years, she has successfully opposed institutional definitions of 'effective' time use with her own, that stresses time spent in preparing and delivering classroom teaching and student support and was able to contain the university's requests in terms of administrative load. This way, she redefined her responsibility and agency as a teacher, which for her is not simply limited to deciding on how to reach a university's teaching objectives. Rather, she (re)took control over the use of her time skillfully insinuating her own agency within, despite and to some extent undermining centrally imposed structures.

43198
I am a Mercenary Now': International Teachers as a Global Educational Precariat?
Adam Poole, University of Nottingham Ningbo China, China

International teachers still remain an under-researched group in the field of international education (Bailey, 2015; Bunnell, 2016). They have typically been defined from a personal perspective (Garton, 2000) or in terms of fixed character types (Hardman, 2001). However, recent studies (Baily, 2015; Burke, 2015; Savva, 2015, 2017) have started to reclaim the international teacher experience by exploring the complexity of international teachers' lives. Rather than focusing on seemingly fixed characteristics, these studies show how teachers' experiences play a significant role in the construction of their professional identities in cross-cultural contexts. As part of this turn to the international teacher, Bunnell (2016) has proposed the notion that international teachers should be understood as part of an international educational precariat, a term proposed by Guy Standing (2011). The purpose of this study then is to substantiate Bunnell's thesis that international teachers are emerging as an educational precariat. It draws upon data interview data from a larger study which explored the construction of international teacher identity in a Chinese bilingual school in Shanghai. In so doing, I build on Bunnell's work by supplying empirical data to substantiate his claims, but also extend it by questioning the extent to which all international teachers can be said to be a part of a precariat.

43132
Challenges Faced by Part-Time Foreign Lecturers: A Case Study
Milena Agnieszka Guziak, Doshisha Women's College of Liberal Arts, Japan

In times of falling Japanese population and changes in the Labor Contract Law that have been taking place in the last decade, many part-time lecturers may face a precarious situation due to which the quality of education may suffer as a result. While Japanese universities strive to survive economically by devising new ways to attract foreign and Japanese students, there is a possibility that many part-time and temporary contract lecturers grapple with the annual contract renewal-related uncertainty, the shortage of full-time and tenured employment opportunities, long commuting time between different working places, and other related issues. With the intention to investigate the existing moods among part-time educators relating to the changes in the Labor Contract Law, their possible effects on them and the quality of tertiary education, an exploratory case study in the form of in-depth interviews have been carried out. The interviewees are affiliated with the universities within the Kansai area.This presentation will discuss the initial findings of the conducted investigation and attempt to formulate a hypothesis for further research

Sunday Session V: 16:45-18:15

Room: *To be Announced in Final Schedule*
Stream: Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts
Session Chair: *To be Announced in Final Schedule*

43935
Compassion: The Missing Twenty-First-Century Skill
Maria Louella Tampinco, Miriam College, The Philippines

Teaching twenty-first-century skills - critical thinking, communication, collaboration, and creativity - has gained much ground in recent years in educational systems worldwide. These skills have been deemed essential for meeting the challenges of an uncertain future, which are shaped by population increase, the lightning-quick pace of technology advancement, and unpredictable events both locally and globally. World events give rise to certain questions which make us question humanity and the future of the world we live in. This paper will present insights about how pre-adolescents perceive, define, and experience love and compassion. It will also present the first attempt at One Middle School in Love, a school-wide campaign which aims to help the students to see love in a different way, held on Valentine's Day. The presentation hopes to raise awareness on the importance of teaching compassion to young people, in order to contribute to capacity building for a better world in the future.

44074
The Route of Spiritual Education: Chinese Culture's Guigu Spiritual Method
Chen-Mei Li, Weixin Shengjiao College, Taiwan
Li-Yueh Chen, Weixin Shengjiao College, Taiwan

Spiritualism is the faith or belief that an individual maintains concerning life's ultimate value. Out of the world's four ancient civilizations, only the Chinese culture has remained fairly unbroken in its continuity, and the I Ching can be found at the root of the Chinese philosophy and thoughts. All that governs Chinese culture can be traced back to I Ching, which describes the laws of harmony for the universe at large, and is the path for returning spirituality to the empty space (akasadhatu). I Ching originated from the Three Sovereigns and the Five Emperors, inherited by the master of wisdom Wan Chan Lao Chu and nurtured into the Guigu culture. The spiritual method is the origin, which is the root and source of I Ching, truth and wisdom, is both of Master Wang and Master Guigu, and is the awareness of the self. Spirituality is gained through the method. The truth from the universe's law of harmony is our origin and the infinite depth of our spirituality. The origin and root of spirituality is also the law of harmony, under the pseudonym of Guigu. The Guiguzui spiritual method using I Ching teachings, a superior spiritual method to true peace where man is taught peace can only be achieved through peace. This is the key to why the energy of Chinese culture has continued and flourished through time. This article describes the essence of Guigu spiritual method in Chinese culture, and what is the root of spiritual education in Chinese culture.

42105

Integrating Neurodidactics Stimulation into Blended Learning in Accommodating Students' English Learning in an EFL Setting

Rukminingsih Rukmi, STKIP PGRI Jombang, Indonesia

The article reports a research on integrating neurodidactics stimulation into blended learning in accommodating students' learning foreign language. The most important principles of neurodidactics and brain-based teaching are involved in motivation, emotion, learning, and memory. The learners' emotion about language affects their desires to learn a language. This study aims to examine (1) how can neurodidactic process of blended learning be applied to stimulate students learning in an EFL setting (2) to what extent the integration of neurodidactics stimulation into blended learning stimulates students' emotion and motivation in acquiring English in an EFL setting. The participants are 30 students of English Department of STKIP PGRI Jombang. They learn English as a foreign language Using qualitative data from observation and students' journal to provide the process of blended learning stimulated by neurodidactics and students' emotion and motivation in acquiring a foreign language. The findings show that neurodidactics stimulation supports students' positive emotion and motivation to learn a foreign language. Based on this study, considering students' brain work in teaching English as an EFL setting is suggested.

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Educational Research, Development & Publishing
Session Chair: *To be Announced in Final Schedule*

43558
Development of Student Engagement and the Relationship Between Student Engagement and Peer Victimization Among Middle School Students: A Three-Year Longitudinal
Qiao Zheng, Beijing Normal University, China
Lingyan Li, Beijing Normal University, China

Student engagement refers to the intensity and quality of students involved in learning and non-learning activities in school, which is most important to students' personal development. A three-year longitudinal study was conducted to understand the development characteristics of middle school students' engagement and the associations between peer victimization and student engagement in China. A total of 390 seventh-grade students were recruited from one public school. 294 participates (48.3% girls, 51.7% boys) completed all questionnaires in three consecutive years. First, Hierarchical Linear Modeling results showed that students' behavioral engagement significantly declined with grade; emotional and cognitive engagement significantly increased with grade. Then, we analyzed the prediction of independent variables (student's perceived physical, verbal, relational victimization) to student engagement. Results showed that in the first year, verbal victimization had a significant and negative prediction to student's behavioral and emotional engagement; relational victimization had a significant and negative prediction to student's behavioral, emotional and cognitive engagement. In addition, physical victimization significantly and negatively predicted the developmental trends of behavioral engagement, which means a student's behavioral engagement would decrease faster when he/she had higher levels of physical victimization. These findings have important implications for reexamining school education quality. Student engagement could be an effective indicator for educational researchers to understanding the process of students' school learning and school life. Moreover, peer victimization plays an inhibitor role in the development of student engagement. Programs that aim to prevent and intervene students' peer victimization would be helpful and valuable for students' learning and life in school.

43074
Education Inequality in Mongolia: Measurement and Causes
Otgontugs Banzragch, National University of Mongolia, Mongolia
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Munkhireedui Bayarjargal, Economic Research Institute of Mongolia, Mongolia

Using data from the LSMS 2002 and HSES 2012 in Mongolia, we have estimated the educational Gini coefficients by years of schooling for adults and by school attendance rate for children. The Gini coefficient measured by using years of schooling for the population aged 19 and above decreased from 0.274 in 2002 to 0.178 in 2012. For adults of both genders, educational inequality has declined while the Gini coefficients are consistently higher in rural areas than in urban areas in both periods. The Gini coefficient for children aged 2-18 years and currently attending school has also declined. Between 2002 and 2012, the educational Gini coefficient for preschool decreased from 0.307 to 0.233 and for primary from 0.422 to 0.388. For secondary education, the Gini coefficient decreased from 0.388 in 2002 to 0.201 in 2012. For the high school level, the coefficient decreased also from 0.299 in 2002 to 0.254 in 2012. The distribution in higher education remains at the similar level of 0.491. For all levels of education, except for higher education, the distribution is getting closer to the perfect equality line on the education Lorenz curve. Finally, we have

shown that child's age, gender, mother's and father's education, household size and income, and urban location are statistically significant determinants of children's school attendance and thus educational equality. Since, in Mongolia, parental education and household income are sufficient proxies for resources, parental socio-economic status also plays an important role in enrolling their children in schools.

44078

Relationship Between Administration and Quality Management System Bearing on Quality of World Class Standard Schools in Thailand
Kasdit Chueinwittaya, Eastern Asia University, Thailand
Pragob Kunarak, Eastern Asia University, Thailand

This research aimed to find how the relationship between administration and quality management system affects world-class standard school quality in Thailand. The sample consisted of ten schools that had been designated as world-class standard schools by the Thailand Ministry of Education, obtained by multi-stage random sampling. The study was a quantitative research and the research instrument was a questionnaire classifying into 2 groups: Group 1, Administration and quality management system and, Group 2, Quality of world-class standard school. The informants were 3 school administrators, 3 school group leaders, and 3 teachers with 10 years or more experience. Multiple correlation was used for data analysis. The findings from the study that the relationship between administration and quality management system effect to world-class standard school quality in Thailand were as follows: (1) Performance of school administrators affect to world-class standard school in Thailand significantly different at 0.05.(2) Administration and quality management system did not affects significantly to world-class standard school quality in Thailand (3) Basic factors affect to world-class standard school quality in Thailand significantly different at 0.05 and (4) the network development affects the quality of world-class standard schools in Thailand significantly different at 0.01. The network development was the highest statistical significance. In conclusion, schools in Thailand derived support network from higher education institutions, other organizations and associated foundation both domestic and international were the most important effect to world-class standard school quality in Thailand.

43087

Academic Research in Vocationally-Oriented Higher Education: Perspectives From Teaching Staff
Kit Yin Emmy Wong, Technological and Higher Education Institute of Hong Kong (THEi), Hong Kong
Svetlana Chigaeva-Heddad, Independent Consultant, Hong Kong

Academics' need to publish research output in order to succeed in tertiary education has been discussed extensively. Less is known about research and publication needs of staff working in vocationally-oriented higher institutes who, until recently, were judged primarily on their teaching contribution. However, there has been a noticeable trend across the world whereby career development of teaching staff in vocational institutes depends on their research and ability to publish in academic journals. This paper investigates the academic research challenges of teaching staff in a vocationally-oriented institute in Hong Kong. Mixed research methods were adopted to understand the prior experiences of the staff, challenges they may be facing when doing and publishing research, and ways in which their research and publication needs may be supported. Questionnaire data from 21 staff members reveal that most staff join the teaching profession after a career in the commercial sector and about half of the respondents do not have any research experience at all. These teaching staff hope to engage in research to enhance their future career prospects, engage in independent professional development and support their teaching. Most staff, however, feel that various constraints inhibit their ability to do research including lack of resources, insufficient time and limited experience with research. Three detailed case studies are used to further understand the personal and institutional contexts of the participants and develop recommendations that can be applied to the institutional policy and department levels.

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science
Session Chair: *To be Announced in Final Schedule*

44083
The Study of Clinical Observation of Acupuncture Therapy in the Treatment of Motor Aphasia After Cerebral Infarction
Suwanna Hadsamad, Suan Sunandha Rajabhat University, Thailand
Tawat Buranatawonsom, Suan Sunandha Rajabhat University, Thailand
Orawan Sinpaiboonlert, Suan Sunandha Rajabhat University, Thailand
Shen Pengfei, Tianjin Traditional Chinese Medicine University, China

Objective: To observe the clinical efficacy of acupuncture on post- cerebral infarction aphasia. Methods: The clinical study was based on the comparison of results pre and post-treatment. 83 Patients, diagnosed with acute cerebral infarction with motor aphasia, were enrolled. They had 6 treatments per week with a day rest, 4 weeks treatment course. They had language abilities assessment according to the Chinese Aphasia Assessment Method by Gao Su Rong of Beijing Medical University. The Barthel Score was used to assess the ability to carry out daily activities. The degree of loss in neurological function was assessed using the National Institutes of Health Stroke Scale (NIHSS). The results were considered statistically significant at $P < 0.05$. Results: Acupuncture increases the language ability of the patients suffering from post- cerebral infarction aphasia, the total efficacy was 87.95%. It also increases the patient's' ability to carry out daily activities, and significantly improve the neurological functions of the patients. Conclusion: Acupuncture significantly increases the language ability, communication ability in daily living, lowering the degree of aphasia and improving the neurological functions of patients. Acupuncture should be used widely in the clinical setting.

43391
Nutritional Information Media for Elementary School Children
Ambar Yoganingrum, Indonesian Institute of Sciences, Indonesia
Ratih Nurani Sumardi, Health Polytechnic of Jayapura, Indonesia
Sanya Andalusiana, Health Polytechnic of Jayapura, Indonesia
I Rai Ngardita, Health Polytechnic of Jayapura, Indonesia

This study aims to review researches on media applied for nutritional information provision of elementary school children. This is an introductory research for determining suitable media for nutritional information provision of elementary school children in Indonesia. The data is collected from the database Scopus, Indonesian Scientific Journal Database (ISJD), and Google Scholar in the range year of the beginning to 2017. This research answers some following research questions: (1) What kinds of media applied for nutritional information provision for elementary school children? (2) How is the effectiveness of those media? The study shows various kinds of media for information provision, which has goals of increasing knowledge and practice of elementary school children on nutrition. We discuss in-depth kinds of media, which conceptually can be implemented effectively in Indonesia. The practical implication of this research is conducting further research by measuring empirically appropriate media for nutritional information provision of elementary school children in Indonesia.

43917

Development of Electronic Interactive Health Information Media for Senior High School Children: A Case Study of Glutathione

Nantawarn Kitikannakorn, Chiangmai University, Thailand
Geeratipong Puangtong, Chiangmai University, Thailand
Jiratsita Detnagrade, Chiangmai University, Thailand

Glutathione (GSH) is a popular whitening skin agent among teenager in Thailand. There is low evidence-based literature to support its efficacy and safety. Interactive health information is designed by line@ application in this study to promote health literacy. The research and development study was approved by Chiangmai University ethics committee. Data collection was conducted among senior high school students in Chiangmai. Each page in the application is composed of chemical properties, the action of glutathione on human function, regulatory control by FDA, clinical outcome in whitening. A pilot usability test was done in five subjects and the confirmed test was conducted in 30 samples. We found that satisfaction both content and function on the application was high. Knowledge about glutathione was increased after they completed learning the application. Their attitude to use glutathione also increased in the right way. In summary, line@ application about glutathione is a good interactive health information for communication with teenagers to promote good knowledge and attitude for health literacy.

43991

Coping with HIV Infection: Students' Struggles and Determination

Christopher Olipas, OLM Institute and Skills Training Center for Allied Courses, Inc., The Philippines

This phenomenological study explored and described the lived experiences of volunteer students with HIV infection. Due to physical limitations, five of the informants stopped attending school while three informants continued their advanced studies. Most of the informants expressed disbelief upon having HIV reactive results and experienced depression. One even wanted to commit suicide. All of the informants immediately started their antiretroviral, which caused terribly unpleasant side effects. They shared being discriminated by people without proper information of their condition. The informants did not accept their medical condition easily. The only support they need now is continued understanding of their immediate family and trusted friends. For them, the best way to fight depression is by staying positive all the time, being open to their family and consulting a counselor when dark thoughts set in. Although they experience difficulties in their studies due to the demands of their course and their condition, they keep up since it is for their own good and it will make their parents proud of them after all the mistakes they had made in the past. The lessons they learned from having HIV is to stay positive despite the daunting challenges they face. Whenever they feel depressed they just think of their family out there, cheering them on and they feel better. According to the informants, the government must intensify information dissemination especially in schools and ensure that all possible medications are available to people living with HIV like in other countries.

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Room: *To be Announced in Final Schedule*
Stream: Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: *To be Announced in Final Schedule*

43599
Content Design of Virtual Game for Elementary School Students: Using Circle and Compound Graphics of Circle as an Example
Shih-Ju Weng, National Tsing Hua University, Taiwan
Shwu-Ching Young, National Tsing Hua University, Taiwan

Recently how to take advantage of digital games to enhance learning has become a hot issue in the area of learning technologies and attracted much attention. If being well designed, we can not only help students immerse themselves in the learning activities, but also promote students' motivation. Hopefully, we can improve students' learning outcomes. Thus in this study, we, through the design of the scenario-based learning content, aimed to transform students into leading roles in the virtual game. In this designed environment, students could play as a warrior to save the victims via problem-solving in the critical situations and, meanwhile, could learn about the knowledge of circle and compound graphics of circle. Moreover, to achieve this end, we have implemented the situated mathematics digital game system used on the tablets, based on situated-learning theory and Van Hiele geometry development Theory. Furthermore, an empirical study was conducted to a class of 27 students from the sixth grade in an elementary school in northwestern Taiwan for four weeks. The students were divided into two groups, the experimental group using the game on the tablet while the control group using paper exercises. Results show that the scenario-based virtual game could help improve students' knowledge of circle and compound graphics of circle, learning attitudes and analytical skills. More issues on who and how the students could be benefited from the virtual game would be discussed in the paper.

43840
Effects of Online Multimedia Presentation Modes on Physics Learning for Junior High School Students: A Formative Evaluation
Pei Chen Chen, National Tsing Hua University, Taiwan
Shelley Shwu Ching Young, National Tsing Hua University, Taiwan

Junyi Academy is the most popular MOOCs platform that provides many online courses for elementary and junior high school students in Taiwan. However, relevant research points out current physics online courses are mainly text-based and supplemented by pictures so that the learning performance is poor and couldn't be conducive to the implementation of flipping classrooms. Therefore, this study aims to redesign online materials of physics, which are based on theories of cognitive load and multimedia learning. We use the ninth grade science "acceleration" unit as learning material examples, which segments combined with situated examples in a story situation and use virtual characters as learning guides. Three media modalities are examined, including 1. animation; 2. picture matching text; 3. pure text. We want to investigate effects and differences in the cognitive load of different visual presentation materials and learning performance to students. A formative evaluation questionnaire (5-point Likert scale) containing three aspects of media design and presentation, teaching effectiveness was conducted among nine target students. Overall, the results are very positive. For example, the animation clearly presents the concept of "acceleration" (Mean=4.2), and the virtual characters can increase learning motivation (Mean=4.1). Moreover, situated examples and story situation can better understand "acceleration" (Mean=4.2). However, lower-achievement students indicate the teaching tempo is too fast to understand the content immediately. We will adjust the

materials' teaching speed accordingly. After the formative evaluation, we will conduct the experiment in the authentic classrooms. Empirical data of the study will be collected and analyzed in the near future.

42666
Development of the Attitude Towards Mathematics Scale (ATMS)

James Lactao, University of the Philippines, The Philippines

The development of a 32-item, a self-report scale that measures various attitudes towards the subject Mathematics is described. The initial item pool contained 41 items, based on the conceptual framework and items of a short form of the Attitude Towards Mathematics Inventory (short ATMI) developed by Lim & Chapman (2013). This scale, called the Attitude Towards Math Scale (AMTS), was administered to grade 7 – 10 students. Of the responses, 977 were accepted and subjected through a series of analyses to check the fit and loading of the items. Exploratory factor analysis was used, with oblique rotation (direct oblimin) since there are factors that correlate with each other. Five factors were identified in the ATMS – a. self-confidence, b. value, c. anxiety, d. enjoyment, and e. mental stamina. This scale showed high internal consistency (alpha = 0.919), and good internal consistency within each factor: 0.882 for self-confidence, 0.845 for value, 0.717 for anxiety, 0.871 for enjoyment, and 0.703 for mental stamina.

44117
Effectiveness of Physical and Simulated Robot in Teaching Introductory Programming for Increased Skills, Interest, and Confidence

Oka Kurniawan, Singapore University of Technology and Design, Singapore
Norman Lee, Singapore University of Technology and Design, Singapore
Subhajit Datta, Singapore University of Technology and Design, Singapore
Nachamma Sockalingam, Singapore University of Technology and Design, Singapore

There has been an increasing tendency to use robots to teach introductory programming in higher learning (Major, et. al., 2012). Unfortunately, the results of the literature seem to be mixed (Benitti, 2012). Though the majority of the studies reported a positive gain in terms of students learning, there are some studies reported no difference in learning and a few reported negative results. In one review paper, it has even been proposed that using a simulated robot may, in fact, provide better results as compared to physical robots (Major, et. al., 2012). Till date, there is no study that compares the effectiveness of physical robots and a simulated robot for teaching introductory programming. Furthermore, it is not clear which approach students will find more engaging. We conducted a study conducted on first-year students who attended a five-day introductory workshop on python programming. This workshop is designed to introduce basic computing concepts to participants without prior programming knowledge and was conducted prior to the compulsory computer programming course for all first-year students. We divided the workshop participants into two groups, one taught using physical robots, the other taught using a simulated robot. We measured the participants before and after the workshop using a diagnostic test and an attitude survey. We describe the insights that the diagnostic test gave on the effectiveness of the two approaches, and the insights from the attitude survey on students' perception of computer programming.

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Primary & Secondary Education
Session Chair: *To be Announced in Final Schedule*

43212
On Elementary School Art Teachers Training Program from the Perspective of "Teaching Materials and Methods of Arts"
Hui-Yun Tzeng, National Changhua University of Education, Taiwan

As one of the professional curriculum for elementary teacher pre-service training program, the course of "Teaching Materials and Methods of Arts" has been revised several times after the era of decolonization of Taiwan in 1945. Even though Taiwan has undergone two major education reforms, Grade 1-9 Curriculum and Direction Governing for the 12-Year Basic Education Curricula. It has remained to be the fundamental curriculum in the elementary art teacher training program until now. This article focuses on the "Teaching Materials and Methods of Arts" from the major Universities in Taiwan. By examining the education policies and syllabuses, this article attempts to explore and understand the core value and the main aspects that Taiwanese elementary teacher training system tries to emphasize.

42692
Using Game Design to Enhance Learning Opportunities
Elizabeth Salles, Jorel Information and Training services, Australia

Games Based Learning provides an opportunity for teachers and students to explore a range of issues using a familiar and exciting medium. These issues can include solving problems, the history and development of games, social attitudes and the significance of design aspects. This paper will focus on the development, delivery and outcomes of a gaming unit for Year 10 boys. Two main areas were addressed -the social influences impacting game development and gaming culture and the development of IT skills and knowledge of basic programming structures. Critical thinking and planning skills can be addressed successfully using games. The familiarity of the environment provides a comfortable mode for student discussion. This may include social perceptions, game cultures, classifications and parental perceptions. Research shows boys are less likely to engage in personal or opinionative discussion. Utilising an environment that is comfortable, students are more inclined to express their opinions. Game development is an effective tool for teaching a range of skills in computer science. The use of games engines provides a structured framework with a visual interface allowing greater focus on code structure and sequence. Students can simultaneously develop the interface and code and evaluate and check their game with immediate feedback. Project management techniques can be incorporated to effectively deal with and manage time constraints. Throughout the duration of the unit, data was collected from students. Analysis of this data, suggest the use of games as a learning medium approach was successful in increasing motivation and understanding.

43503
The Development and Progress of Smart Learning in the UAE Public Schools
Scott Parkman, Emirates College for Advanced Education, United Arab Emirates

Smart Learning is one of the most popular buzzwords in the literature of instructional technology and has become an increasingly popular educational trend in much of the developed world. Although much positive press has been generated discussing the value and progress of Smart Learning programs, it is often still largely misunderstood and over generalized by policy-makers and practitioners alike. Likewise, due to the

costs of developing and implementing Smart Learning systems, their use has predominantly been restricted to corporate learning and educational systems in the developed world. Nevertheless, over the past 5 years, the UAE has made has significant inroads in promoting and developing Smart Learning initiatives within their public K-12 school system with the aim of creating a modern and innovative public education system. This paper will describe the origins of these unique initiatives in detail, examine the progress that they have made thus far, identify areas still in need of improvement, and discuss the potential that they have for transforming the local education system going forward. It is anticipated that this presentation will be of relevance to policy-makers, curriculum designers, and practitioners with an interest in various aspects of educational technology (e.g., mobile/wireless learning, rich digital media, user-generated media, social media for learning, etc.), as well as the design and development of ubiquitous learning contexts.

43929

Establishing Content Validity of the HOTS-Kit: Towards Ensuring its Appropriateness for Malaysian Secondary School Learners
Sau Cheong Loh, University of Malaya, Malaysia
Maria Felicitas M. Mamauag, HELP University, Malaysia
Sabrena G. Arosh, University of Malaya, Malaysia

The publication of the Malaysian Education Blueprint (2013-2025) catalysed an emphasis on assessment of higher order thinking skills (HOTS) in the country. With the need for valid and reliable measures of critical thinking, problem-solving, and creativity, the HOTS-Kit, an assessment toolkit of HOTS among secondary school learners, is currently under development. This paper presents the outcome of a critical expert review for items built for critical thinking and problem-solving scales within the project. The purpose of the review was to examine item readability and content suitability for the target age group, and to determine the clarity of the Malay translation of the items. Fourteen experts consisting of senior academics from Malaysian universities, educational policy consultants and psychometricians reviewed the 30-syllogism critical thinking scale and 50-situational judgment test item problem-solving scale. From the feedback, it was seen that the content needed to be revised for the lower end of the target age group, translations needed further revision, and more variety of item structure was required. Apart from the content revision, more items were written following the style of the Watson-Glaser Critical Thinking Appraisal and the Cornell Critical Thinking Test. The revised critical thinking and problem-solving scales are set for further review with a group of eight experts from whose responses Lawshe's Content Validity Ratio (CVR; Lawshe, 1975; Zamanzadeh et al., 2015), a measure that is based on how essential an item is within the scale, will be calculated to provide quantitative evidence of content validity.

The International Academic Forum

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Language Development & Literacy
Session Chair: *To be Announced in Final Schedule*

43130
Task-Based Language Teaching in Education in an ASEAN Course for Student Teachers Mathematics English Program
Satsayamon Sangway, Valaya Alongkorn Rajabhat University under the Royal of Patronage, Thailand

Education in ASEAN means the course for students, learn about the evolution of education management, analyze the curriculum, teaching and learning of the countries in ASEAN and students are required to use English in this course. The objectives of this research were to study the achievement, to study the students' language ability, and to study the attitudes towards on learning by Task-based Language Teaching. The research samples were 21 third year Mathematics English Program students from Valaya Alongkorn Rajabhat University under the Royal Patronage in the second semester of the 2017 academic year. The design of this study was the one group pretest-posttest design. Tools used in this research were Task-based Language Teaching Lesson plans, English language test, the achievement test and the attitudes towards questionnaire. Time taken for this experiment was 36 hours. From evaluating the knowledge of students on the Education in ASEAN by using Task-based Language Teaching, students had the average score from total 50 scores in pretest and in the achievement test equal to 15.61, and 38.19 respectively. The students had the average language ability score from total 60 scores in pretest and posttest equal to 15.90, and 43.85 respectively. After the study, the students had better achievement and had gained abilities in vocabulary, grammar and speak English for communication. Students have a very positive attitude and they are highly satisfied toward learning by Task-based Language Teaching. The highest level and high level of their satisfaction stand at 80.95, and 19.05 respectively.

43154
Phonetic Radical Awareness of Singaporean Chinese Language Learners
Li Li, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore
Hock Huan Goh, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore

Phonetic radical awareness is proved to be important for learning to read Chinese scripts among Chinese monolingual children and adult Chinese learners. This study investigated phonetic radical awareness among bilingual children learning Chinese in Singapore. Five hundred and ninety-two students in Primary three, four and five grades from two schools completed a character recognition test. Students were asked to provide the Pinyin form of a set of 36 Chinese characters with and without phonetic radicals. Findings showed that children demonstrated their using of the phonetic radical awareness in Chinese character recognition as early as in Primary three. Their Chinese phonetic radical awareness is developing along with their Chinese learning experience. Despite the individual differences found in children's phonetic radical awareness, from error analyses and character features (such as character frequency from the large corpus), we concluded some possible recognition patterns for one particular group of characters with phonetic radicals. Our findings from this study may help Chinese language teachers in making pedagogic adjustments to better suit Singaporean bilingual children's development and learning needs in Chinese characters.

44053

Multilingual Education in Linguistically Diverse Nepal: The Role of Mother Tongue-Based Education for Better Learning Outcomes

Prem Singh Shintan, United Mission to Nepal (UMN), Nepal
Elizabeth Cozens, United Mission to Nepal (UMN), Nepal

Linguistically diverse, Nepal has 123 different mother tongues and for 55% of the people, Nepali (national language) is their second language of communication. This context poses a serious constraint on learning achievement for early grade students as the primary teaching language in all government schools is Nepali. Realizing this problem, Nepal has recently prioritized multilingual teaching at early grades in government schools. There are good intentions in adopting this approach to education, however, there are limited studies on whether multilingual education (MLE) really contributes to learning outcomes of early grade children. This study is an attempt to explore the effects of providing MLE to pre-primary students. This study was conducted in Magar ethnic group in Rukum and Tharu in Kapilvastu districts of Nepal where the Khan Magar and Awadi are the mother tongue languages respectively. The data was gathered from the children, parents, teachers and school management committee members who were engaged in various MLE interventions at those districts. Semi-structured questionnaires were developed to obtain the information from the respondents. Out of wide contributions, this study found that multilingual education had positively contributed in four aspects of school education; 1) students' performance, 2) teachers skills; 3) parental involvement in children's education, 4) classroom learning environment. These contributions were further seen to be long-term in nature and directly related to the children's dynamic educational achievement. To a broader extent, the multilingual education also contributed to preserving the value of ethnic language and culture.

43243

Triglossia and the Promotion of Literacy in the United Arab Emirates

David Litz, Emirates College for Advanced Education, United Arab Emirates

In response to globalization, the United Arab Emirates (UAE) has invested tremendous resources into their budding education system. Such investment has resulted in the increased use of a bilingual curriculum where Arabic and English are held in high regard. Unfortunately, such investment has not resulted in successful Arabic literacy among much of the Emirati youth. This presentation will report on a study that utilized paper an open-ended questionnaire completed in Arabic by Emirati parents regarding their language practices with their children. The questionnaire results suggest that parents primarily use colloquial Arabic (CA) in the home and engage in few literacy practices using Modern Standard Arabic. The data from the parents also documented a triglossic language context where there is an increased need for improved Arabic literacy in addition to the government-mandated focus on the English language. The presentation will then focus on the study's results to foreground a discussion of ways to promote language and literacy among Emiratis. First, the author will present the advantages and disadvantages of using local CA for early literacy practices. Second, the author will present a number of suggestions that would promote Arabic without codifying the colloquial variety. It is anticipated that this presentation will be of relevance to teachers, administrators, and policy-makers in other similar diglossic and triglossic language contexts around the world.

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

43643
The Study on Teaching of Practice Skills in a Drum Set at Suan Sunandha Rajchapat University, Bangkok, in Thailand 4.0
Rungkiat Siriwongsuwan, Suansunandha Rajabhat University, Thailand

The objectives of this research were (1) to study on teaching of practice skills in a drum kit at Suan Sunandha Rajchapat University, (2) to study on teaching problems and obstacles of practice skills in a drum kit at Suan Sunandha Rajchapat University, and (3) to study on teaching of practice skills in a drum kit at Suan Sunandha Rajchapat University, by using the first to the third year students majoring in Music and studying practice skills in a drum kit as a sample group of the research. Data were collected by interviews and then were analyzed. The research results were summarized as follows: (1) In overview, the teaching of practice skills in a drum kit at Suan Sunandha Rajchapat University was at an excellent level and all aspects of teaching were at excellent levels, the teaching was planned step by step and well organized; (2) most of the teaching problems and obstacles of practice skills in a drum kit at Suan Sunandha Rajchapat University, in overview, were found originated from the students such as learning intention, time and finance; (3) the direction of teaching of practice skills in a drum kit at Suan Sunandha Rajchapat University, Bangkok, Thailand was concluded that the teachers should pay more attention to the students both in learning and consulting, together with using teaching technics for getting more attraction and updating their teaching according to Thailand version 4.0 policy.

43185
Thailand 4.0 Music Students: Study on Classical Guitar Repertoire Learning Process
Patommavat Thammachard, Suan Sunandha Rajabhat University, Thailand

The purpose of this research is to study technique or methodology that music student of Thailand 4.0 uses for accomplish the assigned repertoire for finding appropriate guitar method that should be using in the future. Thailand 4.0 is the education system that focuses on developing and innovating knowledge for social need. Integrating and creating the new innovation from learner knowledge principles are the result of Thailand 4.0 education. The research instruments included: 1) in-depth interview with 7 Suan Sunandha University music student (classical guitar major) 2) performance assessment form. Both forms will be analyzed after the samples achieve the assigned repertoire. The results are shown that the samples are using internet platform especially YouTube about 66.6% as a channel for learning assigned repertoire, while others still learning the repertories with a private instructor. In the conclusion, students tend to use internet platform to study the piece, but some amount of students still learn the repertoire with a private instructor.

43178
The Relationship Between Musical Instrument Adoption and Professions of Music Students of Suan Sunandha Rajabhat University in Thailand 4.0
Thassanai Phensit, Suan Sunandha Rajabhat University, Thailand

This research is the integration of qualitative research and quantitative research. The purposes are 1) to study factors and motivation when selecting musical instruments for learning Western music of music students of Suan Sunandha Rajabhat University 2) to study factors for making a decision on music careers

of music students of Suan Sunandha Rajabhat University and 3) to study the relationship between musical instrument selection and professions. The population is 80 music students of Suan Sunandha Rajabhat University. The data are from interviews and questionnaires and descriptively-analyzed. According to the results, 1) 90% of the students have their own preferences 2) factors such as friends' suggestion are 5% 3) the other 5% goes to unavoidable situations. The factors for decision-making on music profession are 1) individual aptitude of 50% 2) opportunities for being into the career of 50%. Musical instrument adoption is positively correlated with opportunities for being into the career.

43187

Music Occupation for Thai Music Students of Suan Sunandha Rajabhat University in the Next Decade

Pansak Vandee, Rajabhat Suansunandha University, Thailand

The aims of this research were to study music occupation for Thai music students in the faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University in the next decade. The sampling were 25 music business owners, music teachers, musicians and music academic experts, collecting data by focus group discussion and analyze by summarizing and content analysis. The result of this study was as follows: the occupation for Thai music students were three groups of occupation, 1) musician 2) teacher and 3) music service. Musicians include freelance musicians, musicians in entertainment venues, musicians in hotels and musician in government offices and the private sector. The most popular career is teaching – teachers who teach in formal education (elementary schools, primary schools secondary school and universities) and informal education (online teaching, student home or tutor school). Music service consists of performances in movie or advertising, manufacturing and maintenance of musical instruments, and demonstrations in tourist programs. The style of Thai music will be changed from original to contemporary and used technology to adjust sound and songs.

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: *Design, Implementation & Assessment of Innovative Technologies in Education*
Session Chair: *To be Announced in Final Schedule*

43062
Developing and Creating Multimedia for Learning Values of Thai Literature
Kittipong Phumpuang, Naresuan University, Thailand
Patcharin Buranakorn, Huachiewchalermprakiat University, Thailand

This qualitative research aimed to create effective multimedia for learning values of Thai literature and producing it as an innovative media. Processes of developing the required media resulted from discussions of five scholars analyzing and sorting out effective ways of making the multimedia. Findings of the research were concluded as these: 1) contents of the media should focus on stories and values of the literature, and 2) storyboards showed clear details of the contents and emphasized on three main values of Thai literature, including aesthetic and social aspects and the moral. Six classical Thai literature selected for creating multimedia were: Niras Phukaotong; Pra Apaimanee; Lilit Talengpai; Mathana Phatha; Khunchang Khunpan; and Sam Kokh. Processes of developing the multimedia were: 1) writing scripts and drawing storyboards; 2) storyboards were checked by scholars; 3) reviewing storyboards; 4) discussions between content writers and media producers; 5) gathering of resources for media production, including drawing characters; video filming; games designing; animation cartoon making; graphic designing; collecting of related motion pictures, stage performances, and television dramas for parts supporting; and sound making, including narrations, conversations, and prose and poetry chanting; 6) multimedia production of the six classical Thai literature; 7) reviewing of the multimedia by scholars; and 8) revising of the multimedia and the completion media as teaching materials for schools and universities.

43825
Enhancing First-Year EFL Students' English Expressions Abilities with E-Learning Lessons
Tirush Rumpanpetch, Silpakorn University, Thailand

E-learning or online teaching brings about creativity and opportunity to EFL learners and teachers. Therefore, using e-learning lessons as a tool to enhance English skills for EFL students of the Twenty-First Century could be very beneficial and innovative. In Thailand, technology is becoming more and more crucial in language teaching and learning nowadays. Thus, this experiment was conducted to improve EFL student's English expressions abilities via e-learning lessons. The aims of this study were to 1) develop and test the efficiency of e-learning English expressions lessons, 2) compare EFL students' expressions abilities before and after using these e-learning lessons, and 3) study students' opinions towards using e-learning lessons to develop their English expressions abilities. The subjects of this study were randomly selected from the first year students of the Faculty of Arts, Silpakorn University in the academic year 2017. The research instruments were 1) online lessons accessed via Moodle platform, 2) English expressions pre-test and post-test, 3) profile and post questionnaires, and 4) interview forms. The data were analyzed by percentage, mean, standard deviation, and dependent t-test. The results showed that the students' English expressions scores after using the e-learning lessons were significantly higher than before using them. Moreover, the students' opinions towards learning English via e-learning lessons were highly positive. Last, based on the information collected during the interviews, some technical and personal problems had hindered some students from achieving higher scores.

43891

The Effects of Software Interaction Mode on Nominal Group Creativity in Online Classes

Janejira Sutanonpaiboon, Sonoma State University, United States

When students work together in a group in an online class, often times they work in a "nominal group"—a term used to address the situation when individuals work separately—rather than an actual group. This paper focuses on an electronic brainstorming task in nominal groups in online classes, where group members can work from their own location and generate ideas independently rather than sharing them with other group members. Hence, there is no communication within the group. A facilitator, or one of the group members, is responsible for collecting and collating the ideas at the end of the brainstorming session. Some research has shown that a nominal group can result in higher performance than actual groups. This paper also examines creative software interaction mode, the factor that is believed to influence group performance in electronic brainstorming, and its effect on idea creativity in nominal groups in online classes. There are two major software modes: graphic and outline, and users can switch between the two modes or stay with one mode. We investigate how three different uses of the interaction mode (graphic, outline, and switching between the two) can affect group performance of online nominal groups. Group performance is assessed by four aspects of idea creativity (fluency, flexibility, elaboration, and originality). We believe that our findings will have an academic implication for educators who are teaching ever-growing online classes, as well as for researchers who are interested in electronic brainstorming or other Group Support System (GSS) tasks in different time/place settings.

43102

Examining the Impact of the ABRACADABRA (ABRA) Web-Based Literacy Program on Primary School Students in Rural Hunan, China

Alan Cheung, The Chinese University of Hong Kong, Hong Kong

This project investigated the effects of ABRACADABRA (ABRA), a web-based literacy program developed by the Centre for the Study of Learning and Performance (CSLP) at Concordia University, on primary school children in rural China. Around 340 third grade students from 10 schools (five experimental and five control schools) participated in a one-year paired-match study. Treatment and control schools were matched based on demographic variables and academic performance. Participants in both conditions were assessed before and after the intervention using standardized reading instruments. At posttests, the experimental classes scored significantly higher than the control classes on phonemic awareness (+0.56), phonological awareness (+0.71), early literacy skills (+0.50), initial letter sound fluency (+0.43), segmenting (+0.74), and non-word reading (+0.74), providing evidence that ABRA is particularly effective in rural China where English is used as a foreign language (EFL).

Monday Session I: 09:30-11:30

Room: *To be Announced in Final Schedule*
Stream: Educational Research, Development & Publishing
Session Chair: *To be Announced in Final Schedule*

43192
Music Curriculum Supporting Music Occupation for Music Students of Suan Sunandha Rajabhat University in Thailand 4.0
Sirima Panapinan, Suan Sunandha Rajabhat University, Thailand

The objective of this qualitative research was to study music occupation for music students in Thailand 4.0 and study music curriculum that supports music occupation for music students in Thailand 4.0. The data were collected from interviews with university music teacher, musician and the person who are knowledgeable about Thailand 4.0 total of 15 persons and analyze data by content analysis. The research found that music occupation for music students in Thailand 4.0 is a musician who is knowledgeable about the use of technology to create the sound effect, create music by used the technology, being a musician backup, repair music instrument and music teacher. Music curriculum that supports music occupation is the program allows students to create their own work, the subject that related to technology, sound engineering and music computer. The subject should be a set of knowledge that gives students the freedom to study by interest and don't need to register for a degree. The course is a training course and the students will be able to collect a set of subjects for their degree to avoid the loss of education.

43893
Trend of Music Curriculum in Rajabhat University in the Next Decade
Yutakorn Srikaganon, Suan Sunandha Rajabhat University, Thailand

The objective of the research "Trend of Music Curriculum in Rajabhat University in the Next Decade" was to study music curriculum in Rajabhat University and to forecast music curriculum in Rajabhat University in the next decade. This study was qualitative research, using technique FDFR to forecast trend of music curriculum in Rajabhat University in the next decade, by in-depth interview 13 the experts in music curriculum in Rajabhat University and recheck by questionnaire three times. Data analysis used content analysis for data from interview and interquartile range (IR) for the questionnaire. The research results found that there are five music majors for the bachelor degree in music curriculum in Rajabhat University, consist of music education, music performance, music technology, music business and Ethnomusicology. In the next decade, the trend of music curriculum in Rajabhat University, there are only two majors: music technology and music education. Because of the trend of music business, technology will have the role of music performance. Using social media to conduct music business in the others, for example, online musical instruments selling, online music teaching etc. The music education is still teaching in Rajabhat Universities because of the compulsory education system. There is a need for teaching and learning in basic education. As a result, the teaching of music is likely to be taught in future Rajabhat Universities.

43186
Administration Factors Affecting Student Development in Thailand 4.0 at the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University
Sansanee Jasuwan, Rajabhat Suansunandha University, Thailand

The objectives of this research were to study the main idea of Thailand 4.0 for student developments and to study administration factors affecting student development in the faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. This study was qualitative research, collecting data from five experts of

Thailand 4.0, 15 lecturers of the faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University by an in-depth interview and analyze data by content analysis. The research results were as follows: 1) The main idea of Thailand 4.0 for student development were the students to have the knowledge, skills, perspective and value. Knowledge consists of Basic knowledge (self, family, community, society, language, mathematics), knowledge around the world, Socio-economic situation, Information Technology and the knowledge needed for a career. Skills consist of systematic thinking skills, effective communication skills, pre-planned thinking skills, critical thinking skills, interpersonal skills, the ability to live in society and environmentally safe. Perspectives consist of look the problem around, look at global issues and link them to the local level, understand the problems and forecasts to the future, participate in problems and find solutions to solve problems creatively. The values for a sustainable society are maintaining an abundance of resources and ecosystems, socio-economic justice and peace of mind. 2) Administration factors affecting student development in the faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University are policy and vision of university and faculty, competency and leadership of Dean, curriculum, teacher (the technique of teaching, learning activities, ICT/Multimedia, classroom management) facilities and learning resources.

43745

Teaching Methods for Students in Faculty of Fine and Applied Arts in Suan Sunandha Rajabhat University

Chananart Meenanan, Suansunandha Rajabhat University, Thailand

The objective of this research was to study the subjects in the faculty of Fine and Applied Arts and to study teaching methods for students in each subject of Fine and Applied Arts Suan Sunandha Rajabhat University. This study was qualitative research, collecting data by in-depth interviews from the experts in the technique of teaching and three lecturers in each subject, total 23 people and used content analysis for data from the interviews. The research results found that there are six subjects in the faculty of Fine and Applied Arts: Music, Thai Dramatic Arts and Performing Arts, Painting, Fashion Design, Creative Product Design and Visual Communication Design. Each subject has a special technique so there were different teaching methods. Music, Thai Dramatic Arts and Performing Arts are taught by demonstration method and practice by themselves. Painting uses practice and creative work. Fashion Design emphasizes direct experience and brings back to creative work. Creative Product Design and Visual Communication Design use study visit and develop new ideas in their works. However, the lecturer must provide a description of the main content and students will be given the opportunity to discuss their opinions. By the nature of the Faculty of Fine Arts, students must create their own creative work, so the lecturers will encourage students to gain direct experience as a way to create students' work.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

42553
Causes and Effects of the Current Bullying Syndrome on Human Development of Intermediate Learners: An Analysis
Rodelio Ritual, Marcela Agoncillo Elementary School, The Philippines
Lilia Dino Bautista, Multiple Intelligence Nurturing Discovery School-Minds, The Philippines

The study was made to find out the perceptions of the teachers and students on the causes and effects of the current bullying syndrome on the human development of intermediate learners. To discover the causes and effects of the current bullying syndrome on human development, the intermediate learners and elementary grade teachers of Marcela Agoncillo Elementary School, Binondo, Manila School Year 2015-2016 were utilized. This descriptive research used a researcher - made a questionnaire as the main data gathering instrument. Relative frequency, weighted mean, and standard deviation as statistical tools in the presentation, analysis and interpretation of data were applied. It was found out that the perceived major causes of bullying among intermediate learners were the exposure to computer games, characteristics of peers and family background. It was concluded that students must be educated about the consequences of bullying behavior both at home and schools, instill among them the importance of possessing the good virtues all the time and if being bullied, teach them to tell what happened to the proper authority for them to realize that retaliation will not give a positive outcome. Most of all, understand the school's policies regarding bullying and choose friends who could give them good influences.

42244
Effectiveness of the Pragmatic Skills Intervention for Young Adults with Mild Intellectual Disability (With and Without Co-Morbid Autism Spectrum Disorder)
Wendy Yeo, Association for Persons With Special Needs/ Delta Senior School, Singapore

Background: Teachers and Vocational Trainers feedback that students with a mild intellectual disability (with and without co-morbid Autism Spectrum Disorder) lacked the pragmatic skills necessary for them to be work ready. They were aged between 17 to 21 years old and are undergoing a structured programme of vocational education, aim at preparing them to be employable and to lead independent lives. A pragmatic skills programme was developed and dovetailed into their work skills training (WST) lessons. Purpose: This study explored the effectiveness of the pragmatic skills programme. Methods: In a single group observational study using pre/post-test design with a three-month follow-up, six students received pragmatic skills intervention during their WST lessons once weekly for four months from a speech and language therapist (SLT). Beyond SLT's presence, teacher and trainers would also request and reminded the students for the targeted behaviours during their WST lessons. Outcomes: All students utilised more pragmatic skills at post-test and at 3-month follow-up. Notable improvements were observed in their ability to initiate a simple speech act. When students showed regression at 3-month follow-up, it was still an improvement of their pre-test scores. Achieving a significant improvement in a new skill might provide an indicative resistance level against regression. Conclusions & Implications: The results of this study showed that all students utilised more pragmatic skills behaviours after the programme. Dovetailing the programme in the natural WST setting and constant attention on the targeted behaviours might also be the attributing factors.

44048

Using Universal Design for Learning to Create Inclusive Classrooms for International Students in Canadian Higher Education

Frederic Fovet, University of Prince Edward Island, Canada

The paper examines, as a starting point, recent initiatives on a Canadian campus to use UDL systematically, within an International MEd in a Faculty of Education, in order to address some of the friction that exists between a traditional teaching culture and the expectations of International graduate students. The focus of the phenomenological reflection and of the analysis that follows firstly hones in on specific ways the UDL lens can be used to transform teaching and learning in Higher Education, in a landscape of Globalization and Internationalization. In a second stage, the presentation examines the repercussions of this growing interest for UDL within International Education, and the transformative impact this may have for the momentum towards systemic, campus-wide implementation within many North-American institutions. The main assertion of this talk is that UDL implementation in Higher Ed has reached a crucial juncture where its potential, goals and impact are being reformulated, no longer to address issues related to impairment, but rather in more global terms of a pedagogical shift towards student-centered learning.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: *To be Announced in Final Schedule*

43013
Teacher Agency in Mother Tongue: From Social Practice to Legislation
Peter Romerosa, Arellano University, The Philippines

Drawing on the lived experience of teachers in implementing the Mother Tongue-Based Multilingual Education (MTB-MLE), this research offered a social analysis on the practice of mother tongue, employing Practice Theory as a frame of analysis. This framework suggests that the shift of language policy in the Philippine Basic Education, from monolingual to bilingual, to multilingual elucidates culturally diverse ways of reconfiguring language policy, emphasizing the roles of social practice and teacher agency in policy appropriation. The history of mother tongue as a new language policy in basic education from grades 1 to 3 mirrors how a contextual use of language reflects the issues of power and negotiation of identities, highlighting the role of mother tongue as a relevant medium of instruction during the formative years of schooling. The results illuminate that at the grassroots level, teacher agency in mother tongue attempts to respond to diverse learning needs and cultural identities of students. Thus, teacher agency in the mother tongue is a form of social action, emanating from on-the-ground experience and social practice, which assert collective identity, cultural capital and collective history. Consequently, such a power shift in language policy from universal to local shows how human practice and collective experience can influence the dominant structure. Thus, the trajectory of language policy in basic education through the implementation of MTB-MLE seeks to respond to the contextual needs of the learners on the one hand, and meet the demands of globalization on the other.

43693
Status of Thai Music Education in Thai Universities
Pongsilp Arunrat, Silpakorn University, Thailand

The study of Thai music in the past was in oral form of Residence-style music education or called "The House".When the House is very famous, they may have the opportunity to be recruited as part of an ensemble of any top noble royal palace, who regularly hosts the band at their own place. This opportunity is to be an honor for the House. The period between 1857-1932, is the golden age of Thai music. Since 1932, when administration change in Thailand was influential, the administrative power and regime were transformed into the democratic regime. The constitution became the most powerful law from the absolute monarchy regime and the cultural popularity shifted from the royalty. The government then established a school of music, the College of Dramatic Arts, and introduced Thai music into the university curriculum. The Thai musicians in the Residence-style music education were fading away under the rising new Institution, which was training the musicians in the "School-Student" system. Nowadays, many universities have begun to offer Thai music as a major course of study and have expanded rapidly throughout the country. These problems over the curriculum by departing from "Thai music," from the listening and nurturing the culture into the lives of the Thai people. This article is an introduction to the teaching of Thai music from the past to the present, the current situation of the Thai music, the problems of teaching Thai music in universities, and the solutions to these problems, which are sustainable.

43870

The Context of Curator in the Twenty-First Century: A Study at Museums in Bangkok Area

Siriman Wattana, Suan Sunandha Rajabhat University, Thailand
Anantachai Aeka, Suan Sunandha Rajabhat University, Thailand
Wimonchat Lerdkochasri, Suan Sunandha Rajabhat University, Thailand

The purpose of this research is to study the context and progression of the curator in the Twenty-First Century. Since the millennium, the flood of technology and economy growth significantly affected the context of the curator. The curator is not only a keeper or collector of digital data cultural heritage as before, but must also be a marketer and organizer as well. The research instrument is the in-depth interview with curators from four museums located in Bangkok: Museum Siam; Rattanakosin Exhibition Hall; Suan Pakkad Palace Museum; Sai Suddha Nobhadol Building Museum. The results are that three out of four (75%) agreed that the stream of technology and economy is the main factor affecting the curator context. All about 100% agreed that marketing and coordinative skills are required as a context of the twenty-first-century curator. In conclusion, the context of curator is not a curator literally, but additionally business knowledge especially marketing and coordinative skill must be cultivated.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Educational Policy, Leadership, Management & Administration
Session Chair: *To be Announced in Final Schedule*

43058
The Relationships Between Teachers' Gender, Ethnicity and Experience and Their Leadership Attitude
Subrina Haque, University of Malaya, Malaysia
Kazi Enamul Hoque, University of Malaya, Malaysia

From literature, it is evident that there are influences of gender, ethnicity and experiences on building leadership attitudes while other studies do not find any relationships between these personality traits and shaping leadership attitudes. In this study, teachers' gender, ethnicity and experience have been taken as independent variables to find the relationships with seven dimensions of personal leadership attitudes as a dependent variable. These seven dimensions are 'vision', 'altruistic values', 'membership', 'hope/faith', 'meaning or calling', 'organizational commitment', and productivity. Literature supports these variables as a construct of personal leadership attitude. Thus, this study aims to find whether there are any relationships between teachers' gender, ethnicity and experience and their personal leadership attitudes in Malaysia. A quantitative approach was used in this study. The information gathered was analysed using the Pearson correlation test, t-test and ANOVA on SPSS (version 21). The data were then analysed using descriptive and inferential statistics to determine relationships between the gender, ethnic groups and years of experience of the teachers with their personal leadership attitudes.

43431
Exploring Leadership Characteristics of Public and Private High School Administrators in Malabon City: A Comparative Analysis
Marivic Basilio, The National Teachers College, The Philippines
Maximo Y. Muldong, La Consolacion College, The Philippines

The study investigated Administrators 'Leadership Characteristics in terms of leadership style, traits and integrity. Twenty-one (21) administrators, 145 middle-level administrators and 378 teachers were involved in the study from twelve 12 public and nine (9) private high schools in the Division of Malabon. The descriptive method of research was used with a questionnaire as the data gathering instrument. The hypotheses were formulated and tested using t-test, ANOVA procedures and Pearson r statistical tools. The findings showed that there was a significant difference when comparing the leadership styles, and traits of public and private school principals. When testing the difference between the integrity of administrators, the result showed that there was no significant difference between the two. It also revealed that there was no significant relationship between leadership style and leadership traits among public school administrators. There was a significant relationship between the leadership style and trait among private school principals. In terms of the relationship between leadership style and integrity, both administrators showed no significant relationship. The leadership traits and integrity showed that there was a significant relationship among the private school administrator and public school administrators showed no significant relationship between traits and integrity. Based on the findings, it is recommended that administrators should be aware of their leadership characteristics and its effect to the organization. Training should be given to develop and strengthen leadership traits and integrity. Finally, a Strategic Leadership Program for administrators must be reinforced.

42277
Characteristics of Teacher Leaders in Public Schools in the Philippines
Carmela Oracion, Ateneo de Manila University, The Philippines

Teacher leadership is no longer optional (Center for Teaching Quality, National Board for Professional Teaching Standards, and National Teaching Association, 2014) especially in schools that are striving to improve. This concept recognises the important contribution of teachers to school improvement and brings to the fore the work of teachers who have also demonstrated leadership capabilities. Using an adaptation of the framework of York-Barr and Duke (2004) which linked teacher leadership to student learning, this study explored teacher leadership in public schools in the Philippines. Data were collected through semi-structured individual interviews with principals and focus-group interviews with teacher leaders and other teachers from seven public schools in the Philippines. The study found that teacher leadership was a meaningful concept in Philippine public schools even if the term 'teacher leadership' has not been introduced formally. The study pointed to teacher leadership as a set of actions undertaken by teachers who respond positively to opportunities to improve teaching and learning. The study revealed that teacher leaders are (a) excellent teachers specifically in terms of classroom management, (b) not necessarily in formal leadership positions, (c) holders of responsibilities beyond their classroom duties, (d) capable of leadership work, and (e) respected and looked up to by students and fellow teachers. Teacher leaders are competent, focused on student success, effective teacher mentors, concerned for fellow teachers, and learning-oriented. The study also indicated that teacher leaders are humble and trustworthy, self-motivated, service-oriented, have a positive outlook, and have high expectations.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

42154
Low Proficient Students' Oral Interaction with Native Speaker of English as a Language Assistant in the Classroom
Imelda Wahyuni Husein, Indonesia University of Education, Indonesia

There are many students in Indonesia who are afraid of speaking in English. The lack of vocabulary, fluency, accuracy, and also exposure makes it difficult for students to be confident speaking English. This study entitled "Low proficient Student' Oral Interaction with Native Speakers of English as a Language Assistant in the Classroom" is aimed to investigate how low proficient students interact with a native speaker of English and what they feel following the conversation. This study uses qualitative research involving four 10th grade students in one of vocational high schools in Bandung, Indonesia. The sample is taken purposively in order to get the uniqueness. Observations were conducted in this study to observe four low proficient students' interaction with native speaker of English during 16 meetings. An interview is also conducted to find out what students feel when they have a conversation and whether they feel an improvement in their speaking skill. The data were collected based on observation and interview results. According to the observation findings, low proficient students experience an improvement in their speaking skill after interacting with a native speaker even if they faced difficulties. The interview results show that they are more confident in speaking English after having a conversation with a native speaker. Therefore, it is suggested that if it is necessary, the teachers make a collaboration or work together with native speakers in order to improve students' speaking skill.

42663
Are we Teaching in the Same Classroom? Investigating Co-Teaching Practice Between NESTS and NNESTS in Taiwan
Pei-Hsin Yu, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University, Taiwan
Tzu-Bin Lin, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University, Taiwan

This paper presents the preliminary findings from a two-year, multiple case study on the relation between native English-speaking teachers(NESTs) and non-native English-speaking teachers(NNESTs). It aims at exploring a long-lasting issue in language teaching in the East Asian region: the co-teaching practice between NESTs and NNESTs. Deriving from an empirical study on the relation between NEST and NNEST within the public schooling system in New Taipei City in Taiwan, we analyze our data with eight dimensions from a literature review. These dimensions related to co-teaching practices in Asian contexts include: writing lesson plans, reviewing lesson plans, preparing teaching materials, co-teaching during the lesson, evaluating student's performance during the lesson, interactions in class, classroom management and maintaining harmonious relationships with each other. Data are from interviews with 24 NESTs and 22 NNESTs and 24 classroom observations. In the two-year data collection process, we covered more than two-thirds of NESTs working in New Taipei City. The findings of this study can offer insights into the co-teaching practices in Taiwan as well as other East Asian countries with similar socio-cultural contexts. Moreover, the findings are also useful for contributing to the body of knowledge of researching co-teaching practices in language teaching classroom.

43159

Promoting "Willingness to Communicate" to Facilitate ESL Learners in Acquiring Second Language: An Australian Primary School ESL Classroom Context

Nissa Ilma Mukti, The University of Sydney, Australia
Djoko Susanto, State Islamic University of Maulana Malik Ibrahim Malang, Indonesia
Vuzza Ajeng Adzimy, State Islamic University of Maulana Malik Ibrahim Malang, Indonesia

One of the current issues that have been faced by language learners to acquire a target language is their unwillingness to communicate in the targeted language, which may be based on different internal or external factors. Willingness to Communicate (WTC) (MacIntyre, Dorneyi, Clement and Noels, 1998) is acknowledged as one of the communication branches that has gained researcher's attention in second language acquisition studies until now. Researchers, however, only focus on how WTC facilitate language learners to acquire English in a foreign language context. Therefore, this study is carried out through observation and deep interview to know the factors affecting ESL students' WTC and how the factors may help them acquire English. The study is conducted in an Australian primary ESL classroom milieu, surrounded by native English interlocutors (both teachers and peers). From the analysis, this study implies that the emergence of learner's individual (motivation and self-confidence), effective, and social factors modify the learner's WTC to acquire L2 language in English native classroom environment. Therefore this study suggests that learner should be encouraged to improve the mentioned factors in class as it can trigger them to communicate. These factors can be improved with the help of teachers, peers or even the choice of activities given in class. Subsequently, this will lead to more successful language acquisition and eventually attempt the learner to use the language communicatively.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Nurturing Creativity & Innovation: New, Innovative & Radical Education
Session Chair: *To be Announced in Final Schedule*

42539
Assessing Scientific Argumentation of Grade 10 Students From Western Bicutan National High School (WBNHS) Generated Using the Generate-an-Argument Instructional Model
Ivan Lawrence Aguilar, University of the Philippines Los Banos, The Philippines

Numerous studies underscored the potent role of scientific argumentation in deepening student understanding of the lesson, increasing investigative competency, and developing critical thinking and communication skills. This research was done to assess the scientific arguments that were formed by students using the Generate an-Argument Instructional Model. This argument-driven inquiry model promotes learning by doing; trains students to develop, understand, and evaluate scientific explanations; and promotes the basic values important in scientific research. This is a descriptive type of research involving 12 Grade 10 students from Western Bicutan National High School (WBNHS) using four data-gathering instruments: survey, class observations, the student's written argument, and semi-structured focused group discussion held with the students. The following results were observed: (1) student's learning experiences showed strong alignment to good communication skills and scientific attitudes, (2) majority of the formed arguments belong to Level 2 and 3 (includes claim, data, and warrant) indicating that students can already link data to support their claims, (3) changes in attitude toward argumentation and science were also seen after the implementation of the model, and (4) post-test scores increased after the implementation of the model. This study is the first of its kind in the Philippines and it provides an initial set of data although at a limited scale regarding the effectivity and usefulness of this model in addressing the goals of the K to 12 Basic Education Curriculum.

42711
All Hands-on the Arcade Table! Exploring the Potential of Maker Culture through a Collective Arcade Table Building Workshop
Bojana Krsmanovic, Concordia University, Canada
Ann-Louise Davidson, Concordia University, Canada

In the effort to prepare students to better deal with complex 21st-century work-related challenges, a shift from traditional ways of learning and multiple benefits of disruptive pedagogies is starting to emerge. In the era of a workplace that is no longer associated with individualism and competition, but instead with team spirit, students need to learn to collaborate. When effectively designed, collaboration lends itself nicely to hands-on, practical experiences, where students learn to work in teams, to adapt to different sets of knowledge, skills, and expertise, and to use interdisciplinarity to their advantage in the pursuit of a common goal. The 20-hour arcade-table-building workshop was a part of an international Summer school in Media Archeology for graduate students, held at Concordia University in Montreal in May 2017. Our participants developed a rich set of skills revolving around, but not exclusively, the skill of collaboration. The concept of collaboration was tackled through its several different aspects, all contained in the workshop participants' experiences. They testified to benefits and challenges of teamwork through experiencing processes of adaptation, negotiation, leadership, all the while developing and demonstrating an overwhelming sense of solidarity with others. Ultimately, as an overarching concept, the participants acknowledged the many limitations of individual knowledge, understanding that 'you can't do everything, and just nobody knows everything'. The arcade-table-building workshop provided significant insight into the mechanism of

innovative, disruptive pedagogy that could prove to be invaluable for higher education. Data analysis will be presented.

44026

On the Way to Imaginative Teaching and Learning: Constructing an Imagination Teaching Model for Facilitating Learning Effectiveness and Creativity

Tsai-Ling Chu, National Taiwan Normal University, Taiwan

Scholars in education or creativity have indicated that the use of imagination in education is multidimensional. Recent studies also revealed that involving imagination in teaching activities can facilitate learning effectiveness or creativity. However, how to synthesize them effectively in the classroom teaching has been an obstacle for many teachers. Thus, this study aims to explore how creative teachers conduct their curriculum that incorporated imagination in an effective way to benefit pupils' learning performance and creative ability, and then to construct a practical imaginative teaching model. The present study adopted the purposive sampling and three creative science teachers (one male and two female) in the elementary schools in Taiwan were invited to initiate the imaginative teaching activities. The teaching designs were developed based on the lesson -"Thermal Conduction" in scientific study and collected through three stages separately, in which teachers were required to develop teaching activities according to the given task goals. Following were the interviews regarding issues of how to initiate these teaching activities and their practical use. All procedures were recorded with digital devices and then transcribed for qualitative analysis. The primarily results revealed that the scientific imaginative teaching emphasizes the cultivation of three main abilities-construct multiple representations, transform representations, and produce uniqueness ideas. The imaginative teaching model was construed and found to comprise of three components: (1) evoke and construct multiple representations, (2) formulate unique explanation and validation, (3) implication and creation. Finally, the application of results and the teaching model were proposed.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Primary & Secondary Education
Session Chair: *To be Announced in Final Schedule*

44039
Student Ambiguity Tolerance as Predictor of Problem-Solving Ability in Mathematics

Mabel Buela, University of the Philippines Rural High School & University of the Philippines Los Baños, The Philippines
Ma. Nympha Beltran-Joaquin, University of the Philippines Diliman, The Philippines

Development of problem-solving ability among students is one of the main goals of mathematics education. This study investigated the relationship between student ambiguity tolerance and their problem-solving ability in mathematics. In particular, it sought to determine whether or not students' positive reaction toward unfamiliar or uncertain stimuli predict their ability to solve non-routine word problems. A total of 182 junior high school students participated in the study. Two instruments were used namely, the McLain Multiple Stimulus Types Ambiguity Tolerance (MSTAT-II) Scale and a problem-solving ability test. Both tests were subjected to validity and reliability analyses. Results showed that ambiguity tolerance predicts problem-solving ability in mathematics. In addition, ambiguity tolerance and problem-solving ability have a moderate and positive association. A detailed analysis of student solutions and empirical evidence suggest that the use of non-routine problems be employed across various subject matters in mathematics to develop not only problem-solving skills but critical and logical reasoning as well as creativity among students.

41847
Van Hiele's Instructional Model in Teaching Tangents and Secants of Circles

Melchor Del Rosario, Don Jesus Gonzales High School, The Philippines

The research study aimed to identify the pupils' skill in proving mathematical concepts about tangents and secants of circles using Van Hiele's instructional model. Quasi – experimental method of research was used in this study. The study was conducted during the first semester of S.Y.2017 – 2018 using fifteen students from Grade 10 as the participants of the study. Participants were given a pretest prior to the discussion about tangents and secants of circles and posttest was administered after the instruction using the Van Hiele's Instructional Model's five levels of learning. The results were then statistically evaluated, analyzed, and interpreted. Percentage, mean and t-test were utilized to analyze and interpret the data. Qualitative analysis was drawn from the descriptive rating of the selected 15 participants of the experimental group. This study found out that the participants with the use of Van Hiele Instructional Model showed poor and satisfactory performances on the pretest and very satisfactory and excellent on the posttest. Moreover, the participants showed improved scores in all levels in their mathematics performance. On the pretest and posttest mean scores of each student, high performing participants improved their skills in Mathematics from Level 1 to level 5 instructional model. Average performing participants and low performing participants also showed improvement from their pre-test mean scores to their posttest mean scores. Van Hiele Instructional Model is effective.

44103

Beyond the Mean: A Quantile Regression Approach on TIMSS 2015 Database in Five Outstanding Mathematics-Performing Asian Countries

Jen Jang Sheu, National Chung Hsing University, Taiwan

This study used TIMSS 2015 database of eighth-grade students' mathematics achievement and their background information, including Singapore, Korea, Taiwan, Hong Kong and Japan, the R package named "intsvy" was introduced, to explore factors which affect mathematic performances with quantile regression approach. Here the value of using a quantile regression approach is compared with a classical regression analysis approach to study the relationships between educational outcomes and likely predictor variables, such as home environment support, school safety, student engagement and attitudes. Results showed that students' home resources and confidence are the main factors which affect their performances in all five countries. Also, the difference of mathematic performances in gender was discussed in this study. These findings suggest that quantile regression analysis is a useful tool to explore the determinants and mechanisms of efficiency in educational outcomes. A proper interpretation of quantile estimates may enable teachers to identify effective learning activities and help policymakers to develop tailored programs that increase efficiency in education. This study and the corresponding inferences should also be interpreted in light of its limitations for all models in this study were estimated considering variables at the student level, so the multilevel structure of data (i.e. students within classes/school) was not taken into account. Besides, this study was based on cross-sectional data. Future researches might investigate through a longitudinal study design.

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

42712
The Recreational Application for High-School Education: Evidence From the Students in Chiang Mai Christian School
Satawat Wannapan, Chiang Mai University, Thailand
Kullasup Tangphijarn, Institute of Physical Education Chiang Mai, Thailand

The conceptual framework of recreational activities applied in this paper is important for managing undesirable situations in the modern society. Theoretically, every person should naturally know recreations. However, the main problem that there is an enormous amount of people who have not realized the basic of recreations in their daily life leads them to do unscrupulous activities for seeking happiness, especially the current young generation. Consequently, this paper is specifically aimed to investigate the perception regarding recreation activities of teen-aged students in the Chiang Mai Christian School, Chiang Mai, Thailand. Methodologically, 540 sampled students are observed to make an investigation by descriptive and statistical approaches. Empirically, there are facts investigated from the results that obviously state most of the students do not daily realize recreational activities in their life. However, it seems interesting that the gender index is the factor that has to be considerably mentioned for recreation adoptions. In other words, male students trend to easier apply recreation thinking to their living than the female students. Accordingly, the empirical results analyzed in this paper can represent crucial information for implementing the right idea of recreational activities in every part of societies in Thailand.

43174
The Beauty of Failure – Educating Children to Dare to Fail
Cristina Mejia Acevedo, Universal American School - Dubai, United Arab Emirates

In our current educational system, children are graded and labelled, giving failure the connotation of "lack of success" and subsequently something to avoid. Opposing this belief is the assertion that failure is instructive, and is an opportunity to reassess and improve. The current study focuses on children's perspectives and voices as they learn from their struggles. One school in Dubai concluded that failures should be rebranded as learning opportunities to encourage the Learner Profile "risk-taking". Initial surveys of students, parents, and teachers provided baseline information confirming that students talked about fearing to fail. Multiple classrooms and school activities were designed to help students change this mindset and internalize failure as a precursor to success. Performing Arts classes were the incubator for teaching students how to talk about failure, reflect, modify and grow. A "Failure Week" inspired by a school in Melbourne collected data from community members' own stories of failure-turned-into-success. Questionnaires following a middle school science innovation project measured how students reacted to failure. Results show that after these activities, students expressed greater willingness to dare to try new challenges, and explore innovative and creative strategies. The research concludes that the idea of failure must be intentionally taught as a way to develop courage, resilience, and perseverance in young people. Through a multimedia presentation, we hope to inspire other educators to provide their students with opportunities that encourage them to embrace failure as a step to success in school and in life.

42588

Impact of Experiential Education on Cultivating Character, Belief, and Ability Scale of College Students

Pei Wen Liao, Hsiuping University of Science & Technology, Taiwan

In contrast to traditional learning regimes, experiential education, as the strongest and most enduring of learning theories. Notable educational psychologists such as John Dewey, Carl Rogers and David Kolb have provided the groundwork for learning theories that focus on learning through experience. Experiential education courses enhancing intra and interpersonal skills in the workplace. It is thus, more and more schools are indeed increasingly making use of the power of experiential learning in outdoor environments to bring students into direct contact with real, challenging teamwork and leadership situations. The aim of this study was to determine the developmental impact of formal course experiential learning programme on the Cultivating character, belief, and ability of college students in colleges and universities schools of Taiwan. In this study, through a literature review and an in-depth interview with five experts, and ten expert questionnaires consultation, we constructed a Cultivating character, belief, and ability questionnaire. An experiential learning course programme of 112 university students from the Hsuping University Science and technology. The Cultivating character, belief, and ability Questionnaire served as a measurement tool. Based on our confirmatory factor analysis results, we arrived at a four-factor model of 17 items as the finalized scale, which measures: (a) task leadership, (b) self-confidence and learning (c) flexibility helpful (d) pursuit of excellence. We call the scale, the Cultivating Character, Belief, and Ability Scale on Experiential Education. Suggestions for future research include continuous development, testing, and validation of the scale.

The International Academic Forum

Monday Session II: 11:45-13:15

Room: *To be Announced in Final Schedule*
Stream: Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: *To be Announced in Final Schedule*

42562
Training Needs Assessment of the Elementary School Teachers in Ibaan District: Input to Localized Learning Action Cell Plans
Emiliana Roxas, Department of Education, The Philippines

This study focused on the sustainability of the teaching prowess and capability of the elementary teachers in Ibaan district. The training needs of the elementary teachers in Ibaan District was surveyed to gauge the teaching craft and prowess of the said teachers. Due to the implementation of the k to 12 curriculum, the continual deepening of knowledge, skills, application of the pedagogical approaches and strategies are integral factors need to be enhanced, hence in-service training and workshops are conducted every end of the month to our teachers through the School Learning Action Cell (SLAC) session. Using a quantitative method of research, this study was conducted with 203 elementary teachers in the district. Random sampling was utilized in identifying the respondents. It was found out that Learning Action Cell (SLAC) has some challenges and issues raised particularly by small schools led by teacher-in-charge and head teachers. Since it is school-based, problems on the lack of resource speakers on topics and lack of funds have been a common challenge and issue among small schools. Therefore, it is necessary that teacher-in-charge and head teachers in small schools have to be capacitated or clustered to bigger schools headed by school principals for the conduct of Cluster-based Learning Action Cell (CLAC). Recommendations included capacitating school head of small schools like teacher-in-charge/officer-in-charge and head teacher on the conduct of School Learning Action Cell (SLAC) session for the elementary teachers to thrive in their teaching capability to suit the needs of the 21st-century learners.

43528
Instructional Leadership Practices of Secondary Schools of Roman Catholic Archbishop of Manila Educational System Towards a Strategic Instructional Leadership Program
Sonia Timog, Paco Catholic School, The Philippines

This study was conducted to assess the Instructional Leadership Practices of Secondary Schools of Roman Catholic Archbishop of Manila Educational System. The descriptive survey method was employed. The population of the study was 366 teachers, 59 subject area coordinators and 15 principals. Data collected from respondents was analyzed and interpreted using mean, percentage and frequency, standard deviation, and Analysis of variance (ANOVA). The RCAM ES cluster schools perform well in defining the cluster mission than in creating a positive climate. There is no significant difference on the assessment of the three groups of respondents by the school as regards to the areas of defining the cluster mission, managing the instructional program, instructional artefacts and materials while there is a significant difference in creating a positive climate. There is a significant difference on the assessment of the three groups of respondents by the cluster as regards to the four dimensions of instructional leadership practices. The cluster schools of Roman Catholic Archbishop of Manila Educational System (RCAM ES) perform moderately in terms of analyzing and feedbacking test results and provision of incentives and rewards to teachers and students. The school directors should study and give priority to incentives and reward package to teachers in the cluster in order to increase the retention of teachers and to motivate them to teach effectively. The RCAM ES principals should undergo more training and workshops related to leadership and management. The

proposed action plan may be considered or adopted by cluster principals so that the identified weakness in the study may be addressed.

41692

Strengthening Professional Learning of School Middle-Managers in Singapore in a Changing Climate of Stakeholder Engagement

Lana Yiu-Lan Khong, National Institute of Education, Nanyang Technological University, Singapore

This research is based on my classroom teaching of three cohorts of school department heads – of subjects, levels and departments. They teach in a diverse range of Singapore schools: primary, secondary, specialized, special education, and junior college. All were selected to attend a signature 17-week in-service programme at the National Institute of Education and enrolled in an 18-hour elective that I taught on "school leadership for school-stakeholder partnerships" applying a design thinking approach. Evidence that the design thinking approach helped educators adapt and strengthen their perspectives of school-stakeholder work is mainly based on course work and written feedback collected from the participants at the end of the module. These also provided first-hand data which gave me effective ideas on how to design subsequent iterations of the course. Open-ended questions provided reflection points to which participants responded (anonymously, if they chose) and which I analysed subsequently for content. The presentation will include an introduction to the context of teacher professional development in Singapore and will contribute a case of taking an evidence-based approach to teacher education that contributes value in meeting the changing needs of experienced middle-management practitioners. In the spirit of professional inquiry into my own academic practice, I share an example of the process of making teaching practical and relevant for adult learners who already have a large stock of practitioner understandings about schooling in general, and about school-stakeholder relationships in particular.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

43305
The Investigation of Grammatical Instruction on Pragmatics of Thai EFL Learners: A Case of the 1st Year English Major Students
Arnunnit Manorom, Nakhon Phanom University, Thailand

The study of The Investigation of Grammatical Instruction on Pragmatics of Thai EFL Learners: A Case of the 1st Year-English-Major Students of Nakhon Phanom University, Thailand aims to investigate whether the grammatical instruction affects pragmatic acquisition of Thai EFL learners' scores, and to examine what types of the request speech act influence pragmatic acquisition of Thai EFL learners are. The samples are 31 students, categorized by the purposive sampling studying in the English Major at the Faculty of Liberal Arts and Science, Nakhon Phanom University. The instruments are pretest and posttest of Discourse Completion Test (DCT), grammatical tasks, exercises, role-plays, and interviews. Statistics used in the research conduct is the t-test. The results reveals that the posttest scores (Mean = 6.39, SD = 2.33) were significantly higher than the pretest scores (Mean = 3.16, SD= 1.85), indicated by t (30) = 8.05, p < .05, d = 1.53. The grammatical instruction used in pragmatics was effective, and the students could effectively improve their pragmatic acquisition ability. There are 12 types of speech acts frequently used by learners. The highest-top three frequency used by Thai EFL learners are Attention-getter accounting for 30.28 %, Softners accounting for 20.80 %, and Emphasis of Importance accounting for 15.90%. The last-top three frequency used by Thai EFL learners are Intensifier accounting for 0.91%, Hesitators accounting for 0.31%, and Disarmers accounting for 0.31%. Pragmatic acquisition of speech act should be taught through the topic of English courses and in the curriculum for longitudinal study.

42856
Critical Reading Skills in ESL Learners: Challenges, Teaching Methods and Impacts
Nhung Nguyen, Monash University, Australia

This research investigates critical thinking skills on reading comprehension of ESL students in an Australian context and proposes a number of pedagogical methods for ESL teachers and educators. The research has threefold aims: to grasp a thorough understanding of ESL students' ability to read English critically in their transition time from high school to university study; to help enhance ESL students' critical thinking skills and to utilize online educational tools to design engaging classroom activities. Specifically, the study provides ESL teachers with information about student critical reading skills including the ability in understanding arguments, critically evaluating arguments and developing and defending their own arguments (Freeley & Steinberg, 2000). A Survey Monkey questionnaire of fifteen questions about critical reading and class activities was designed and delivered to the ESL students at Monash College in 2017, and 64 responses were recorded. The findings show that the majority of students (80%) are unable to grasp a clear understanding of the text purpose and text structure, understanding authors' opinions, and main ideas. The research subsequently suggests a number of effective ways to assist ESL teachers in teaching critical reading skills. These include the use of online educational tools such as Kahoot.it and Socrative.com websites. The research further confirms that once ESL students become critical readers, they become more motivated and independent in building a reading habit, and become critical thinkers in the study.

43099

An Etymologically-Categorized Vocabulary Order Generator for Increasing and Expanding Vocabulary Learning: A Sequential and Personalized Approach

Yi-hung Liao, Wenzao Ursuline University of Languages, Taiwan

Vocabulary learning is recognized as a pivotal process to acquire proficiency and competence in second/foreign language acquisition. Word power not only substantiates the learners' perception of knowledge for accuracy but also facilitates the learners' production of the target language for fluency. This paper suggests an etymologically-categorized approach for students to increase and expand their vocabulary size based upon their own prerequisite vocabulary learning experiences and cognitive level. Applying such sequential etymological method, vocabulary order is computed based on the individual learner's past vocabulary navigation history as well as the comprehensive personalized learning patterns and profiles in terms of word structure analysis (prefix, suffix, and roots). This recommended vocabulary order generator (VOG) has important pedagogical implications vis-à-vis the need for the inclusion of etymological cues and the optimal mode for personalized learning to enhance second language vocabulary gains.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Curriculum Design & Development
Session Chair: *To be Announced in Final Schedule*

42532
Congruence of Practice with National and State Policy: A Case of Georgian Schools
Ia Aptarashvili, Tbilisi State University, Georgia
Mzia Tsereteli, Tbilisi State University, Georgia

Over the last 30 years, the paradigm of education has essentially changed in Georgia, the constructivist approach to learning and student-oriented teaching have been reflected in the National Curriculum. So, it's critical for the educational system to evaluate how these changes are realized in the implemented curriculum during the ongoing school teaching-learning processes. The purpose of the research is to study: How relevant is the learning-teaching process in the class to the modern paradigm principles of learning and teaching; What are the facilitating and hindering factors for an effective learning-teaching process. The quantitative and qualitative observation was carried out based on the following criteria: focusing classroom activities on the dynamic/functional knowledge construction; focusing students' assessment on improving the learning process; focusing teaching-learning process and managing on creating a positive learning environment; There was used multistage cluster sampling in the study. The number of observations carried out is 340. The results of the study revealed that, according to the research criteria, the congruence of the study process at the criterion content has been confirmed within the only one criterion: 88.5% of the participant schools are showing positive and cooperative relationships between the student and the teacher in the study process, as for the rest of the criteria, the congruence between national policy and practice is low. This research is important to support the improvement of the learning-teaching process and can also be used to improve the instructions' part of National Curriculum and to modify the training modules for improving teachers' professional competencies.

43103
Lost in Confucian? The Socratic Turn in Japanese Education
Stephen Jennings, Tokyo University of Science, Japan

In the context of tertiary education in Japan, policy reform is undergoing a comprehensive transformation. Since 2014, the Japanese Ministry of Education, Culture, Sports, Science and Technology Education (MEXT) has used its leverage to instigate the use of active learning throughout all education levels (MEXT, 2014, Waters, 2014). The topic of this proposal, English as a Foreign Language education in university education, is not exempt (McMurray, 2018). Research carried out for a doctoral thesis by the author (Jennings, 2018) suggests a growing interdependence between a traditional Confucian orientation to teaching and learning in East Asia and a novel Socratic approach, familiar to those in Western contexts (McKenzie, 2014). The proposed presentation will delineate the often-confused terminology of change, innovation and reform used in educational contexts that are constantly evolving. It will, furthermore, elaborate on educational reform by drawing on data regarding Japanese teachers of English and their awareness of their own beliefs, attitudes and perceptions about how English is best taught in their context. The presentation will culminate in relaying the upshot of research about how the aforementioned group of teachers reacted to language teaching reform in their institution. The findings illuminate the extent to which a number of perceived negative attitudes towards the growing role of active learning may be mitigated through constructive engagement. It is hoped that this talk will provide stimulate discussion about how educators

mediate national and institutional policy initiatives so that they be suitable in their context.

43969

Improving Learning Outcomes in Capstone Projects: Academic Leadership in Curriculum Development and Evaluation

Louis T.W. Cheng, The Hong Kong Polytechnic University, Hong Kong
Christine A. Armatas, The Hong Kong Polytechnic University, Hong Kong
Jacqueline Wenjie Wang, The Hong Kong Polytechnic University, Hong Kong

In the first part of the research, we briefly describe capstone projects and the role they play in higher education curricula. We then discuss capstone projects in our school, how we have addressed challenges we have identified and the role learning analytics can play in evaluating the impact of changes implemented to improve capstone delivery. Following this, we outline the incremental changes we have made to capstone projects over the past three years and report the findings of our analysis of learner data to evaluate the impact of these changes on students' performance. In the last section, we report on the analysis of data from one cohort and the changes we plan to implement and evaluate in the next academic year based on these results. Three insights from the research: 1. an appreciation of how learning analytics can be applied to curriculum review and enhancement and can help improve learning outcomes for students; 2. an understanding of how having both discipline-specific and educational knowledge and experience can greatly benefit curriculum initiatives; 3. the importance of academic leadership for sustained and effective curriculum monitoring and change.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: *To be Announced in Final Schedule*

42565
Use of Information and Communication Technology (ICT) in Educating Barangay Officials of Ibaan District on Climate Change: Input to Localized
Jesusa Perez, Department of Education, The Philippines

The alarming threat of the adverse effects of climate change on people's lives warrants a comprehensive strategic planning on the part of policy and decision makers. Those units who directly experience the terror of global warming should find ways and measures on how the community will adapt to these changes. Though there are existing national policies and programs from the government and Local Governments (LGUs), a strict monitoring of its reflection in the basic unit of society should be taken into consideration seriously. Environmental awareness of individuals and officials is an indicator of how people respond to the negative impacts on their surrounding environment. Hence, this study aimed at the conduct of in-depth education of the barangay officials in the local government of Ibaan on the effects of climate change through the use of Information and Computer Technology or ICT approach. Using the mixed method approach, the researcher was able to gauge the effectiveness of ICT integration in educating the barangay official in Ibaan on the adverse effects of climate change to be able to come up with localized policies on dealing with the said phenomenon. Recommendations include the application of the proposed localized guidelines in each barangay in Ibaan.

43472
Essential Knowledge, Skills and Attitudes Towards Sustainable Rural Tourism After the Tsunami in Aceh
Jane Teng, University Pendidikan Sultan idris Malaysia, Malaysia
Afrida Yahya, Universitas Syiah Kuala Aceh Indonesia, Indonesia

The study investigated the rural tourism in Aceh after a decade of the tsunami. Reports revealed that tourism is the fastest growing industry in the world that benefits a country's economy and local communities. Thus, the main concern should be the human capital and human resources to ensure successfulness and the sustainability of the rural tourism activities. The paper aims to highlight the human capital issues which focus on the human talent while the human resources components are skills, knowledge and attitudes which are considered crucial for sustainable tourism in Aceh. Seven key informants were identified for the study. Additionally, a total of 103 respondents took part in the interviews and 450 participated in the survey. However, this paper focuses on the results from the interviews amongst the seven key informants and the participants during the interviews of the phenomenon. The results showed that there was lack of understanding of its concept and meaning towards rural tourism and low level of knowledge and skills in managing rural tourism and also lack of local leaders and social support for rural tourism. The study also revealed that current knowledge and skills are essential components of human capital for sustainable rural tourism after the disaster. The study implies that Aceh requires the broadening the context of rural tourism from the concept and to its sustainable management in rural tourism ends and means to secure a greater measure of sustainable development for its community and its country.

43066
The IBCs in Qatar: Policy and Sustainability Issues
Fethi B Jomaa Ahmed, Hamad Bin Khalifa University, Qatar

Qatar is transitioning toward knowledge society and aims at becoming a hub for international education. The Permanent Constitution and the Nation Vision 2030 of Qatar explicitly refer to the role of government in promoting sound education and making it the prime driver of human, social and economic development. The government has invested remarkably in education and is now earmarking 3.5% of its GDP to it. Since 1998, Qatar has so far succeeded in inviting 11 prominent global higher education institutions from USA, Canada, UK, France and the Netherlands to open branches in Qatar. These institutions include Texas A&M University, Weill Cornell Medical College, Georgetown University, University College London and the University of Calgary. The IBCs offer a range of specializations and degree programs such as medicine, engineering, foreign affairs, journalism, and tourism. Qatar spends more than $400 million annually on these IBCs excluding construction expenses. Hence, this study attempts to examine Qatar's policy on the IBCs and investigate its sustainability. The author focuses on discussing critical issues including the integration of the IBCs into the national higher education system, the impact of IBCs on the job market and the traditional society, and the future of the IBCs in Qatar particularly in view of the sharp decline in hydrocarbon revenues which could potentially affect the endurance of adequate funds for the IBCs to continue operating in Qatar. Ultimately, the author is enthusiastic that this library-based, theoretical and critical study would provoke more scholarly debates on Qatar's unique model of hosting IBCs.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Educational Policy, Leadership, Management & Administration
Session Chair: *To be Announced in Final Schedule*

43025
Relational Analysis of Competencies and Personal Domains of School Administrators
Marian Arias, Department of Education, The Philippines

This study aimed to find out the competencies of the school administrators and its relationship to their personal domains in order to give the implications and recommend further actions. Descriptive – quantitative research method through the survey technique was the chosen research design utilized in the study because of its appropriateness to the nature of the problem. This study included a total of sixteen (16) public elementary school heads in Ibaan District, Batangas Division, Philippines. The total population of the respondents participated in the study. The questionnaire was the main data gathering tool used in this study. The personal domains which are the profile of the respondents include their age, gender, civil status, educational attainment, and length of service. The data gathered were treated using frequency, percentage, weighted mean, and Chi-Square Test. The study revealed that the personal dimensions of school administrators are significantly related to their competencies as school leaders. Furthermore, the respondents strongly agree that their competencies are highly evident in the areas of school direction and policy, managing the resources and school operations, and personal effectiveness. The implications drawn from the findings of the study included considering the personal dimensions such as age, gender, civil status, educational attainment, and length of service as domains needed in planning for training and seminars for school heads.

42039
Demographic Profiles of Principals and Performance of Public Elementary Schools in the Schools Division of Imus City
Gregorio A. Co, Jr., Department of Education Imus City, The Philippines
Matea-Alvyn H. Trinidad, Department of Education Imus City, The Philippines
Jenielyn A. Sadang, Department of Education Imus City, The Philippines

The widely quoted biblical verse "By their fruits, ye shall know them" aptly relates to school leadership. The quality of education delivered to students is dependent on how the learning process is managed in the schools. A systematic review conducted by Osborne-Lampkin, Folsom, and Herrington (2015) that examined 52 empirical studies published between 2001 and 2012 on the relationships between principal characteristics and student achievement in the United States showed some interesting results. One of which was in general, principal precursors (such as principals' experience and educational attainment) and student achievement had a positive relationship. They claimed, however, that principal preparation programs, also a precursor, provided mixed results. This study sought to establish if the demographic profiles of principals have a relationship on school performance. It was found that principals were mostly female, had bachelor degree with units in MA and been promoted as principal prior to NQESH. Twelve schools recorded a decrease of dropout rate from SY 2013 – 2014 to SY 2014 – 2015 and all schools studied were way below the national standard of 75% MPS. The demographic profiles of the principals namely, sex, educational attainment and qualification, were not related to school performance in terms of dropout rate and result of the National Achievement Test. With this findings, reclassification of new principals may not be determined solely by passing of the NQESH and promotion may also include achievement of set standards as criteria.

Lesser weight may be given to criterion such as educational attainment.

43521

The Relationship Between Emotional Intelligence and Leadership – Potential of Faculty Members in Selected Private Basic Education Schools

Ma. Louren Clamor-Canlas, Escuela de Sophia of Caloocan, Inc. & De La Salle University-Manila, The Philippines

This study determines the Emotional Intelligence (EI) and Leadership Potential (LP) of faculty members in selected private basic education schools and the relationship, if any, between the two variables. A sample of 117 faculty members who had at least one year of teaching experience participated in the research. Mean and standard deviation were used to determine the EI and LP profiles while the correlation was performed to determine the relationship between EI and LP. An analysis of the results revealed that the EI of the faculty members in the following factors were as follows: high perception of emotion (3.84), high managing own emotion (4.17), high managing others' emotion (4.05), high utilization of emotion (3.83), and high total EI (4.05). On the other hand, the LP of the faculty members in the following dimensions were as follows: high interpersonal relations (3.93), high understanding of people (3.67), high value inculcator (3.95), average social communication (3.37), high behavioral and emotional stabilizer (3.57), high operation as a citizen (4.01), and high total LP (3.77). A moderate, marked, and positive relationship (r = .63) between the EI and LP was found. The data of the study revealed that the respondents generally had high EI and had scored high in all factors of EI. The participants also generally had high LP and had also scored high in all dimensions of LP except in the social communication dimension. Among the recommendations for future research includes studying LP in relation with other variables.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43082
Solitary Education: Introducing the Uses of Solitude
Amy Wai Sum Lee, Hong Kong Baptist University, Hong Kong

The state of solitude has always been associated with unusual human circumstances such as confinement in prison, a voluntary religious experience, or explorers charting new challenges in remote lands. The contemporary global capitalist world, however, with advanced information technology and the many gadgets made available to those who can afford them, is seen by many to have increasingly become a world where individuals are living in solitude among the electronic sound and fury. Our world is a world of rising number of single-person household in major cities, increasing ownership of mobile gadget for communication and entertainment, and ironically escalating a number of people suffering from psychological and emotional conditions. If the state of solitude has become a norm in our world, how can we reconcile with this condition and adapt ourselves to this new world? And is it possible to teach our future generations how to handle this state? The presentation is a work-in-progress report on learnings from interdisciplinary literature about solitude, and how this state of being can have positive "functions" in our daily life settings for leading a better life. It is hoped that some of the insights can be developed into exercises that can be taught in a classroom setting.

41999
Imitation, Learning, and Innovation: A Girardian Perspective
Per Bjørnar Grande, Western Norway University of Applied Sciences, Norway

According to the Stanford Cultural philosopher, René Girard, imitation is the basis for learning. However, imitation is a desire and something which is potentially conflictual. In his book called "Evolution and Conversion", he uses the expression "cultural mimesis" to emphasize a kind of imitation that is less acquisitive - in areas such as learning. However, imitation is usually acquisitive and competitive and, in the area of learning, seems to work in paradoxical ways. Its outcome seems to remind one of the outcome of Adam Smith's invisible hand: The initial urge to outdo the other, creates a wealth of new knowledge. So often, in imitation and learning, will the mediator or model, either a teacher or a fellow pupil/student, through intense competition, become a rival. This, however, does not mean that knowledge necessarily is hindered. On the contrary, if competition does not lead to a desire to destroy things for each other - or that rivalry gets so heated that it leads to psychological problems - competition clearly enhances learning - sometimes to an unheard degree. It is therefore important, when trying to find improved ways to learn, to focus more on the mediator - both the teacher and the other pupils/students - and less on the subject's innate disposition.

43079
A Case Study: Assessing Students' Learning in an Australian Institution
Hing Wa Sit, The University of Newcastle, Australia

Sustainability, quality, equity, and diversity are four priorities under the review of Australian higher education. The growing figure shows students in Australian institutions have come from more diverse social, cultural and educational backgrounds. A common issue each institution has been concerned regarding social inclusion is how to effectively teach, transit and support students from such diverse backgrounds. Currently,

it is of a greater concern in business schools in most Australian institutions because they are the largest destination for global students. Nevertheless, dealing with student diversity comes with its own challenges. A general challenge is most university staff lacks sufficient knowledge and support in integrating diverse students into Australian academic culture and efficiently help them transit from their previous schooling. Although the Australian educational system entitles students with a rigorous, relevant and engaging curriculum that addresses their individual learning needs, issues surrounding student diversity and their effect on cross-cultural learning and teaching are rarely sought. There are studies on the internationalisation of Australian higher education, but limited research focuses on the cross-cultural evaluation as part of Australian university curricula. This case study expands on this body of work and explores students' assessment experiences to guide future student learning and program development. The qualitative research method is used to investigate diverse students' experiences in dealing with their assessment tasks and academic performances within an Australian institution. The findings should provide fresh literature on how Australian education culture can be enhanced by acknowledging and integrating diversity as an important criterion in assessment task development.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43135
The Comparative Study on Compliment Responses Between Indonesian EFL Students and English Native Speakers
Maria Seran, Macquarie University, Australia

While Western people use more acceptance continuum on compliment response, Indonesians utter more denial continuum which can somehow put the speakers into a face-threatening situation. This study investigated compliment response employed by EFL students and English native speakers. Two research questions were set, 1) How do Indonesian EFL students and English native speakers respond to compliments? 2) Is there any correlation between Indonesia EFL students' proficiency and their compliment response use in English? The study involved three groups of participants; five English native speakers, ten high-proficiency and ten low-proficiency Indonesian EFL university students. The research instruments used in this study were, an online grammar test and a set of 10 discourse completion tasks. Participants' responses were coded and analysed using Tran's compliment response framework. The study found out that five native speakers applied more compliment upgrades and appreciation token in compliment response, whereas, Indonesian EFL students combined some compliment response strategies in their utterances, such as appreciation token, return and compliment downgrade. There is no correlation between students' proficiency level and their CR responds as most EFL students produced less varied compliment responses and only four Indonesian high-proficiency students uttered more varied and were similar to the native speakers. The combination strategies used by EFL students are explained as the influence of pragmatic transfer from L1 to L2; therefore, EFL teachers should explicitly teach more compliment response strategies to raise students' awareness on English culture and elaborate their speaking to be more competence as close to native speakers as possible.

42066
The Development of Competency of Creation of Learning Management for English Teachers by Coaching & Mentoring
Apiradee Jeenkram, Lampang Rajabhat University, Thailand
Wisathorn Thanukit, Lampang Rajabhat University, Thailand

The purposes of this research were: 1) to compare the competency of the creation of learning management for English teachers by coaching & mentoring and 2) to study the English teachers' satisfaction towards the development of creation of learning management. The target group was eight English teachers in Lumphun province (Thailand). The experiments' instruments were: 1) the competency of the creation of learning management form 2) pre-test & post-test 3) Learning Management for English Teacher Curriculum and 4) the English teachers' satisfaction form. The findings of the research were as follows: 1) after taking this research, the scores of the competency of creation of learning management for English teachers had risen than those of the pretest before they were introduced by coaching & mentoring 5.13 points and 2) the scores of the English teachers' satisfaction towards the development of creation of learning management are in a good level (= 4.29), and the competency of creation of learning management for English teachers by coaching & mentoring has been beneficial to the English teachers.

43331
Dear Future Student: Examining Letter Writing in the University Classroom
Verna Zafra-Kasala, University of Guam, Guam

This presentation focuses on the use of letter-writing in the university classroom. The research was conducted by gathering data from advice letters written by students in two University of Guam Introduction to College Composition classes. Students were tasked at the end of the semester to write letters addressed to future students, giving them advice on how to succeed in the course. A content analysis of the letters revealed various tips and recommendations that covered academic, social, and personal concerns. A discussion on the implications of the activity on the student writers is included, as well as insight into how the letters can be used by instructors as a means to reflect upon and improve their teaching performance and classroom management.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Curriculum Design & Development
Session Chair: *To be Announced in Final Schedule*

42869
Multiple Environmental Issues Designed to Promote Pre-Service Teachers' Environmental Literacy
Peilan Chen, Center for Teacher Education – Tzu Chi University, Taiwan

Including environmental education in pre-service teacher preparation is a challenging task because teacher education institutions are regulated by educational legislation to include numerous core and professional courses, leaving only little room for speciality area, such as environmental education. However, numerous documents have analyzed the situation of EE and shown the need for incorporation of environmental literacy into the curricula of pre-service teacher training ensures the promotion of environmental literacy amongst future citizens. Therefore, the aim of this study was to integrate multiple environmental issues, including global environmental education, sustainable development, ecological building, eco-friendly technology, Satoyama, coastal cleanup, marine monitoring and Taroko national park exploration, into a education core course for pre-service teachers to develop environmental sensitivity, cultivate environmental attitude, and take environmental action. The study assessed students' self-perceptions of their environmental literacy in a pre- and post-course questionnaire. A paired samples t-test showed these environmental issues had a significant influence on students' environmental literacy. The findings may service a guide for further research to integrate environmental literacy into the pre-service teachers' required curriculum.

44112
Learning Analytics from Log Data from a First-Year Computer Programming Course
Tiong Seng Norman Lee, Singapore University of Technology and Design, Singapore
Oka Kurniawan, Singapore University of Technology and Design, Singapore

In SUTD, first-year students take an introductory programming course called "The Digital World", which seeks to introduce students to computational thinking. As this is a common course for all freshmen, we find that our students have a diverse academic background and exhibit a wide range of abilities, leading to a wide variation in student performance. Thus, it would be advantageous to understand the student behaviour that influences students' performance in our course. Such insights will help improve the delivery of the course and improve learning outcomes for all students. During the course, we require students to submit various programming assignments weekly to our learning management system (LMS). Each action by the student is recorded in the LMS server log. Examples of such actions are the time the submission page is accessed and the time the assignment is submitted. Such LMS log data have previously been used by other researchers with data-mining algorithms to build predictive models. One example is the classification trees built by Pardo et al (2016) to see what behaviours characterized good performance or bad performance. In this study, we describe the data-mining models that we built using our own LMS log data, and the insights into student behaviour that these models provide.

43837

Structuration of the Metaphoric "Discursive Concept Formation" in Primary School Curriculum: Chuang Tzu's Metaphorological Implications

Qiang Wang, Hangzhou Normal University, China

"Concept Formation" in Chinese primary school teaching is, to some extent, normative and even total-institutional, which constraining children's discursive and imaginary interactions. Therefore "Discursive Concept Formation", is proposed as the structuration of liquid teaching in metaphoric concept experiencing, which could not only generate interaction but also routination and explanation, framing inferential rules of inquiry community. Through discourse analysis of the Book of Chuang Tzu, root metaphors (such as water, etc.), classification of comparable and incomparable relationship metaphors, and naturalistics of metaphors in complexity, are not only adopted as disciplinary concepts interpretation or curriculum development resources, but also integrated with activity curriculum frames as the structure of "metaphoric discursive concept formation". 1) Mapping pre-conceptual inquiry by metaphoric free-talking or imaginary linking; 2) experiencing social or scientific interaction (structures or relations) in metaphoric games whose rules could be changed to deepen concept formation; 3) tracing metaphoric elaboration back into disciplinary conceptual framework; 4) anchoring in integrated project in metaphoric context to experiencing creative making; 5) philosophizing based on Children's perception in the above process; 6) organizing implications or stories sharing through creative writing, drawing or acting or mathematical analysis based on common interests. One case study of metaphoric discursive concept formation is included in the presentation.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43222
First Year B.Ed. Foundation Phase Student Teachers' Apprehensions Through a Chosen Career at a University
Fhatuwani Ravhuhali, University of Venda, South Africa

This paper sought to understand the anxieties and challenges of Foundation Phase student teachers during their teacher training programmes and ask the following question: What are the student teachers' anxieties and challenges with regard to their chosen career path in the years ahead? In this paper, researchers argue that the vast number of students suffer from anxiety better known to themselves. The paper argues that the diverse nature of anxieties experienced by student teachers had varied adverse consequences and might lead to dropping out of the programme or simply leading a miserable career life. The qualitative exploratory design was utilised in which a purposive sampling procedure was adopted in selecting three hundred and eighty-three (383) respondents doing Foundation Phase Initial Teacher Education (ITE) programme from three (3) universities. The most identified causes of student anxiety revolve around finances, self-esteem, career identities and choices conundrum. This paper would not necessarily provide all the answers but seeks to provide a deeper understanding of the anxieties experienced by student teachers and provide credible empirical findings. The researchers recommend that this study should be conducted in other universities across South Africa.

43411
The Relationship Between Learning Method and Students' Success in Vocational School: A Case Study in Agribusiness Management Study Program
Intani Dewi, Bogor Agricultural University, Indonesia
Rosita Noviana, Bogor Agricultural University, Indonesia

Vocational education is higher education that supports the mastery of certain applied skills which is oriented to the expertise that is unique and creates ready to work capabilities. Teaching materials delivered to students during the learning period are more in the form of field practice as an application exercise of the theories that have been obtained in the classroom. Thus, the graduates are able to compete globally as they focus on skills development and applicative technology. The success of Vocational School students is not only measured by the achievement of high GPA, but has soft skills, attitude, high integrity and also the success of applying theory into practice in the real world. The aims of this study are to determine the relationship between classroom learning methods and field practice on the success of Vocational School students, especially in the Agribusiness Study Program. We can see the relationship using Rank Spearman correlation analysis. The result of P value smaller than α showed the factors that influence the success of the students of Agribusiness Management. Measurement of student success rate is done by using Likert Scale.

43537
Reflections of First Year Students on the Effectiveness of a Foundation Programme at a Rural South African University
Tshimangadzo Sikhwari, University of Venda, South Africa

Foundations programmes, also known as 'extended curriculum programmes', are common in most South African higher education institutions. The key role of foundation programmes is to support educationally disadvantaged students who are under-prepared for university studies by placing them on an extended curriculum that will give them the academic foundations for successfully completing their studies. Students are considered to be 'disadvantaged' if they had inadequate access to quality education, resulting in a lack of opportunity to fully develop their academic potential. The concept 'disadvantaged students' also applies to first-year entrants who do not meet the requirements for a specific degree programme. The purpose of this study was to explore first-year student's views on the factors which contributed to their success in the foundation programme and subsequent studies. A qualitative research design was used in the study. Thirty students were purposively selected from the records of foundation programmes. The students participated in 3 focus group interviews. An interview guide was used for collecting data. The data were analysed through content analysis. Participants were informed about the purpose of the study and that they could withdraw from the study at any time. The study received approval from the Ethics Committee at a university. The findings of the study showed that the foundation programme has equipped disadvantaged first-year students with the necessary skills to obtain a university qualification. It would be appropriate to indicate that the academic and social support offered to students enabled them to succeed in their studies.

Monday Session III: 13:30-15:00

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

43986
All on Screen: New Practice of Implementing Digitized Learning Activities to Increase Learner Interest and Engagement in the EFL Classroom
Jaiake Ritthipruek, Prince of Songkla University, Thailand

Learner interest has always been one of the key factors which entails how successful the language learning will be. In today's language classroom, media and technologies are powerful tools which cannot be neglected when the classroom involves young learners of this Digital Age. The researcher attempts to elaborate a constructive language learning sequence in order to increase learner interest and deeply engage them in learning activities. In this study, "All On Screen" scheme is designed to shape the learning processes by implementing digitized learning materials and activities, including digital media, audio-visual reading, game-based learning platforms and on-screen drills, combined with teacher's scaffolding strategies in EFL classroom. The study describes and analyzes classroom behaviours of first-year students at the international college of a university in Thailand throughout one semester in the aspects of interest, participation and engagement when experiencing digitized learning activities. It intends to explore the following areas: (1) to what extent digitized learning activities can retain learner interest throughout the whole lesson; (2) how can digitized learning activities increase learner engagement and participation in EFL classroom; (3) to what extent digitized learning activities can enhance learner academic performance. The result of the study reveals positive reactions from learners, a higher level of participation and engagement, and improved academic performance. The implementation of digitized learning activities enhanced with teacher's scaffolding strategies could be a considerable factor for instructors in EFL classroom design.

44106
University Students' Perspectives on Comprehension Factors in Their Content and Language Learning Courses
Tzu-Ling Hua, Ming Chuan University, Taiwan

With intensified globalization and increased international mobility, higher education faces greater challenges in providing students with international competitiveness as well as tougher competition in attracting international students. A growing global trend for universities is to teach courses in English in order to survive and to thrive in the face of such challenges. Providing education in English is perceived as giving students the double benefit of acquiring subject knowledge and developing English language skills. Many higher education institutions are moving towards such 'dual-focused' educational approach, Content and Language Integrated Learning (CLIL). However, several studies suggest that CLIL is more beneficial for learners with a higher initial level of English proficiency, and that this limitation may turn CLIL education into an elite programme. Previous research further points out that the needs of learners with limited English proficiency are generally neglected in current CLIL practices, leaving such students in a vulnerable position. This is particularly the case in Taiwan and other Asian EFL situations. This study examines university students' perspectives on comprehension factors in their CLIL courses. A qualitative case study approach was used, triangulating multiple sources of data to provide a picture of the CLIL courses from the students' perspectives. Initial analysis revealed eleven recurring factors, which can be further examined in three contexts: The learners, the lecturer, and the course itself. The findings can help us develop a profile of CLIL

learners' comprehension difficulties and contribute to effective pedagogical practice to ensure successful implementation of CLIL in the future.

43035
Assessment of ESP Textbooks
Minako Inoue, Health Science University, Japan

Implementing English for Specific Purposes (ESP) has become a popular practice in Japanese universities. One difficulty in designing and implementing ESP programs is identifying appropriate ESP textbooks. Faced with this difficulty, our university created four original ESP textbooks. The current study examines the efficacy of two English textbooks which targets second-year Physical Therapy (PT) and Welfare and Psychology (WP) majors. The aims of these textbooks are to enable students to build basic communication skills, improve other language skills, and broaden their knowledge of terms and expressions in their fields. Data included students' final scores and their survey results, involving 100 PT and 30 WP majors. Data were stored in SPSS software and analyzed employing descriptive and inferential approaches. Findings reveal 70% believe ESP approach is necessary. The extensive range of proficiency levels also reveal mixed reactions on textbook contents and instructions. In terms of topic, the most popular were "spinal cord injury" in the PT textbook, and "counseling" in the WP textbook. Many believed their limited grammar knowledge impeded their comprehension of the contents. However, they favor the textbooks and instructions, claiming all their English-related skills had improved. Although the study seems to justify the efficacy of using the original ESP textbook for current instruction, it is necessary to ensure the topic contents are up-to-date and practical. In order to engender such a situation, a collaboration between specialists or faculty in the related field and language teachers is critical.

Monday Session III: 13:30-14:30

Room: *To be Announced in Final Schedule*
Stream: Educational Policy, Leadership, Management & Administration
Session Chair: *To be Announced in Final Schedule*

43933
The Education Policy of Nations and Global Development: Empirical Intellectual Research and Policy Practice for Human Development
Clementina Cardoso, CIHRC, Hong Kong

Policymaking modes, mechanisms, philosophies and cultures were scarcely integrated into teaching and research on teaching, learning and national systems throughout the Twentieth Century. They were also hardly ever researched in policy studies in the US or the UK, despite their research being of mutual utmost significance because they drive what is and is not and what can and cannot be done in formal teaching and learning settings. Historical studies are the exception but not studies of policy per se. The deficit in studies of education was addressed in the last decade of the past century and since then empirical research has produced an important body of knowledge and evidence on education policy scholarship and practice. This paper discusses this work by reference to policy, leadership, management and administration in the UK and in countries around the world (where teaching and learning communities as well as policy-makers and politicians were influenced by it)to inquire about: 1) the tradition of policy prescription that drives social, political and economic national objectives and that is applied without reference to the empirical and intellectual knowledge of education communities of teachers, learners, researchers, parents or advocates - unless there is an official need to mobilise them (or they mobilise themselves) in support of official policies; 2) the obstacles presented by prescription to countries' ability to serve citizens that will contribute to richer national societies and to global development in humanitarian, technical, social and economic terms and their effects on that contribution.

44038
The Globalising Process of University Reform: Managing the Drag Effect
Grant Black, IAFOR, Japan

From the perspective of long-term social processes, whether by reform or interdependence, promoted or opposed, welcomed or not, the movement for an elite Japanese national university is toward deepening links to global networks through increasing degrees of integration at all levels of the functioning of the university (e.g. student experience, student learning, campus diversity, curriculum, evaluation of outcomes, research, faculty, university to work transition). Change in the function of the university in society is part of a long-term globalising process not limited to internal controls. One challenge for academic management operations is that there is a drag effect between the higher level of integration and the earlier stage We-identity. For elite global universities, the dynamic of social processes is tending toward a stage where a national state-based We-identity is not the sole social habitus of the enterprise; for globally oriented academic managers and researchers, it may not even be primary. Rather, they are connected to global networks of research, human resources, and professional development. Running in countercurrent to this lead group, for a core of faculty and administrators a national state-based We-identity defines their social habitus and dominates their identity. Using the vantage point of an international researcher embedded on the frontline of reform at the case university, the paper employs Elias as a heuristic to consider stakeholder issues on the macro levels of policy, the institutional level of the university, the departmental level of the faculty, and the individual level of student learning experience.

Monday Session IV: 15:15-16:45

Room: *To be Announced in Final Schedule*
Stream: Learning Experiences, Student Learning & Learner Diversity
Session Chair: *To be Announced in Final Schedule*

43085
Using Tech at Uni: Students Report on Their Technology use at University
Yuwanuch Gulateee, Nakhonphanom University & Edith Cowan University, Australia
Jeremy E. Pagram, Edith Cowan University, Australia
Barbara Combes, Charles Sturt University, Australia

Many universities are embracing Learning Management Systems (LMS) for the delivery of programs to students. The LMS provides paperless modes of document and rich content delivery such as Microsoft Word documents and video lectures. Such delivery modes for on-campus students are becoming the norm as more blended learning environments are implemented in universities. This research examines how students make use of technologies and applications, what they think about their skill levels, and whether the online materials encourage and motivate their study. The research also reports on how and where some students and lecturers at Nakhonphanom University, Thailand use the technology and devices in their classrooms. Findings of the research will guide university educators in the improvement and change required in their physical and virtual classrooms as they move into a blended learning environment.

43033
Educational Practice of Pair Work Using Smartphones in a Large Class in University Liberal Arts Course
Yoshihiko Oya, Nagoya University of Foreign Studies, Japan
Kimiko Uchida, Nagoya University of Arts and Sciences, Japan

In Japanese university education, the decline in students' motivation toward liberal arts classes has become more pronounced than before, and the educational effectiveness of these classes is questionable. In particular, in cases where classes are composed of a large numbers of students, the following is the state of affairs: 1) teaching staff are unable to monitor the class closely enough, making it difficult to get students to concentrate; 2) there are time and workload constraints on the feedback that can be given to students; 3) students display wide discrepancies in subject literacy, with increasing numbers of students being unable to keep pace with the class. Therefore, it is more difficult to raise learning effectiveness when compared with smaller classes. In 2016, the authors introduced pair work using smartphones as a preliminary trial lesson in a standard-sized liberal arts class. The result of the trial was that students responded favorably to the initiative, they were able to concentrate better than they were in normal classes, and learning effectiveness improved. Hence, in 2017, an educational practice involving pair work using smartphones in two large classes of approximately 100 students each was conducted; speech analysis and a follow-up questionnaire survey was also conducted. The findings clarified that pair work was carried out smoothly and that over 80% of the responses to statements that the class "was enjoyable," "was helpful," and "I was able to concentrate" were positive, which was much higher in comparison with what the results in normal classes revealed.

42406
The Assessment of Computer Assisted Language Learning Course: An Outcomes-Based Approach
Pei-Fen Chang, National Central University, Taiwan
Jie-Chi Yang, National Central University, Taiwan

The aim of this research project was to examine, using a Conceive - Design - Implement - Operate (CDIO) approach, how students utilize the computer domain knowledge to undertake the group creativity process to the design and realization of computer-assisted language learning games. The research question examined in the present study was: Would it be possible to enhance students' interdisciplinary learning skills, collaborative learning through teamwork skills, and problem-solving skills after implementing this course? Therefore, the "Smart Language Learning System" being implemented in the course at National Central University in Taiwan. The subjects were the students of the Department of Computer Science and Information Engineering and Graduate Institute of Network Learning Technology at the National central University in Taiwan. Most of them already had fundamental knowledge with using computer programming languages. However, they had little experiences in language teaching. The instructor anticipated that the use of collaborative work in small groups would enable the students to complete a set of game-type digital language learning teaching materials by the end of the semester. Furthermore, a Student Learning Outcomes Evaluation Questionnaire was pre-tested and post-tested at the beginning- and the end of the semester in order to identify which core capabilities they had developing through this course, and which capabilities required further improvement. Finally, implications and future directions for this study will be discussed.

Monday Session IV: 15:15-16:45

Room: *To be Announced in Final Schedule*
Stream: Higher Education
Session Chair: *To be Announced in Final Schedule*

44109
Use Community of Practice to Facilitate Inter-School Collaborations
Zhaoping Liu, Singapore Institute of Technology, Singapore
Jawn Lim, Singapore Institute of Technology, Singapore
Miriam Wun, Singapore Institute of Technology, Singapore

A Community of Practice (CoP) is a group "of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis." (Wenger, McDermott, & Snyder, 2002). CoP can serve as a strategic tool for individual and organizational development (Manuti, Impedovo, & De Palma, 2017). In addition to CoP's many benefits such as accelerating professional development and building better teams, a key benefit of CoP is its function of breaking down organizational silos and facilitating knowledge sharing (Webber, 2016). By exploring a CoP at an applied learning university in Asia, the investigators aim to identify the best practices of this CoP in facilitating inter-cluster faculty collaborations and knowledge sharing. Supported by the Teaching and Learning Center of that university, the CoP set clear goals and created social platforms for its members of different clusters/schools to form working groups. Those working groups write teaching cases addressing the needs of instructors and students from multiple disciplines. These on-going projects initiated by CoP members have helped to break the organizational boundaries of programmes/departments and clusters/schools and facilitated knowledge sharing among CoP members. The findings of this study will contribute to the CoP literature by identifying new principles that can guide the healthy development of communities of practices.

43591
The Online "Advanced Tutor Series" for GTAs
Paul Corrigan, City University of Hong Kong, Hong Kong

Graduate Teaching Assistants (GTAs) take on many teaching duties at universities around the world. A mandatory, generic teacher education course for GTAs is subsequently now a feature at many of those universities. But what happens when GTAs express the need to continue teacher education after they have completed a single, mandatory, face-to-face course? At City University of Hong Kong (CityU), an innovative series of three online modules – the Advanced Tutor Series (ATS) - was developed to address that expressed need. The modules in the ATS have subsequently seen robust, voluntary participation by GTAs at the university. This paper will address the genesis of the modules within the context of GTA generic teacher education at CityU; their development and production; their pilot run; the revision in the second year of operation; the percentages and levels of completion by GTA's; the change in pre-quiz and post-quiz scores; and survey feedback from the GTA's. Challenges and solutions will be addressed. In addition, a list of recommendations will be presented which will be useful for those faculty members, directors of centers for teaching and learning, or education development officers who wish to develop such an initiative for their own higher education institutions.

43994
Personalized Learning: A Comparative Analysis
Mark Beeman, Northern Arizona University, United States

Contemporary university education in the United States has faced the challenge of delivering university degrees in financially challenging environments. This is particularly true of state-funded universities, where the economic downturn beginning in 2008, combined with legislative fiscal constraint, forced universities in many states to adapt to less funding for education. In this context, some universities initiated new forms of educational programs. This paper is a case study of one such program. Northern Arizona University was one of a handful of universities in the U.S. that embarked on a program significantly distinct from both the traditional classroom and the traditional use of departmental centered educational majors. This program is labelled "Personalized Learning." The model was set up to move away from in-class to online education, from university department-centered majors to generalized degrees, and from individual courses designed by professors to centrally planned course degrees based on corporate constructed content. The model emphasizes bachelor's degrees specifically created for online, self-paced students, and is advertised as providing personal guidance from professors. This study compares the traditional social science bachelor's degree with the personalized learning degree offered in liberal studies. This paper employs the critical comparative analysis method. Primary documents examined include university documents, a board of regents reports, and state-based data. Secondary documents examined include journalistic reports.

Monday Session IV: 15:15-16:45

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

43804
Improvement of Listening Skills of Thai Elementary Japanese Learners Using the Top-Down Shadowing Approach
Chinnawat Ninmote, Silpakorn University, Thailand

A common problem for Thai elementary Japanese learners is a failure in listening comprehension despite learning quite a lot of vocabulary and grammar. Thus, the author conducted a study by using the top-down shadowing approach for approximately three months to develop the listening skills of a group of Thai elementary Japanese learners. This study found that this approach could improve their listening skills, which enhanced their listening comprehension. A significant change involved the scores they achieved on the post-tests, including the SPOT Test and the JLPT Test, Level 3. Based on an inquiry with the learners, they believed that shadowing was beneficial for the improvement of their listening skills and they would practice it on their own in the future.

43153
Perceptual Distance vs Articulatory Distance for Foreign Language Learning Practice: The Case of French Language Learners in Japan
Shunsuke Nakata, Akita International University, Japan
Florent Domenach, Akita International University, Japan

One of the difficulties for second language learners in improving the pronunciation of their target language is the sounds not existing in their mother tongue. Using our formal concept analysis model based on systematic study of the hierarchical structure of the articulatory distinctive features (open/close, front/back, round/flat) of vowels in different languages, with a focus on Japanese, English and French languages, we investigated our students' perception of the vowels in their target languages. Their perception forms part of their interlanguage and thus has a positive correlation with their production of target language vowels: a specific French vowels, [y][u]][o] for example, can be easy to identify for Chinese learners but hard for Japanese ones, because of their difference in number, variety and distribution of the vowels. To reach specific vowels, it sometimes happens to be easier and more effective for a learner to start from an auditorily distant vowel in his/her mother tongue if it is closer in terms of articulatory steps, even if it is an unintuitive approach. We will focus our discussion on Japanese students' learners of the French language, and we will show how their intuitive perception can be in fact misleading to be set as a start point of pronunciation training and thus not optimized for their production, according to the articulatory distance between the vowels calculated in our system.

44016
Eliciting Colloquial English Expressions in EFL Classrooms: Are Voice-Over Activities More Effective than Dubbing Activities?
Mariko Takahashi, Kwansei Gakuin University, Japan

This study explored the effectiveness of voice-over activities compared to dubbing activities in eliciting and having students practice colloquial English expressions inside EFL classrooms under CLT and TBLT approaches in Japan. Based on preliminary studies, research questions were set: 1) What linguistic features

can voice-over activities elicit? 2) How are the expressions observed in voice-over data different from those in dubbing data? 3) Are there any cultural influence and differences? 4) How are students' reactions? Seventy-six Japanese university students (upper intermediate English level) prepared, practised, and presented an English voice-over for a Japanese video clip shown without any sound. Twenty Chinese students participated in intercultural comparison. The data was analyzed statistically and qualitatively. It was also compared with the dubbing data(same material, with Japanese audio) in a previous study. For the Japanese data, the average number of types(84.4), tokens (161.8), TTR (52.2%), and sentences (29.8) and the distribution of sentence structures did not differ significantly from the dubbing data (84.9/162.4/52.3%/32.5), and words of highest frequency were commonly observed. However, more diverse and creative expressions frequently occurred in the voice-over data, whereas the same expressions repeatedly appeared in the dubbing data likely due to the accessibility to the original Japanese lines. Differences between Japanese and Chinese students diminished in the voice-over data, indicating that voice-over activities can sufficiently eliminate the influence of the original language of the material while maintaining the linguistic complexity of the output. Participants' feedback was quite positive, suggesting that voice-over activities can be a highly effective and engaging way to elicit colloquial expressions in EFL contexts.

The International Academic Forum

Monday Session IV: 15:15-16:45

Room: *To be Announced in Final Schedule*
Stream: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: *To be Announced in Final Schedule*

41060
The Indigenous Leadership in a Multicultural Country: The Exploration of Leadership Practice in Improving the Islamic Based School in Indonesia
Ummi Kultsum, University of Canberra, Australia

The research aimed at describing how the Islamic school principals enact the leadership practice and analyzing of how the leadership model is shaped based on the Indonesian and Islamic culture. Indonesia is an archipelago country where many kinds of cultures exist in each area of the islands. It is stated that Indonesia has the highest Muslim society in the world with 200 million (95%)Muslim population from 220 Indonesian community This gives impact to Indonesian culture that is much influenced by the religion of Islam. Therefore, the indigenous people of Indonesia mostly are treated and educated based on Islamic knowledge. These may also influence the leadership practice at school. Leadership behaviour and strategy may reflect the belief and culture of the leaders. Islamic based schools are significant educational institutions because they provide Islamic education to the people of Indonesia, which is a predominantly Muslim nation. However, the principals still have a substantial challenge in improving teacher performance for the school. Therefore, it is essential to investigate how school leaders practice leadership to address the challenge. A multiple case study was conducted in the two areas of Indonesia Jakarta and Tangerang. The research is significant in fulfilling the gap identified in the literature regarding leadership practices, especially in the context of Indonesian Islamic schools and provide the in-depth analysis of the indigenous leadership practice in leading the Islamic based school from the perspectives of principals and teachers. It will investigate the influence of the leadership practice in the curriculum improvement at Islamic based school.

42561
Teaching Pagbati Tradition Among the Learners in Elementary and Secondary Schools in Ibaan District: Input to Localized Policy Guidelines
Myrna de Castro, Department of Education, The Philippines

This research described the different strategies in teaching the culture of Pagbati tradition among the learners in the elementary and secondary schools in Ibaan District. Pagbati is a Filipino word which means "to greet". It is a customary dance similar to polka held during the celebration of Easter Sunday. It is a tradition that started in 1901 during the latter part of the Spanish Regime in the country. This research examined the strategies used to teach the culture among the learners in order to continue the tradition which reflects the aspirations and spiritual belief of Ibaeňos. This study used a qualitative approach and was based upon the Social Construction theory. Primary sources used were the actual interview of the key informants who are the teachers in elementary and secondary schools in the district. The secondary sources were the chronicles in parochial publications and journals. The researcher found out that the teaching of culture included direct instruction, Inquiry-based, and Reflective approaches. However, Pagbati tradition was only discussed briefly to none at all. Hence, the researcher came up with recommendations on guidelines for the inclusion and teaching of Pagbati tradition as a localization and contextualization strategy for the policymakers of Ibaan District to start with in order for this indigenous culture to survive and thrive in this modern times.

41917

Can Sri Lankan Public Schools Make Optimal Decisions by Deploying Their Teachers?

Tikiri Nimal Herath, University of Sri Jayawardenepura, Sri Lanka

Many Sri Lankan public schools are functioning with an excess number of teachers. This paper makes an attempt to develop a general formula to determine the required number of teachers in a school and to find the avenues to minimize cost and maximize output by employing teachers. For the analysis, primary data with respect to 40 public schools were collected, and the currently adopted allocation method of teachers among classes was compared with two possible alternative methods. The study found that the determination of the optimal number of teachers in a school is very complex and difficult. However, in general, with trivial modifications whenever necessary in relation to the set of subjects offered in a school and the number of parallel classes, it can be stated that the requirement of teachers in a school in a given period is approximately equal to the sum of the number of primary classes (grades 1 through 5), the number of subjects taught in grades 6-11, and the number of subjects taught in G.C.E (A.L) classes. The paper concludes that (a) the teacher requirement in a school can be decided in terms of the developed formula, and (b) by adopting one teacher-more (two) subjects-one school and one teacher-one subject-more schools methods, government authorities can further minimize the cost.

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Stream: Learning Experiences, Student Learning & Learner Diversity
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44046
Efficacy of Moodle Forums in Teaching and Learning
Min Prasad Gurung, Melbourne Institute of Technology, Australia

Lecturer-centered pedagogy of teaching and learning is becoming less effective to deliver courses. As a graduate outcome of current programs fail to impress students, it is time to look at what can be done to enhance the learning experience. Moodle is now deployed widely by the Universities and private higher education providers in Australia. This paper investigates the functionality of Moodle forum, and how it can be used to enhance learning outcome. A questionnaire will be designed and distributed to participants (students) to get their thoughts on how forums can help them to learn better. This paper will examine the efficacy of forum to attain higher retention and better learning outcomes in the higher education sector. The focus is also on how to improve blended, self-directed and flipped learning – a crucial factor all employers and academic institutions expect of current students.

43063
The Case Study of the Thailand Pomelo-Based Learning Model to Improve Student's Learning Experience
Nitta Roonkaseam, Phrakakhon Rajabhat University, Thailand

This research aimed to study the effect of Project-Based Learning (PBL) approach to student's learning experience by developing the Thailand Pomelo-Based Learning Model. The methodology used in this project is participatory communication. Participants in the research process selected by using the purposive sampling technique consisted of three main sample groups: academic team and the student team from Communication Arts program, Faculty of Management Sciences, Phranakhon Rajabhat University, and the community team in Rai Khing municipality and the community philosopher. This research project can identify the Pomelo-Based Learning Model with the real Pomelo fruit. The whole Pomelo means research utilization of TRF research database. The base of Pomelo in each layer surrounding the fruit means engaging and supporting the allies. The pulp is divided into circularly arranged lobes; therefore, it means that each student in small groups to produce the media based on the assigned project and to adjust the student's role. Finally, the stems and leaves are attached to the fruit, it means learning from real life in the local community context. The results showed that the Thailand Pomelo-Based Learning Model helped to improve the student's community media production skill. Each student in small groups can produce the media based on the assigned project in their real-life situation. Students' learning experiences and outcomes were also enhanced through this PBL approach.

44055
Engaging Student Motivation for Creativity in Hong Kong Creative Media Courses: Focusing on Constructivist Teaching Approaches
Jae-Eun Oh, The Hong Kong Polytechnic University, Hong Kong

This project aims to investigate students' intrinsic motivation for applying creativity in their learning, in order to transform the attitudes and behaviors of students toward their creative thinking style using a constructivist teaching approach. The study is targeted at project-based learning (PBL), equipped with a constructivist

teaching approach that emphasizes the construction of knowledge and experience and learning by doing. PBL is a teaching and learning process essential to the creative media disciplines that involve many tutorials and critique sessions. Through PBL, students become more engaged in their learning as they apply their experience and knowledge to their creative media projects and create solutions to authentic problems. By utilizing PBL, educators can shape and nurture students' perceptions of their learning process and most importantly, their thinking skills. As other scholars have not thoroughly investigated this topic in the past years, the semi-structured interviews with focus groups were conducted for the better understanding of the relationship between PBL and students' motivation for the creativity. The results of this study will contribute to knowledge and theory regarding the motivation of students. It also seeks to aid faculty members on the ground who aim to foster student motivation as conducive to creativity. Ultimately, the proposed research will answer the following question: How are the designated teaching approaches for student motivation helpful in fostering and reinforcing creativity in creative media courses in Hong Kong?

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43988
The Effectiveness of Gamification in Finance Education
Lewis Teo Piaw Liew, Politeknik Kuching Sarawak, Malaysia
Saripah Siti Zuliani Wan Abd. Rahman, Politeknik Kuching Sarawak, Malaysia

The Finance educators today face many challenges in providing an effective learning environment to their students: the millennials, who are the digital natives. They have different learning styles and require new teaching and learning process that have triggered the main problems in education today. It is no longer possible to assume that the learning could be accomplished solely by linguistic resources and/or crowded slides of confusing texts and formulas. Hence, this study investigates the effectiveness of gamification in finance education. The participants in this study were 50 students from two classes who registered Financial Management course at Politeknik Kuching Sarawak. One class of 26 students was randomly selected as the experimental group which employed the gamification technique in teaching and learning while another class of 24 students was assigned as the control group with normal traditional curriculum activities. The formative assessment indicates that learning via gamification result in higher learning performance. A questionnaire was also developed to elicit the participants' views towards the gamification technique. The results reveal that the gamification technique allured their interest and enhanced their motivation to learn. It is hoped that the findings of this paper will contribute to the improvement of quality in finance education by incorporating the gamification whenever applicable.

43142
Leagility in Education: Logistics and Supply Chain Management as a Dynamic Education Paradigm
Roy Irvine Morien, Naresuan University, Thailand

The terminology of 'agile education', 'agile pedagogy', 'the agile classroom', has gained prominence in the literature in recent times. The concept of agile education emanates from the concept of 'organizational agility', which has been adopted and adapted to agile shipbuilding, agile logistics and supply chain, and agile software development, which, together with the concepts of Lean Thinking, which has its basis in the Toyota Way, are now being seen in combination, termed as Leagility. We seek to apply this terminology to education. The discussion is about the applicability of Leagilty in computer systems development education. The fundamental teaching and learning practices in computer systems education are practical and hands-on with theory following practice being more appropriate than practice following theory, and with theory practised in-situ allowing the emergence of theory based on the practice in an inductive manner. This paper is a discursive discussion, based on personal experience and perceptions gained from 50 years of involvement in the tertiary education sector, both as a student, and academic teacher and researcher, and concurrent or other experience as an IT/IS practitioner, to project management level. The proposal is to radically overturn the current educational model, and implement a hands-on, practical, 'super-project' as the primary learning vehicle, and incorporating a paradigm of continuous and formative assessment, student learning teams, teaching teams, and curriculum design and development, to overcome the perceived 7 Wastes of Education, based on the 7 Wastes of Production, from the Lean Thinking model derived from The Toyota Way of Management.

44077

Engage Industry Guest Speakers to Enhance Applied Learning: A Cross-Disciplinary Case Study

Zhaoping Liu, Singapore Institute of Technology, Singapore
May Lim, Singapore Institute of Technology, Singapore
Bee Gim Lim, Singapore Institute of Technology, Singapore
Alfred Tan, Singapore Institute of Technology, Singapore
Indriyati Atmosukarto, Singapore Institute of Technology, Singapore

Inviting industry guest speakers has become a very effective way of bridging the gap between academic institutions and industry and enhancing applied learning (Davis, 2009; Feng, Chiang, Su, & Yang, 2015). Different parties including students, teachers, universities and industry practitioners can all benefit from guest speaker events. For example, guest speakers can enrich students' classroom experience (Lowman, 1995) and help students to realize career opportunities (Metrejean et al., 2015). However, most studies focused on one guest speaker or guest speaker events of one programme. By interviewing academic scholars across different disciplines of a higher educational institution in Singapore, the investigators aim to identify the common patterns of informants' best practices in engaging guest speakers. Interviewing students sitting in those guest speaker sessions can help to triangulate the findings. Another major objective of this study is to explore innovative ways of incorporating guest speaker sessions into curricula and evaluate the effectiveness of those new methods. Theoretically, this study will contribute to applied learning through exploring innovative ways of engaging industry guest speakers and providing valuable pedagogical aids to the academic community. The promotion and dissemination of guest speaker engagement can also expand universities' scholar work in learning and teaching modalities. Practically, the formation of a standard procedure and a flow chart of engaging guest speakers will provide supplementary documents facilitating teachers' engagement of industry practitioners. The findings of this study will also provide innovative solutions to connect students with industry professionals and expand universities' network of expertise.

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Stream: Curriculum Design & Development
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42734
Zoo Kids Zone in Chiang Mai Zoo: Best Practice Activities Under the Concept of Edutainment
Benjaporn Thongkaw, Maejo University, Thailand
Jirachai Yomkerd, Maejo University, Thailand

In the term of edutainment which is currently defined as the helper for social and health problems, this paper is intended to empirically apply the conceptual framework of edutainment to evaluate the behavior of young tourists who attended to the Zoo Kid Zone in Chiang Mai zoo, Thailand. Additionally, the empirical practice done in this paper is conducted directly to investigate the capability of the students who are above 15 years old to understand the edutainment concept by doing activities in the Zoo Kid zone for suggesting efficient plans to the policy makers. Methodologically, 355 young tourists are sampled to analyze by the descriptive and statistical approaches for clarifying the correlation between edutainment activities in the kid zone and tourists' perception and adoption. The results were obvious that the sampled people misunderstand the edutainment concept and they did not realize this issue in daily life. Consequently, these results will be the crucial work that empirically explains the recognition of edutainment travellers should be mentioned and implemented for improving the higher standard of the kid sector in Chiang Mai zoo. Furthermore, the pilot practical results in this paper will be the useful application for other zoos around Thailand that similarly have kidzone activities.

43166
Preschool Curriculum Delivery and Readiness of Learners: Basis for Program Intervention
Bernadeth Vitor, Shitara Board of Education, Japan

The purpose of the study was to determine the significant relationship between preschool curriculum delivery and readiness of learners. Preschool curriculum tells about the desired learning to be mastered by the learners in the preschool stage such as self-organization, repetition, and motor while readiness of learners is referred to the literacy skills specifying Reading, Language and Mathematics which are essential to be acquired in this stage. Determining their relationship, curriculum enhancement would be created to allow educators for a more consistent and strong implementation of the curriculum. Using the descriptive research method of survey-correlation in the investigation of the problem, the result showed that the delivery of the preschool curriculum in terms of self –organization, repetition, and motor assembled to moderation which means there were irregular activities in the execution that resulted to an insignificant outcome. On the other hand, in the level of readiness, specifying the learners' literacy in terms in Reading, Language and Mathematics achieved a low descriptive equivalent indicating lesser opportunities and sporadically observed in the promotion of literacy. In the relationship between preschool curriculum and readiness of learners, the statistics revealed that the unstable implementation of the curriculum leads to an unimpressive performance of the learners. This simply tells and that the preschool curriculum delivery is a significant factor that moves the readiness of learners to be fully ready in the next level of their lives as learners. Therefore if a preschool curriculum is low then the readiness of learners is likewise low.

43460
Beliefs, Attitudes and Challenges in the Implementation of K-12 New Curriculum: Basis for a Curriculum Implementation Model

Anecita Palacios, St. Michael's College, The Philippines
Apipa Masnar, St. Michael's College, The Philippines

This research study sought to determine the dominant factors influencing the implementation of a new curriculum such as the K-12 curriculum. Two-hundred ninety respondents from the four schools of Lanao del Norte participated in this study to investigate their beliefs and attitudes towards implementation practices of a new curriculum. Using factor analysis, a total of 9 most dominant factors were extracted from the 109 indicators. The most dominant factors indicated by the teachers are: management support, teaching and learning competence, and supervisory and social relations. The most dominant factors indicated by the students are: subject preferences, textbook preferences, sense of achievement, relationship with school authorities, likability towards school environment, and teacher factors. Majority of the teachers responded that the most important indicator is establishing a mutually-respectful relationship in the school setting. The most important factor indicated by the students is having the sense of achievement, implying that students need to be recognized and appreciated for the tasks they do at school. The teacher factor on supervisory and social relations at school and the student factor in teacher relations showed to have a significant relationship. The findings of this study are congruent with the underpinnings of Gross' theory on curriculum implementation and Fullan's educational Change theory, emphasizing that management support, development of human resources, and collaboration as important factors in implementing change in the educational system. From these findings, the author drafted a curriculum implementation model which could be contextually applied in the four schools included in this research.

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43743
Manufactory: Promoting 3D Spatial Skills with Productive Failure and Educational Games

Nana Tian, Nanyang Technological University, Singapore
Vinayak Teoh Kanappan, Nanyang Technological University, Singapore
Jeffrey Hong Yan Jack, Nanyang Technological University, Singapore
Ayesha Fathima, Nanyang Technological University, Singapore
Owen Noel Newton Fernando, Nanyang Technological University, Singapore
Hock Soon Seah, Nanyang Technological University, Singapore
Anupam Chattopadhyay, Nanyang Technological University, Singapore

This research study investigated an innovative teaching and learning framework that incorporated the proven concept of Productive Failure (PF) and educational games. The aim is to design a new approach that effectively enhances students' learning experience and improves their understanding capacities in the threshold concepts of product manufacturing and assembly. As a measure to promote active learning, an educational game is introduced in the problem-solving phase of PF. To be precise, a 3D puzzle game named "Manufactory" was designed and implemented to assist students in improving their 3D spatial abilities. In order to evaluate the presented framework, an interactive experiment was conducted where students were allocated to Productive Failure (PF) group or Direct Learning (DL) group. In the former group, students are first required to solve the problems in the puzzle game independently before instructions are given in the second stage. Meanwhile, the conventional teaching approach is conducted in the latter group. Experimental results reflect that students in the PF group have achieved a distinctive improvement, raising their average score by 40% and has outperformed students in the DL group with 22% greater progression during the post-test. This demonstrates that our 3D educational game design provided an engaging environment for the problem-solving phase, which serves as the primary motivation for effective absorption of the concepts in the delayed instruction phase. Suggestions for improving the design of PF and educational game are discussed.

42863
Augmented Reality to Replace Laboratory Learning Experience – Will This Work?

Ghada Salama, Texas A&M, Qatar
Konstantinos Kakosimos, Texas A&M, Qatar

This case study evaluates the usage of augmented reality (AR) technology in an engineering laboratory course. Students were invited to volunteer to take part in this trial. The efficacy of the HoloLens was evaluated by the students through several methods. The first method was a quiz which was given before the students used the application, this quiz was on the material to be covered in the HoloLens experience. After they used the HoloLens they were given the same quiz to assess how much they learned. The second method introduced was a Likert scale survey which was used to evaluate their learning attitude towards augmented reality, usage satisfaction, cognitive validity and accessibility reality. The third method was an interview conducted with a sample of the students to assess their experience. As an initial attempt for usage of this new technology the results were promising, such new technologies give a "gaming" feeling to the students thus encouraging the learning and increasing motivation to gain knowledge. However, further development needs to be performed in order to expand its usage throughout the course.

44082

Developing Creative Problem Solving Skills in the Flipped Classroom for 21st Century Learners

Tanate Panrat, Prince of Songkla University International College, Prince of Songkla University, Thailand
Jaiake Ritthipruek, Prince of Songkla University International College, Prince of Songkla University, Thailand

Developing creative problem-solving skills and the process of knowledge acquisition for sustainable learning in the 21st-century learners who tend to be learners of multidisciplinary is very challenging for teachers. The results of the study are assessed by using 360-degree evaluation done by students themselves (self-evaluation), teacher and classmates. The evaluation focuses on five competencies: reasoning, logical conceptualization, innovative thinking, creativeness and information searching. Learners skills are structured through the approach in which they are required to practice and learn from virtual scenarios and real problems brought into the classroom. The results demonstrate the satisfying effects of the designed classroom activities that learners, as an individual or in the team, are encouraged and inspired to think, to analyze and to design processes to earn knowledge from relevant sources. Furthermore, they can share their knowledge with the classmates in the classroom. Ultimately, active learning activities can encourage and stimulate learners' curiosity and problem-solving thinking skills through the flipped classroom.

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41868
The Role of Practice Among Artist-Teachers and Its Impact on the Learning of Students
Jeffrey Say, Lasalle College of the Arts, Singapore

The paper is based on a study undertaken on the role of art educators as practitioners and the impact of their practice on the learning of students in two art institutions in Singapore. Teaching and practicing the arts have always been closely intertwined yet somehow quite distinct. This perceived dichotomy has posed a dilemma in art education because the rational and objective outlook of the teacher is seen to be in conflict with the modus operandi of the artist, which is based on subjectivity and intuition. This study will challenge the assumption that teachers are mediocre or average artists by examining the profile and practice of artists within academia and by eliciting the views of students and lecturers on their perception of the artist-teacher role. This study aimed to investigate the role of teachers as practitioners and the implications of that practice upon their teaching and, consequently, on the learning of their students. Specifically, it examined the nature of the practice of artist-teachers and the ways in which that practice impacted and influenced their students and could serve as a model for their creativity. The chief instrument used to collect the data was qualitative interviews which will also provide the evidence for the arguments in this study. A total of 12 full-time lecturers and 12 students were interviewed.

43586
The Effective Dimensions of Engaging Students in Contemporary Architecture Design Studios in Times of Change
Naima Iftikhar, Queensland University of Technology, Australia
Philip Crowther, Queensland University of Technology, Australia

The architecture design studio is a pedagogical platform for the majority of learning and teaching experiences that take place within architecture design education. The traditional architecture design studio pedagogical model signified as "signature pedagogy" has gradually shifted away from its conventional forms of engaging students. Since the turn of the millennium, the studio has transformed into a contemporary form of design learning and teaching space based on several factors such as reduced contact time between academics and students, change in studio spatial typology and the hierarchy of academics that are involved in student engagement. These shifts have had a major impact on the ways in which students and teachers have dialogic interactions with one another and perceive their learning and teaching experiences.
A qualitative case study research on an Australian University undergraduate school of design seeks to explore and link the components of the interaction between the different stakeholders of contemporary architecture design studio pedagogy. The research seeks to verify and extend Laurillard's conversational learning and teaching framework, to elaborate the theory and practice around contemporary design studio pedagogy. The components of the dialogic interaction between the different stakeholders in studio learning and teaching, form the basis for academics and students to reflect on their learning and teaching interaction informed by theoretical know-how and awareness rather than solely relying on intuition. The unpacking and understanding of these interactive components can inform design academics to adopt effective ways of engaging their students in architecture design studios.

43484
Folklore Digital Animation and the Teaching of Language and Literature
Pia Arboleda, University of Hawaii at Manoa, United States

This paper will discuss the process of producing digital animation resources and online modules for the teaching of Philippine language and literature. I will provide a brief background on the needs of Filipino heritage learners, describe my integrated pedagogical approach to teaching Filipino language and literature, and demonstrate the use of bilingual digital animation in the classroom. My presentation includes samples of these resources with accompanying sample lesson plans and classroom exercises. In recent years, the proliferation of new media has resulted in a new generation of students. Thus, traditional methods of teaching must now be combined with fresh and exciting materials that stimulate and maintain the interest of the multimedia generation. Apart from these, Filipino heritage language learners have a need for bilingual resources in Filipino and English that are rooted in Philippine culture. However, there is a dearth of current, bilingual, and culturally appropriate materials on Philippine language and literature. At the University of Hawaii at Manoa, we have produced an online teaching resource entitled Ub-Ubok Ad Fiallig: Tales of Enchantment from Barlig: http://www.cseashawaii.org/tagalog-animations/. This website includes 7 videos based on ancient folktales with ten modules on the study of Philippine language and culture. This is what I will share for my presentation.

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Stream: Educational Policy, Leadership, Management & Administration
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43560
A Grounded Theory Model for the Oneletran System: Challenges and Learnings
Cristina Castro-Cabral, University of Santo Tomas, The Philippines
Clarence Marquez, Colegio de San Juan de Letran, The Philippines

This is a case study in school integration. In April 2012, the Dominican Province of the Philippines (DPP) ordained that the "DPP move towards integrating all existing educational institutions of the Province within two venerable and historical traditions, that of Colegio de San Juan de Letran (1620) and the University of Santo Tomas (1611)." This research is analogous to a "midterm assessment" in order to look over what has been accomplished so far by the ONELETRAN system from 2012 to 2017. Specifically, the undertaking sought to: 1) Identify the specific steps undertaken to effect the ONELETRAN integration a) religious education cluster b) research cluster 2) Identify the challenges encountered in terms of organizational structure, human resources, financial resources. 3) Describe the kind of academic environment that would be conducive to successfully effect the ONELETRAN system. 4) Identify the benefits that have emerged since the integration of the ONELETRAN. 5) Craft a theory and build a model derived from the ONELETRAN experience that may be used to initiate integration efforts in the areas of School Leadership and Management, Community and Extension Services, Financial Management, Marketing and Promotion and Campus Ministry. Uniquely, this study employs the grounded theory model in order to solicit the ideas and experiences of people "on the ground," those directly tasked to collaborate, integrate and realize ONELETRAN. By sharing this "fruit of our contemplation," we hope to further the dialogue by expanding the discourse into the greater public of higher educational institutions.

44013
The System Dynamics of Character Education in Indonesia
Yulianto Yulianto, Bandung Institute of Technology, Indonesia
Ahmad Ma'ruf, Bandung Institute of Technology, Indonesia

There has been growing interest in Indonesia's character education, especially after The Presidential Regulation no. 87 of 2017 on Strengthening Character Education and The 2003 National Education System Law. Indonesia is predicted will be a great industrial country in 2045. A stable education system is essential to build a nation and accelerate Indonesia's development to have political, social and economic advancements. Making changes of character education is essential, but is also bound and fraught to have challenges, supporters, detractors, and obstacles. The education system is becoming more complex, interconnected and dynamic because of the surroundings of constant changes and uncertainties. The system dynamics is used in this paper to describe, model and analyze these complex issues in terms of the processes, information, organizational boundaries and strategies of Character Education in Indonesia. This paper shows it is necessary to observe the whole system as a cyclic feedback loop, not just observe variables as separate things independently and linearly. The education system is not linear, it is cyclical. Finally, goals are well defined, actors are rational and know their parts, threats and challenges are anticipated and the 'best' solution be chosen in order to implement character education quickly and efficiently.

41599

Globalization, Multiculturalism and Teacher Higher Education Institutions

Esther Kalnisky, Achva Academic College, Israel
Irena Vladimirsky, Achva Academic College, Israel

The present research is based on the analysis of curriculum of eight institutions of higher education in different countries. The purpose of the analysis was to trace multicultural approaches within the curriculum courses as a part of the multicultural ideology paradigm. Curriculum documents and information were collected from sources open to the public such as institutions and institutional department's websites. The following criteria deserve special attention: the vision of the college about multiculturalism; the existence of multicultural programs at the institution; use of the language of the dominant culture in the curriculum. Based on all the criteria, major differences were found in the institutions of higher education in different countries. The content of the curricula in the institutions of higher education in the US, Canada and the Russian Federation fit the multicultural values proclaimed by the institutions themselves. In contrast, despite proclaiming adherence to multiculturalism, the Israeli institutions of higher education support the dominant-culture agenda. Multicultural initiatives exist, but they are not part of the accepted curriculum at the Israeli institutions of higher education.

Virtual Presentations

43565

The Role of Informal English Language Teaching in Childhood on English Knowledge and Attitude Towards it in Adolescence
Marzie Mobtada, Islamic Azad University Science & Research Branch, Iran
Aliakbar Saif, Islamic Azad University Science & Research Branch, Iran

The purpose of this study was to investigate the role of informal English language teaching in childhood on English knowledge and attitude towards it in adolescence. The research plot was an ex-post facto one. The statistical population includes all first-year students of undergraduate of Islamic Azad University branches who had been studying humanities in the academic year of 1994-1995. The sample size of 200 students was selected by multistage cluster sampling method. The research tools were English knowledge test and attitude questionnaire which were developed by the researcher. Statistical analyses were executed by MANOVA. The results show: Informal English language teaching to people in childhood compared to those who were not taught in this period leading to more English knowledge and better attitude towards the English language in adolescence. Therefore, it is suggested to start English language teaching from childhood because of its importance and role in English knowledge and attitudes towards English in adolescence.

43584

Reading as a Problem Solving Task and Digital School
Rosanna Tammaro, University of Salerno, Italy
Concetta Ferrantino, University of Salerno, Italy
Francesco Milito, University of Salerno, Italy
Maria Tiso, University of Salerno, Italy

The renewed school idea, understood as an open learning space that allows students to develop life skills, imposes an overview of reading in a new epistemological dimension. Within the European educational systems, a prominent role is occupied by the reading comprehension and mastering the language. Reading literacy is a cognitive life-skill that structures thought and reasoning and is the most precious of the goals to achieve in today's school. The use of technologies has put exactly the reading into the center of the learning experience. The general aim of this work is to investigate, through a bibliographic detailed study, the relationship between digital reading and textual comprehension skills. Methodologically we will proceed with the systematic review, with particular attention to the sources to identify and evaluate the relation between the reading and the digital support. Digital devices can favor active, reflexive, conscious reading, as they provide dynamic reading functions that support the adjustment of the analysis processes. The idea is to value these references, emphasizing the essential role of reading comprehension. Resuming the cognitivist matrix, reading can be seen as a problem-solving task where the reader is called to use the information contained in the text, using declarative and procedural knowledge, to construct a more accurate hypothesis about the meaning of the text. The perspective considered in this work identifies the "know how to read" as the tool to become a more experienced navigator of contemporary society with the ability to discern, interpret, and propose.

44069

Top Future Skills in Cross-Disciplinary Design Education
Mike Oustamanolakis, Hong Kong Polytechnic University, Hong Kong

The International Academic Forum

Cross-disciplinary education is increasing in popularity. According to the World Economic Forum report, "The Future of Jobs", the top skills in the future will be complex problem solving, critical thinking, and creativity (World Economic Forum, 2016). Universities expect graduates to be leaders and innovators in the workplace and in society (Gross, 2009). Are Design Schools currently cultivating skills such as those mentioned above? Attempting to answer requires an examination of the design education at the present time. We analysed the core values and design pedagogy of the world's top ten design schools (by QS World University Rankings), as presented through the respective websites of these schools. Our exploration provides an overview of the varying approaches of design education. The main purpose of this study is to determine how aligned are the leading design schools with the projected top future skills. This work contributes to an understanding of the cross-disciplinary design pedagogy in the world's leading design schools, as communicated through their publicly accessible, online prospectuses.