ACEID2017

EDUCATING FOR CHANGE

**THE ASIAN CONFERENCE ON
EDUCATION & INTERNATIONAL DEVELOPMENT**

**ART CENTER KOBE, KOBE, JAPAN
MARCH 26-29, 2017**

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ACEID
2017

The Asian Conference on Education &
International Development

Conference Theme

Educating for Change

Whether we are looking at why we must change, or how education has changed or even how education will change, change affects all of us involved in language education in many ways. Administrators, teacher trainers, teachers, students: we all wear many hats and we all come face-to-face with change, sometimes on a daily basis. Positive change is about improvement: improving proficiency, improving lives, helping learners achieve their goals and dreams and ultimately, broadening horizons.

In our work as educators we are often asked to effect change – that we are change-makers can be seen in the new curriculums, new material, and even new techniques or methods that we develop. For those of us who conduct research, our research is often focused on finding "better" or more effective ways of teaching, often measured in outcomes such as "students entered with an average of X and improved to an average of Y". In such a case, improvement = change. But change is also an area of research as can be seen by looking at journals such as the *Journal of Educational Change*, *Changes in Higher Education*, *Culture and Change*, and *Educational Research for Social Change*, to mention four. It is a serious area of study, and one worth our attention.

The focus of the last journal mentioned above is worth looking at. Change is not only about test scores or proficiency going up. It is also about lasting change in one's life, life choices, and looking beyond us as individuals to the society we live in. Social change and a focus on improving the societies we live in is another outcome of education. In recent years, there has been a focus on language and identity, as well as an embrace of sociocultural theory and language development.

At the same time change for the sake of change is not a good reason for change. There is often a tension between the status quo (which is not always bad) and the desire to change. As invested members of our field, we need to be able to examine change, identifying and applying that which is appropriate and will further our goals while also having the wisdom and gumption to reject change that does not make sense. As Dewey said, "Reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements are transitory and futile."

And so we welcome you to this year's conference, where we can examine change in ways that are important to each of us. What are its challenges, its complexities, and its constraints? It is electrifying to think about the wide-ranging conversations we will have as we consider how we can go about educating for change the world over.

Organising Committee

Professor Sue Jackson
Birkbeck, University of London, UK

Dr Joseph Haldane
The International Academic Forum (IAFOR)

Professor Barbara Lockee
Virginia Tech, USA

Professor Steve Cornwell
Osaka Jogakuin University, Japan

Professor Ted O'Neill
Gakushuin University, Japan

Professor Haruko Satoh
Osaka University, Japan

Welcome from the Chairman of IAFOR

Dear Colleagues,

Welcome to The Asian Conference on Education & International Development 2017 (ACEID2017). The second event in IAFOR's spring conference calendar, ACEID2017 brings together academics and practitioners from all over the world for interdisciplinary discussion and interaction here in the beautiful port city of Kobe, maritime gateway to the Kansai region of Japan.

From the reopening of Kobe's port to international trade in the mid-nineteenth century after Japan's centuries of self-imposed isolation, to the city's settlement by European traders and subsequent rapid industrial development, to its more recent devastation and then spirited recovery after the Great Hanshin Earthquake of 1995, Kobe's history spans periods of change and upheaval that have shaped the city's present-day identity, transforming it into an economic, cultural and culinary centre with a lively, international atmosphere. It is in this place and country that has experienced great development and change that we welcome some 200 delegates from more than 40 different countries to a 2017 conference that explores the theme of change in an educational context.

Within Japan, the Asia-Pacific and throughout the world, many worrying trends can be witnessed, giving rise to the prospect of fearful futures in relation to human security, including increased persecutions, forced migrations and a rise in refugee numbers, as well as nationalist and religious extremism. We come together to consider this perennially important theme of "Educating for Change" in a time of change and uncertainty. It has never been more important to consider, from our various disciplinary, national and cultural backgrounds, how to exert a positive influence as educators, scholars, administrators and policymakers. I expect our time together to be engaging, thought-provoking and challenging.

I would like to extend our thanks to the members of the ACEID2017 Organising Committee for the time and expertise they have given to the preparation of this event, especially Professor Haruko Satoh of Osaka University's School of International Public Policy, and the President of IAFOR, Professor Steve Cornwell. I would also like to thank our plenary speakers, as well as our institutional partner universities for their support.

This spring we are pleased to welcome Dr Elena Mishieva, recipient of the Stuart D. B. Picken Grant & Scholarship, and Pankaj Das, Kate McCabe, Kanit Pamanee and Udari Samarakoon, recipients of IAFOR Scholarships, who we are recognising for the quality of their academic achievements and their contribution to interdisciplinarity. Newly launched for 2017, IAFOR's grants and scholarships programme provides financial support for PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. We would like to congratulate all our recipients on their award.

Last but by no means least, I would like to thank all you all for making the journey to attend this IAFOR conference, and I hope you enjoy your time in the wonderful city of Kobe.

I look forward to the stimulating exchange of knowledge and ideas that will take place over the coming days, and to meeting you all.

Warm regards,

Joseph Haldane
Chairman & CEO, The International Academic Forum (IAFOR)
Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

The Reverend Professor Stuart D. B. Picken (1942–2016)

It is with sadness that we inform our friends of IAFOR that the Chairman of the organisation, the late Reverend Professor Stuart D. B. Picken, passed away on Friday, August 5, 2016.

Stuart Picken was born in Glasgow in 1942 and enjoyed an international reputation in philosophy, comparative religious and cultural studies, but it is as a scholar of Japan and Japanese thought for which he will be best remembered, and as one of the world's foremost experts on Shinto.

Picken entered University of Glasgow, Scotland, aged 16 to study divinity and philosophy, and his studies culminated with a doctorate that looked at Christianity and the work of Kant. In 1966 he was ordained in the Church of Scotland, and began his career as a minister in Orkney.

However, his curiosity led him from isolated rural Scotland to the world's largest city, and following a visit to Tokyo on a Rotary scholarship, Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the west as pagan and primitive, or unjustly caricatured for its wartime associations.

As Japan emerged as an economic superpower in the 1970s and 1980s, and given his growing prominence as an academic, Picken was much in demand as part of a period in which Japanese wanted to learn more about themselves as seen through the eyes of the West, and where Western businesses were eager to learn from the all-conquering Japanese model. By then fluent in Japanese, he served as a business consultant to such corporations and also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel and Japan Airlines. During this period he was active in the St Andrew Society, and founded the Tokyo Highland Games, which is still an annual event.

The author of a dozen books and over 130 articles and papers, Picken was to stay at ICU for 25 years, where he was a popular lecturer and mentor to both Japanese and visiting scholars, serving tenures as Chairman of the Division of Humanities from 1981 to 1983, and as Director of Japanese Studies from 1995 to 1997, as well as concurrently founding Director of the Centre for Japanese Studies at the University of Stirling, Scotland from 1985 to 1988. A keen amateur footballer, whose devotion to Japan was rivalled only by that he felt for Glasgow Rangers, he continued to play into his fifties at ICU, encouraging many students to take up the sport.

He left ICU in 1997, and from then until 2004 served as the founding Dean of the Faculty of Foreign Languages and Asian Studies at Nagoya University of Commerce and Business, and the founding Dean of the Graduate School Division of Global Business Communication from 2002 to 2004.

Upon his retirement from his academic posts, he returned to Scotland to re-enter the ministry as minister of the linked charge of Ardoch with Blackford in 2005, yet he continued his academic and Japanese interests as the Chairman of the Japan Society of Scotland.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the UK. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR) where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding. In the years immediately preceding his illness, he continued to lecture throughout the world, in Europe, North America, Asia and the Middle East.

He is survived by his wife, Hong Wen, and children, Fiona, Jeannette, William and Lynn.

Conference Guide

Monday at a Glance
March 27, 2017

08:15-09:00   Conference Registration (Open Studio)

09:00-09:30   Announcements and Welcome Address (Prokofiev Hall)

09:30-10:00   Featured Presentation (Prokofiev Hall)
The Forgotten Indonesian Trilogy of Education
Monty Satiadarma, Tarumanagara University, Indonesia

10:00-10:30   Featured Presentation (Prokofiev Hall)
Teaching Sustainability to Prepare Children for a Complex Future: Environmental Education in Primary School
Rachel Lam, National Institute of Education / Nanyang Technological Institute, Singapore
Jen Yi Li, National Institute of Education / Nanyang Technological Institute, Singapore

10:30-11:00   Coffee Break

11:00-11:30   Plenary Panel Presentation (Prokofiev Hall)
Community-Based Participatory Research: A Story of Empowerment
Margo Greenwood, Sightsavers, UK

11:30-12:00   Featured Presentation (Prokofiev Hall)
Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context
Jessica Loh, Institute of International Education, Thailand
Jonathan Lembright, Institute of International Education, Thailand

12:00-12:45   Taiko Performance & Conference Photograph

12:45-14:15   Lunch Break

14:15-15:45   Featured Film Screening (Prokofiev Hall)
Among the Believers
Directed by Hemal Trivedi & Mohammed Ali Naqvi

15:45-16:30   Featured Panel Presentation (Prokofiev Hall)
Preserving and Challenging Culture: The Right to Education
Chair: Haruko Satoh, Osaka University, Japan

16:45-17:45   Poster Session (Room 504)

19:00-21:00   Conference Dinner (optional extra)

Tuesday at a Glance
March 28, 2017

09:00-10:30   Parallel Sessions

10:30-10:45   Break

10:45-12:45   Parallel Sessions

12:45-13:30   Lunch Break

13:30-15:00   Parallel Sessions

15:00-15:15   Break

15:15-16:45   Parallel Sessions

16:45-17:00   Break

17:00-18:30   Featured Workshop (Room 501)
Ethical Issues and Dilemmas in Academic Publishing: An Interactive Workshop
Adrian Ziderman, Bar-Ilan University, Israel

Wednesday at a Glance
March 29, 2017

09:00-10:30   Parallel Sessions

10:30-10:45   Break

10:45-12:45   Parallel Sessions

12:45-13:45   Lunch Break
                      Sado (Tea Ceremony) Demonstration (Room 504)

13:45-15:15   Parallel Sessions

15:15-15:30   Closing Session (Room 504)

Conference Guide

Information and Registration

If you have already paid the registration fee, you will be able to pick up your registration pack and name card at the Conference Registration and Information Desk. The Conference Registration and Information Desk will be located in the following places during the conference:

Sunday, March 26	17:00-18:00	Room 504
Monday, March 27	08:00-16:00	Open Studio
	16:00-19:00	Room 504
Tuesday, March 28	08:30-18:30	Room 504
Wednesday, March 29	08:30-17:30	Room 504

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

Internet Access

There will be a free WiFi internet connection on the fifth floor of Art Center Kobe. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

WiFi Connection Name: kobe-art
Password: art12345

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air conditioned. Tour attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

Smoking

Smoking is not permitted in the Art Center Kobe. Please smoke outside of the building in designated smoking areas.

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

Business Centre

The Crowne Plaza operates a business centre for copying, printing and scanning. This business centre is staffed and open between 09:00 and 17:00 daily.

Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

Red: Presenters and General Audience
Yellow: Keynote and Featured Speakers
Blue: Conference Exhibitors and Affiliates
Black: IAFOR Staff & Board Members

Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

Eating & Drinking

Food and drink (excluding water) are not allowed in the presentation rooms. Also, please refrain from consuming food and drink in and around the 2F entrance area.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Friday morning on the 2F and in Room 504 (5F) during the rest of the conference. Light snacks will also be provided.

Official Conference Dinner

The official Conference Dinner is a ticketed optional event (5,000 JPY). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the Art Center Kobe 2F Lobby at 19:00 on Monday, March 27, 2017. From here, IAFOR staff will lead the 15-minute walk to the restaurant.

Restaurant name: Hatagoya (はたごや)
Restaurant address: Kumoidori 4-23-13, Chuo Ward, Kobe 651-0096

Conference Guide

Conference Abstracts
All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts.

Oral Presentations & Workshop Presentations
Oral Presentation Sessions will run from 09:00 on Tuesday and Wednesday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

Presentation Length
The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15-20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Presentations & Equipment
All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs
Session Chairs are encouraged to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.

The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Presentation Certificates
Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

A Polite Request to All Participants
Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Please refrain from discussion until after presentations have ended and ensure that mobile phones are switched off or set to silent mode during presentations.

Poster Sessions
Poster Sessions are 60 minutes in length and will be held in Room 504 (5F).

Poster Requirements
The poster display boards are 1800 mm high x 900 mm wide and pins and tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

Conference Proceedings
The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings. Full text submission is due before April 29, 2017 through the online system. The proceedings will be published on May 29, 2017. Authors will have PDF copies of their offprints emailed to them by June 29, 2017.

Conference Guide

Getting to the Conference Venue

The Art Center Kobe is conveniently located just a five-minute walk from Shin-Kobe Station.

From Kansai International Airport
Board the Kobe-bound Airport Limousine Bus from bus stop number 6 on the first floor of Kansai International Airport. Get off at Sannomiya Station (see below).

By Bullet Train (Shinkansen)
The Art Center Kobe is a five-minute walk from the first-floor exit of Shin-Kobe Station. There are regular bullet train (Shinkansen) services from Osaka (15 minutes), Kyoto (30 minutes) Tokyo (2 hours 48 minutes) and Hiroshima (1 hour 13 minutes).

From Sannomiya Station (Kobe Downtown Area)
The bustling downtown center of Sannomiya, with a huge range of restaurants, bars, cafes and shops, is a 15-minute walk, or a short direct subway ride away. The express train from Osaka Station to Sannomiya takes 21 minutes. There are three options:

1) Take the subway to Shin-Kobe Station (Seishin-Yamate Line)
2) Take a taxi to the Art Center Kobe (about five minutes and approximately 800 JPY)
3) Walk to the Art Center Kobe (about 15 minutes)
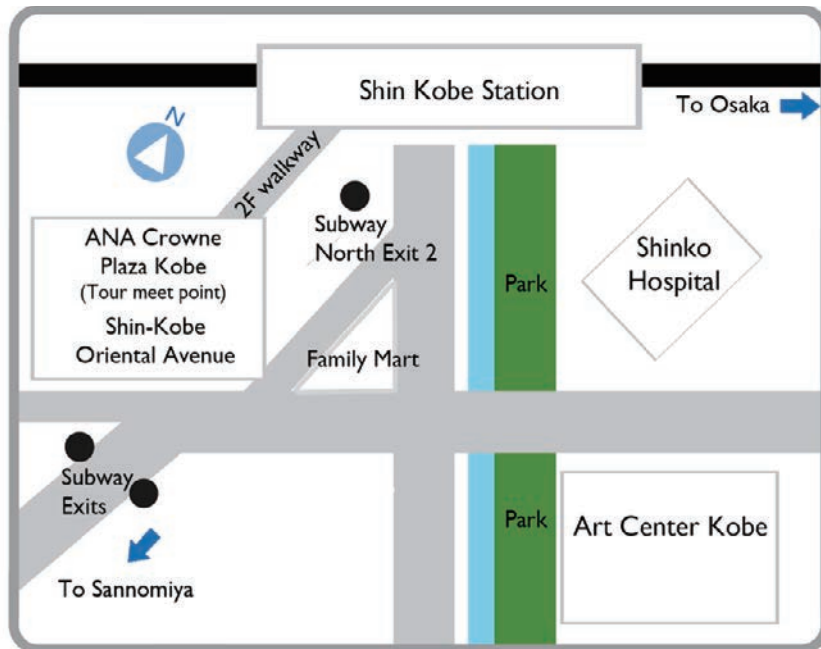
Information and Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Sunday, March 26	17:00-18:00	Room 504
Monday, March 27	08:00-16:00	Open Studio
	16:00-19:00	Room 504
Tuesday, March 28	08:30-18:30	Room 504
Wednesday, March 29	08:30-17:30	Room 504

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

Conference Guide

Lunch

Lunch on Monday, Tuesday and Wednesday is included in the conference registration fee. Your IAFOR lunch voucher can be exchanged for lunch at Mame no Hatake located in the ANA Crowne Plaza, a five-minute walk away from the conference venue. Please collect your lunch voucher from the IAFOR staff member situated outside the restaurants at the ANA Crowne Plaza during the lunch period (lunch times below). Please remember to bring your conference name badge as you will need to show this in order to claim your voucher. Please show your voucher to restaurant staff as you enter. **Please see the map below for directions.**

Mame no Hatake (豆乃畑), ANA Crowne Plaza 2F
This Japanese buffet-style restaurant has great variety of Japanese dishes available, including vegetarian and vegan options. The restaurant specialises in tofu-based and traditional Japanese vegetable dishes. Lunch service includes an unlimited drinks bar, coffee station and dessert table.

Lunch times

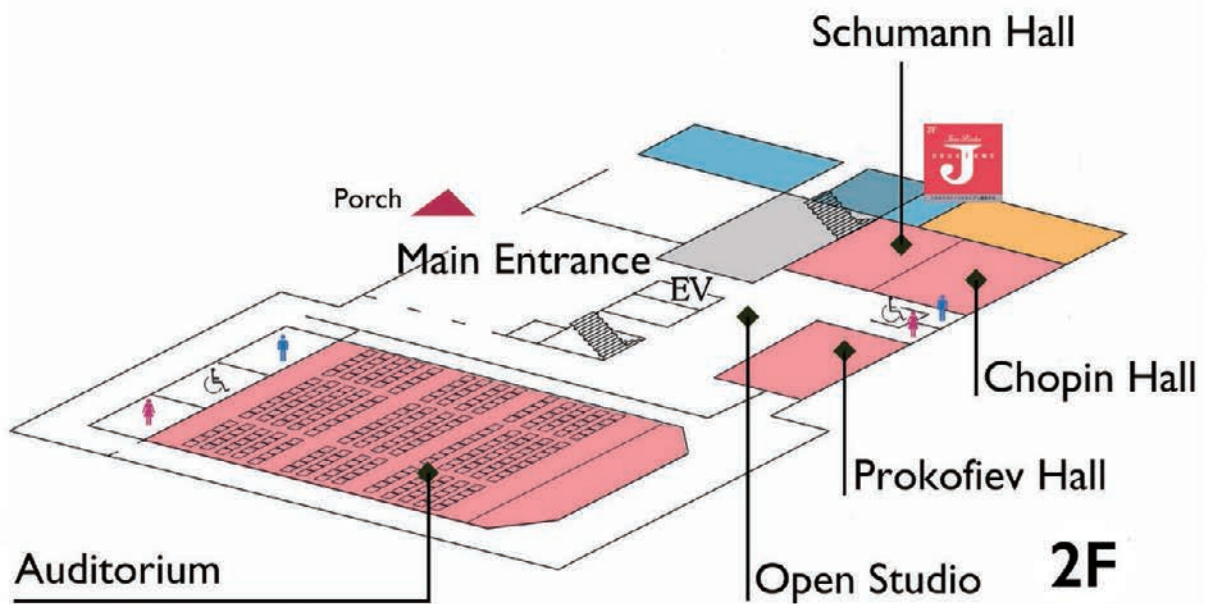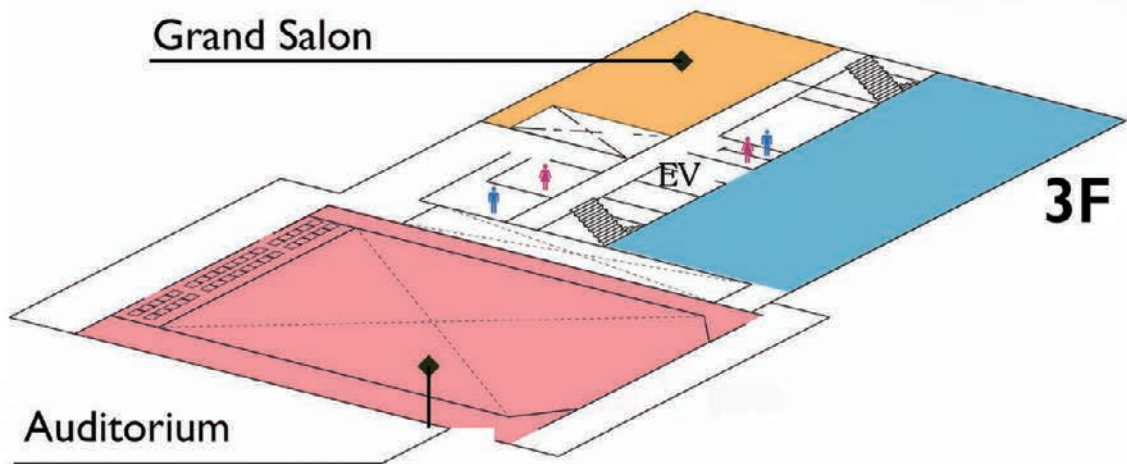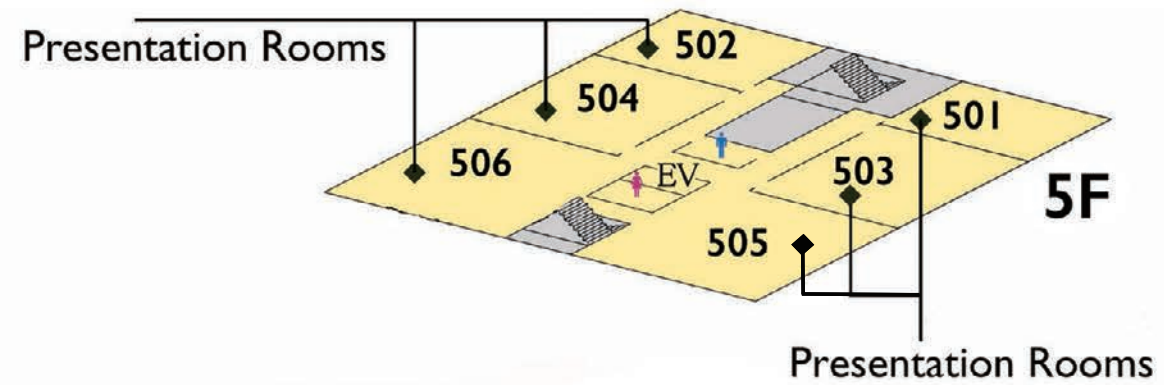|	
Monday, March 27	12:45-14:15
Tuesday, March 28	12:00-13:30
Wednesday, March 29	12:15-13:45

Other Lunch and Dinner Options

Bistrot Cafe de Paris – French Cuisine (www.cafe-de-paris.jp)
Yamamoto-dori 1-7-21, Chuo-Ku, Kobe City

Kineya Udon (実演手打うどん　杵屋) ANA Crowne Plaza 3F
Specialises in serving Japanese style wheat-flour (udon) and buckwheat (soba) noodle dishes. Seating is limited.

Please see the registration desk for recommendations, coupons and special offers.

The Art Center Kobe

Presentation Rooms

502
504
506
EV
501
503
505
5F

Presentation Rooms

Grand Salon
EV
3F
Auditorium

Schumann Hall
Porch
Main Entrance
EV
Chopin Hall
Prokofiev Hall
Open Studio
Auditorium
2F

Announcing IAFOR
Grant & Scholarship Recipients

We are delighted to announce the first recipients of financial support as part of the IAFOR grants and scholarships programme, newly launched for 2017.

Our warmest congratulations go to Dr Elena Mishieva, recipient of the Stuart D. B. Picken Grant & Scholarship, and Pankaj Das, Kate McCabe, Kanit Pamanee and Udari Samarakoon, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committees to receive financial support to present their research at The Asian Conference on Education & International Development 2017.

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

The Organising Committee of the relevant IAFOR conference awards scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at the conference.

Find out more about IAFOR grants and scholarships: **iafor.org/financial-support**

Stuart D. B. Picken
Grant & Scholarship Recipient

Elena Mishieva, Lomonosov Moscow State University, Russia

Elena Mishieva has a PhD in philology and is a lecturer at the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University (MSU), Russia. She is a magna cum laude graduate of the Foreign Language Teaching Department, MSU. In 2011 she joined the MSU doctoral program specialising in Germanic languages. In 2015 Elena defended her thesis, "Discourse Markers in Online Youth Communication in English". Her research advisor is Professor Svetlana Ter-Minasova. In addition, she is a member of the National Association of Applied Linguistics (Russia) and the National Association of Teachers of English (Russia).

34006
Preserving National Culture and Identity by Means of ELT
Elena Mishieva, Lomonosov Moscow State University, Russia

The paper deals with ways of fostering civil identity in Russian schoolchildren by means of the English language, which is the dominant foreign language taught in Russian schools today. It is well known that learning a foreign language should go hand in hand with studying the culture of countries in which this language is spoken as the main means of communication. The idea beyond this statement is that students should be ready for intercultural communication being aware of potential cultural mismatching. Nevertheless, being able to present one's native culture is no less important for intercultural communication. In intercultural communication, interlocutors generally want to know more about the other culture, rather than to speak about their own. Thus, Russian teachers should also prepare their students for presenting their cultural heritage in conversations with foreigners. With this idea and the Federal Standard of Russian Secondary Education in mind we decided to create a new type of coursebook for Russian schoolchildren that would not only teach them English and the culture of English-speaking countries, but would also juxtapose it with Russian cultural heritage. We believe this method is essential for developing awareness and tolerance of other cultures. The implementations of this method in the ESL course we designed will be outlined further on.

IAFOR
Scholarship Recipients

Kanit Pamanee, California State University, Los Angeles, USA

Kanit Pamanee is a doctoral candidate in the educational leadership programme, focusing on special education and transition, at California State University, Los Angeles, USA. Prior to joining the doctoral program, Kanit received his master's degree in special education specializing in moderate to severe disabilities and certificate in transition specialist at the same institution. His master's thesis was a self-determination comparison between Thai and American students with intellectual disabilities. He is now conducting his doctoral dissertation on the topic of a guideline of transition service for individuals with disabilities in Thailand. His goal is to make guidelines for professionals to teach self-determination and transition skills for students with disabilities in Thailand, as well as to share his idea and practice with professionals in ASEAN and around the world.

35754

The Needs of Transition for Students with Disabilities in Southeast Asian Region
Kanit Pamanee, California State University, Los Angeles, USA

Special education in South East Asian countries (ASEAN) is established in different stages, and the improvement also remains the gaps among those countries. The World Health Organization indicated in 2011 that the mean percentage of individuals with disabilities who had completed primary school was 60.5% in high-income countries and 34% in low-income countries. In ASEAN, the primary school completion rate for individuals with disabilities was 46.21% in Thailand, 19% in Vietnam, 5% in the Philippines, and no data for other countries (UNESCAP, 2009; Thailand Ministry of Education, 2012). Regarding employment, OECD found in 2010 that individuals without disabilities were three times more likely than individuals with disabilities to participate in the labour market. In Asia and Pacific, the United Nations reported in 2016 that the mean percentage of employment of individuals with disabilities was 35.14%. In ASEAN, the employment rate of individuals with disabilities was roughly 28.5% in Thailand, approximately 15% in Vietnam, less than 15% in Myanmar, and no data for other countries (UNESCAP, 2009; Thailand Office of Statistics, 2012). Moreover, the percentage of students with disabilities pursuing postsecondary education is very low. For example, only 0.94% of students with disabilities attended postsecondary education in Thailand (Thailand Ministry of Education, 2015). However, transition has been proven as a practical tool in dealing with these challenges. Therefore, this presentation is to propose a comprehensive guideline of transition for individuals with disabilities in ASEAN to improve the following skills: self-determination, life skills, academic skills, employment and post-secondary education.

Pankaj Das, University of Delhi, India

Pankaj Das is currently a PhD scholar at the University of Delhi, India. He is enrolled for his research work in the Department of Education, University of Delhi. He has more than 25 publications to his name in the forms of books, reviews and research articles in journals of national and international repute. He has also attended a course on "Life and Thought of Gandhi", at the Indian Institute of Advanced Studies (IIAS), Shimla. For his research he recently visited the University of British Columbia in Vancouver, Canada. His area of research interests and areas of specialisation include sociology of gender, school and society; education of the disadvantaged; dropout among girls; and classroom processes and practices.

35421

Silent Exclusion and Child Schooling: A Case Study of India
Pankaj Das, University of Delhi, India

The current educational policy discourse in India has largely focused on issues of access to basic education. While increasing access is clearly important, the issue of significantly to sustained access is more important in the present context when 50% of the child population in India in the age group of 6–14 leave school before completing elementary education (GoI, 2009). Despite many attempts and improvements having been made by several states and the central government, a major chunk of our school students in the elementary grades are silently excluded and placed in the category of "potential dropouts". The magnitude of the problem is very acute in government schools in rural parts of India. By taking a cluster of 11 villages comprising 23 government schools that were randomly selected in the present study, this paper attempts to provide an in-depth understanding of the magnitude and process of silent exclusion in the sample schools of Madhya Pradesh in India, and also poses a big challenge to the Right to Education (RTE) Act, which guarantees the completion of elementary education to all children in the age group of 6–14. A survey method was performed using the tools of structured questionnaire, informal discussions and school roster data. Major findings indicate that silent exclusion was very high in all the existing primary and upper primary government schools irrespective of caste, class and gender. Moreover, children in primary schools and belonging to socially backward communities exhibited with low self-esteem and were more vulnerable. The implications of the study suggest the introduction of attractive programmes that are more joyful and child-friendly at the institutional level.

IAFOR
Scholarship Recipients

Udari Samarakoon, University of Colombo, Sri Lanka

Udari Samarakoon is a sociology master's student at the University of Colombo, Sri Lanka. She is currently working as an administrative and research assistant in Advancing Skills Creation to Enhance Transformation Project, which is a co-funded Eramus+ program of the European Union. She graduated with a Bachelor of Arts degree, majoring in sociology. She has worked on a number of research projects that gave her both a theoretical and practical knowledge of sociology.

35794

Impact of Cultural Education on Social Cohesion After a Sudden Disaster: With Reference to Two Flood-Affected Locations in Colombo
Udari Samarakoon, University of Colombo, Sri Lanka

Unexpected disasters may destruct people's day-to-day life. The recent history of disasters that occurred in Sri Lanka shows that non-victims of disasters tend to sense such situations as "our" problem rather than "their" problem. In order to create such shared collective feeling cultural teaching plays a noticeable role. During May 2016 Sri Lanka went through severe flooding conditions in the Colombo district. Six to ten feet of flood water was observed in some households. Throughout this flood, the majority of affected people had no choice but to leave their houses and stay in flood shelters. Mainly religious places, schools and community centres within affected areas were used as flood shelters. Random people all over the country, organisations and the government united to recover victims. People offered food and other essential items for affected people. This research aims to understand how cultural education influences building social cohesion after a disaster. The main objective of this study was to identify how social cohesion emerges after a disaster and the cultural impact of it. Other objectives are to find out ways of informal education of cultural norms and how cultural norms and values affect the process of recovery. Two areas in the Colombo district highly affected by the flood, Ambathale and Egodawatte, were selected using purposive sampling method. Affected people were randomly selected from each registration list. Religious leaders and community leaders of flood shelters were interviewed. Both quantitative and qualitative data were collected using questionnaires, in-depth interviews and focus group discussions. Observation method was used to observe the various types of goods collected by different groups of people and civil organisations. The outcome of the study reveals that cultural education plays a considerable role in the social integration that emerges after a disaster. It showed that throughout the disaster period using informal methods, religious leaders inspired people by notifying them of the importance of helping victims. This moral guidance played a significant role in non-victims' decisions and attitudes towards victims.

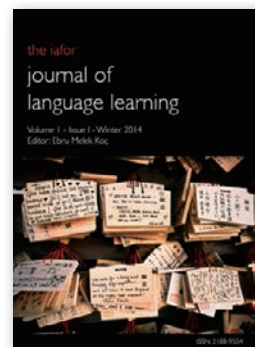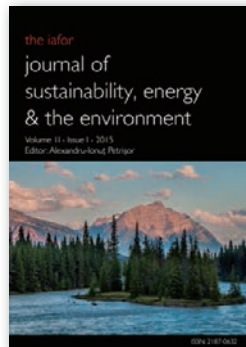## Kate McCabe, Simon Fraser University, Canada

Kate McCabe is currently a doctoral student in the Faculty of Education, Simon Fraser University, Canada. She teaches preschool aged children, youth and adults. She helps to create communities of inquiry in all these contexts. Her recent experience with cancer has helped her awaken more fully to the beauty of the world. Her writing includes poetry, narrative, visual arts and soundscapes. She is currently creating a collaborative installation based on her process of radiation treatment. She belongs to the Engaged Philosophical Inquiry Consortium (EPIC) group at UBC (blogs.ubc.ca/epic), and directs an Early Childhood Training Program.

34776

Arts-Based Inquiry and the Treatment of Cancer and How These Events Inform Teaching Practice
Kate McCabe, Simon Fraser University, Canada

This presentation of sound and visual art, and (spoken and written) poetry offers opportunities to increase perspectives into the embodied experience of the competitive spaces in which we live and learn. This installation-like presentation provides opportunity to engage in the process of undergoing treatment for breast cancer through the following arts-based research modalities: a poetic inquiry into personal responses to facing diagnoses, treatment and coming to healing; a piece of visual art depicting a translucent bust made from Japanese washi and the investigation of sounds that underscore radiation therapy in the treatment of cancer. We invite participants to wonder about their lived experiences with sounds and objects of the world and how these reflections can guide careful deliberations about how the medicalization of bodies can be understood and praxis redefined in the lived sensory experience of a diagnosis and treatment of major illness, specifically cancer. The exploration calls us to wonder what we invite and what we shut out of our learning experiences. This investigation led the researchers to think carefully about the sounds and things of classrooms. Paying attention to sounds and things awakened us to the relational nature of the material world and called us to ask questions about how we might invite students to think about the enfolding of life in the classroom.

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ACE 2017

THE ASIAN CONFERENCE ON EDUCATION

Conference Theme: Educating for Change

Art Center Kobe, Kobe, Japan
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Keynote
& Featured
Speakers

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To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

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ACEID2017 Speakers

Keynote, Featured and Spotlight Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference theme of "Educating for Change".

Monty P. Satiadarma
Tarumanagara University, Indonesia

Rachel Lam
National Institute of Education, Singapore

Margo Greenwood
Sightsavers & University of Exeter, UK

Jessica Loh
Institute of International Education, Thailand

Haruko Satoh
Osaka University, Japan

Tien-Hui Chiang
Zhengzhou University, China

Adrian Ziderman
Bar-Ilan University, Israel

Joseph Haldane
IAFOR

The Forgotten Indonesian Trilogy of Education

Featured Presentation: Monty P. Satiadarma

Monday, March 27 | 09:30-10:00 | Room: Prokofiev Hall (2F)

Most Indonesian educators know and aware on the country's trilogy of education being introduced by Soewardi Soerjaningrat (1889-1959), later known as Ki Hajar Dewantara. The trilogy consists of modeling (for those in front should become figure models), motivating (for those in the middle should motivate), and encouraging (for those behind should encourage). However, the ministry of education emphasizes only the last principle, to encourage, as the educational motto. Although sometimes the principles of modeling and raising being mentioned in educational discussion, they are not being emphasized as the encouraging one. These unified principles is not suppose to be seen and implemented in separate ways. Parents and teachers should become figure models for their children and students. At the same time they must motivate and encourage the younger generation to achieve their goals. The trilogy is basically a holistic concept of education which may apply universally. Using merely one of them may bring failures of education. Recovering the utilization of the trilogy as a unified principle in the nation is a great challenge for parents, teachers and educators. This presentation discusses the issues, challenges and possible solutions to deal with the conditions in the nation.

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Dr Monty P. Satiadarma is a clinical psychologist who has been teaching psychology at Tarumanagara University, Indonesia, since 1994. He was one of the founders of the Department of Psychology at Tarumanagara, as well as the Dean of Psychology, Vice Rector and Rector of the university. He graduated with a degree in psychology from the University of Indonesia, art therapy from Emporia State, Kansas, family counselling from Notre Dame de Namur, California, and clinical hypnotherapy from Irvine, California. He has nationally published a number of books with a particular interest in educational psychology, and in music and art therapy – methods with which he treated survivors of the Indonesian tsunami on behalf of the International Red Cross and the United Nations. He is a board member and area chair of the International Council of Psychology, and a founder and board member of the Asian Psychology Association.

Teaching Sustainability to Prepare Children for a Complex Future: Environmental Education in Primary School

Featured Presentation: Rachel Lam

Monday, March 27 | 10:00-10:30 | Room: Prokofiev Hall (2F)

Primary education may play a critical role in preparing students for the complex global problems of today. How early should schools begin to encourage student engagement towards a sustainable future? Not only in teaching them what sustainability means and why it is important, but also in developing the competencies to be innovative, creative and critical problem-solvers. We describe an environmental education program that took place in a primary school in Singapore. Within the program, we investigated how a collaborative learning instructional design helped grade four students explore a complex environmental problem by generating their own ideas around, and solutions to, the problem. We argue that there is a need to teach about sustainable development with instructional methods that cultivate skills crucial to complex problem solving. These include thinking critically and creatively, communicating and collaborating. Our instructional design was developed to encourage students to employ such skills, while at the same time learn the concepts around decreasing human production of waste in the environment. Our work has shown that grade four students are able to engage in complex problem-solving through peer collaboration, produce unique and practical solutions, use some effective communicative and collaborative behaviors, and learn about an important environmental issue. We hope to contribute to a discourse on the importance of teaching about sustainability with the instructional methods that prepare young children to be effective problem-solvers for a sustainable future.

<p align="center">✳ ✳ ✳</p>

Dr Rachel Lam is currently a Research Scientist in the Learning Sciences Lab at the National Institute of Education in Singapore. She earned a PhD in Educational Psychology with an emphasis in Learning and Cognition at Arizona State University in the United States. Dr Lam has conducted research in educational settings in a variety of subject areas (psychology, chemistry, social studies) that has focused on designing peer collaboration activities to support conceptual understanding and deep learning. She uses pre-posttest measures, discourse from student dialogues, and other student artifacts to assess student content knowledge, application of knowledge to real-world problems and transfer to novel contexts. In addition, Dr Lam has taught classes at the Bachelor's and Master's level on a variety of topics in educational psychology, learning theories and child development for seven years. Prior to her academic career, she worked in public libraries and community education organizations in the United States.

Community-Based Participatory Research: A Story of Empowerment

Spotlight Panel Presentation: Margo Greenwood

Monday, March 27 | 11:00-11:30 | Room: Prokofiev Hall (2F)

Community-based participatory research (CBPR) in an education context equitably involves teachers, pupils, community members, organisational representatives and researchers, with a commitment to sharing power and resources and drawing on the unique strengths that each partner brings. The aim through this approach is to increase knowledge and understanding of a given phenomenon and integrate the knowledge gained into interventions, policy and social change to improve the health and quality of life of those in the school community. Sightsavers, a disability-focused iNGO, has been implementing a community-based participatory research approach (CBPR) within its education and social inclusion research in the global South. This paper describes the CBPR methodology, how it works within international development, and its impact on Sightsavers interventions in schools. Specific reference will be made to working with teachers as peer researchers – including those with disabilities, training material for peer researchers, CBPR ethical principles, and community analysis of data.

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Dr Margo Greenwood is a Research Associate at international NGO Sightsavers, and the University of Exeter, UK. After completing an undergraduate degree in Education at Exeter, she taught for several years at primary and secondary level. She then gained a scholarship at the University of Exeter for an MSc in Educational Research and a further scholarship to study Educational Futures for a PhD, with a focus on social inclusion and participatory methodology. Following successful completion of her doctorate, Dr Greenwood continued to undertake research at the University of Exeter, also contributing to its teacher training course. In recent years, she has shifted her focus to undertaking educational research within international development with a specific focus on participatory methodology. At Sightsavers, she designs and oversees Community-based Participatory Research that feeds directly into intervention projects.

Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context

Featured Presentation: Jessica Loh

Monday, March 27 | 11:30-12:00 | Room: Prokofiev Hall (2F)

Students graduating from higher education institutions increasingly find themselves in a dynamic and global landscape that requires diverse skill sets and competencies for further education or career placements. The need for cultural awareness, practical training, and experiential learning in the university setting is important not only for developing these competencies, but also for shaping global citizenship. Regarding global citizenship, it is important to be mindful of the fact that a) it involves fostering civic values that transcend traditional borders, and b) there is an intentional educational process that must take place to develop these values. There are many long-standing assumptions about how global citizenship transpires with young people, with international education often driving the discussion. This session will examine the assumptions and key features of global citizenship, highlighting perspectives that are unique to the region. Using case studies, it will explore both methods and lessons learned of programs that have deliberately incorporated a "global civic values" pedagogy within the experiential learning context, both in and outside of the classroom, the advantages of these models, and the sustainability and future impact.

<p style="text-align:center">✳ ✳ ✳</p>

Jessica Loh is the Director of Outreach with the Institute of International Education in Bangkok, where she oversees outreach for global scholarships in Asia-Pacific. Equipped with an MA in International Education, she served six years at Payap University in Chiang Mai, Thailand, where she established the International Campus Life unit, implementing programs for Payap's foreign student body to support international student development and integration. She then joined the University of Michigan, where she advised engineering students and faculty on co-curricular education abroad program design, and co-developed an Engineering Across Cultures study abroad in Thailand. She served as mentor for the IIE pilot course, "Connecting with the World: International Relations at Higher Education Institutions" to familiarise Myanmar universities about campus internationalisation. She is interested in combining arts and education as exemplified by her organisation of Chiang Mai's first Southeast Asian Film Festival which focused on society and human rights.

Preserving and Challenging Culture:
The Right to Education

Featured Panel Presentation: Haruko Satoh (Panel Chair)

Monday, March 27 | 15:45-16:30 | Room: Prokofiev Hall (2F)

This panel discussion will explore the conference theme, "Educating for Change", in the context of the featured conference screening of *Among the Believers* (Directed by Hemal Trivedi & Mohammed Ali Naqvi). Intimate and shocking, *Among the Believers* offers rare insights into the ideological battles shaping Pakistan and the wider Muslim world.

The issues highlighted in the documentary will spark a discussion around the friction between preserving culture and challenging culture in areas of the world where education is highly politicised, and where religious and secular education vie for influence.

The panel will attempt to unpack the question of the extent to which education can be considered fundamental human right, and in particular issues of gender and education.

Image | Screenshot from *Among the Believers* (Directed by Hemal Trivedi & Mohammed Ali Naqvi)

* * *

Professor Haruko Satoh is Specially Appointed Professor at the Graduate School of Engineering Science in charge of CAREN (Osaka University Centre for the Advancement of Research and Education Exchange Networks in Asia) and also lecturer at the Osaka School of International Public Policy (OSIPP), where she runs MEXT Reinventing Japan project on "Peace and Human Security in Asia (PAHSA)" with six Southeast Asian and four Japanese universities. In the past she has worked at the Japan Institute of International Affairs (JIIA), Chatham House, and Gaiko Forum. Her interests are primarily in state theory, Japanese nationalism and identity politics. Recent publications include: "Rethinking Security in Japan: In Search of a Post-'Postwar' Narrative" in Jain & Lam (eds), *Japan's Strategic Challenges in a Changing Regional Environment* (World Scientific, 2012); "Through the Looking-glass: China's Rise as Seen from Japan", (co-authored with Toshiya Hoshino), *Journal of Asian Public Policy,* Vol. 5, No. 2, pp. 181-198 (July 2012); "Post-3.11 Japan: A Matter of Restoring Trust?", ISPI Analysis No. 83 (December 2011); "Legitimacy Deficit in Japan: The Road to True Popular Sovereignty" in Kane, Loy & Patapan (eds), *Political Legitimacy in Asia: New Leadership Challenges* (Palgrave Macmillan, 2011), "Japan: Re-engaging with China Meaningfully" in Tang, Li & Acharya (eds), *Living with China: Regional States and China through Crises and Turning Points*, (Palgrave Macmillan, 2009).

Globalization & Education Reform in China

Featured Panel Presentation: Tien-Hui Chiang (Panel Chair)

Tuesday, March 28 | 09:00-12:45 | Room: 505 (5F)

From local policy to national discourse, this Featured Panel will look at the education reforms needed and those already in place as effects of globalisation spread throughout China. From facing problems that are uniquely Chinese, such as the effects and consequences of giant middle schools (5000+ students), to issues that are relatable on a global scale, such as the employability of college graduates, this panel takes an in-depth view of education in China, and examines what lessons can be learned both nationally and internationally.

Featured Panellists:
Ying Liu, Zhengzhou University, China
Jiangtao Zhao, Zhengzhou University, China
Zhexian Wang, Zhengzhou University, China
Xian Ling Wang, Zhengzhou University, China
Qian Zhou, Zhengzhou University, China
Laiting Cui, Zhengzhou University, China

<div align="center">✱✱✱</div>

Dr Tien-Hui Chiang was a Fulbright Senior Scholar, visiting UW-Madison, Wisconsin, USA, a guest professor at Beijing Normal University and the ex-president of the Taiwan Association for Sociology of Education. He has been the senior executive committeeman for many prestigious academic societies, such as the Taiwan Association for Sociology of Education and the Chinese Comparative Education – Taipei. His specialties cover sociology of education, globalization and education policy, sociology of curriculum, teaching profession and comparative education. He has produced over 100 essays. He was the co-editor of *Crisis in Education* and a contributor to *Elite, Privileges and Excellence*. His outstanding achievement has made him an internationally well-known scholar, as evident from overseas keynote speeches given in China, Japan, Singapore, India, America, Slovenia, Greece and South Africa. This distinguished achievement also earned him numerous prestigious prizes, such as the Distinguished Scholar of the Ministry of Education, Taiwan, in 2011 and 2015. Currently, Professor Chiang is developing the theory of the flow of contextualized/non-contracted social selection embedded within the institutionalized reward system.

Ethical Issues and Dilemmas in Academic Publishing: An Interactive Workshop

Featured Workshop: Adrian Ziderman (Workshop Leader)

Tuesday, March 28 | 17:00-18:30 | Room: 501 (5F)

Workshop Leader: Adrian Ziderman, Bar-Ilan University, Israel & Trustee, Committee on Publication Ethics (COPE)
Workshop Facilitators: Muhammad Irfan, Peshawar Medical College, Pakistan & Council Member, Committee on Publication Ethics (COPE) and Trevor Lane, Edanz Group, Japan & Council Member, Committee on Publication Ethics (COPE)

This workshop is limited to 45 participants.

1) Background presentation to open the workshop, setting the main issues in context. Ethical issues and dilemmas as encountered by authors, external reviewers, collaborators and journal editors will be outlined, both from a normative viewpoint and current practice. Attention will be paid to cross-cultural differences and to differing disciplinary norms. The role of COPE, the Committee on Publishing Ethics, in providing information and guidance will be outlined.

2) The session will reform into breakout groups. These groups will be presented with 4–5 problem cases previously submitted for advice and discussed at COPE's regular Forums. For each case, the groups will consider such questions as: What is the ethical problem(s) inherent in the case? What action should be taken to deal with the issue(s)? What measures could be taken to avoid similar problems over the longer term?

3) The final part will comprise a reporting back by each group reporter; the workshop leader will then compare these findings with the advice offered by COPE. The session will conclude with a summing up by the leader.

This workshop is sponsored by the International Network of Business and Management Journal Editors (INBAM).

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Dr Adrian Ziderman is Emeritus Professor of Economics at Bar-Ilan University, Israel, where he held the Sir Isaac Wolfson Chair in Economics and Business Administration. He was born in the UK and educated at Cambridge and Stanford universities and at the LSE (PhD). He is a former UK State Scholar and Fulbright Scholar. His fields of specialty are in the economics and financing of education; the economics, evaluation and finance of vocational education and training; and university funding, including student loans and cost-sharing. He was formerly Senior Economist for Human Resources at the World Bank in Washington. He has served as a consultant to many international organizations as well as to government ministries in Asia, Africa and Eastern Europe. He is currently Editor of the International Journal of Manpower (Emerald), Research Chair and Trustee, Committee on Publication Ethics (COPE) and President of the International Network of Business & Management Journal Editors (INBAM).

Monday
March 27

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All papers are reviewed equally according to standard peer review processes, regardless of whether or not the authors have attended a related IAFOR conference.
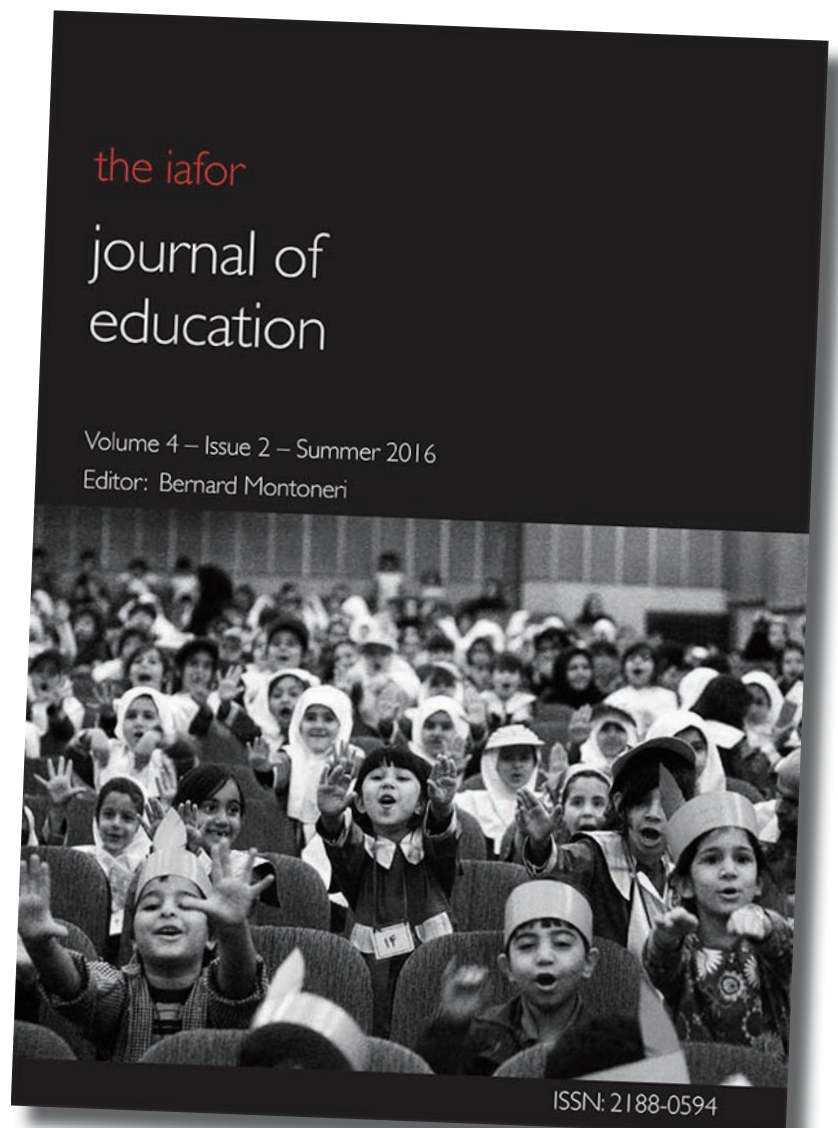
Monday Plenary Session
09:00-15:40 | Room: Prokofiev Hall (2F)

08:15-09:00   Conference Registration (Open Studio)

09:00-09:30   Announcements and Welcome Address (Prokofiev Hall)

09:30-10:00   Featured Presentation (Prokofiev Hall)
The Forgotten Indonesian Trilogy of Education
Monty Satiadarma, Tarumanagara University, Indonesia

10:00-10:30   Featured Presentation (Prokofiev Hall)
Teaching Sustainability to Prepare Children for a Complex Future: Environmental Education in Primary School
Rachel Lam, National Institute of Education / Nanyang Technological Institute, Singapore
Jen Yi Li, National Institute of Education / Nanyang Technological Institute, Singapore

10:30-11:00   Coffee Break

11:00-11:30   Plenary Panel Presentation (Prokofiev Hall)
Community-Based Participatory Research: A Story of Empowerment
Margo Greenwood, Sightsavers / University of Exeter, UK

11:30-12:00   Featured Presentation (Prokofiev Hall)
Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context
Jessica Loh, Institute of International Education, Thailand
Jonathan Lembright, Institute of International Education, Thailand

12:00-12:45   Taiko Performance & Conference Photograph

12:45-14:15   Lunch Break

14:15-15:45   Featured Film Screening (Prokofiev Hall)
Among the Believers
Directed by Hemal Trivedi & Mohammed Ali Naqvi

15:45-16:30   Featured Panel Presentation (Prokofiev Hall)
Preserving and Challenging Culture: The Right to Education
Chair: Haruko Satoh, Osaka University, Japan

Monday Poster Session
16:45-17:45 | Room: 504 (5F)

Monday Poster Session: 16:45-17:45
Room: 504 (5F)
Conference Poster Session

33843 | Room: 504 (5F)
Exploring the Employability Model of LIS Graduates in the Information Age From an Education Perspective
Yu-Ping Peng, Fu Jen Catholic University, Taiwan

Turbulent changes of the environment have provided huge challenges for advancement of Library and Information Science (LIS) industries and LIS education. These dramatic changes, the result of rapidly evolving information and communication technologies (ICTs), have impacted significantly on the employability for LIS graduates. Marked changes in the environment have presented considerable challenges for advancement of LIS graduates. LIS graduates need to exhibit proper employability expected and taught to keep up with rapidly changing environments. Based on a literature review, this study was conducted to explore the employability model of LIS graduates in Taiwan in the information age. The results illustrate general current developments and trends and reveal the gaps between present courses and the employability. Finally, this study offers conclusions and suggestions for educators in LIS schools for improving the quality of teaching, and provides some managerial implications for employers of LIS industries, educators of LIS and LIS graduates.

34095 | Room: 504 (5F)
Impact of Enrichment Programs on Academic Achievement of Gifted Students
Mihyeon Kim, William and Mary, USA

Although a strong empirical foundation is required to advance educational practices, the literature concerning gifted education is still lacking comprehensive empirical studies to provide guidance for educational policy and practices to serve gifted students (Plucker & Callahan, 2014). This study examined research on enrichment programs serving gifted students, and synthesized the current studies between 1985 and 2014 on the effects of enrichment programs. A total of 13 studies were included in this meta-analysis, and the findings show that enrichment programs had a positive impact on gifted students' academic achievement. Regarding moderators of the effects, types of programs and grade levels influenced effect sizes of academic achievement of gifted students. The largest effect size was observed for summer residential programs for academic achievement of gifted students.

34327 | Room: 504 (5F)
A Narrative Inquiry of International Student and Staff Mobility Experience in Thailand
Navaporn Sanprasert Snodin, Kasetsart University, Thailand

International education is at the forefront of plans for economic growth for many countries including Thailand. Internationalisation in Thailand is, however, at its infancy stage of development in spite of the fact that it has become a key feature of the Thai Higher Education agenda since 1990. Thailand has declared its aspiration to become a regional education hub and announced a goal of attracting 100,000 foreign students, but, in reality, the internationalisation of Thai HE has not yet been marketable on a global scale and the number of international students is currently around 20,000 only. There is a need of locally based research that focuses on lived experiences of international students and academics to achieve a better understanding of the changing phenomenon regarding challenges of and potential for increased international recruitment and enhancement of the teaching and learning experience in Thai universities. Such research can inform strategies regarding enhancing the quality of international student and staff mobility experience. To this end, we propose to investigate the multiple realities of international students and academics in Thai HE by using the narrative inquiry approach. These people are from many different cultures, and investigating their experiences will enable us to make a contribution to the realisation of effective policy and practice. The focus on what attracts international students and academics to Thailand and the reasons why they chose to stay in Thai universities, or leave, are vital in informing contingency plans for quality inward mobility.

34355 | Room: 504 (5F)
Developing an Integrated Bathymetry System to Assist Ocean Engineering Students in Learning Water Depth Survey
Hui-Ming Fang, National Taiwan Ocean University, Taiwan
Hsing-Yu Wang, National Taiwan Ocean University, Taiwan
Yun-Chih Chiang, Tzu Chi University, Taiwan

This research is mainly based on echo sounders, Dynamic Motion Sensor and GPS, and combines them into an integrated system. Using this system, the depth of the river and the ocean topographic survey operations. The integrated system, mainly to improve the various instruments, independent retrieval of data. The use of micro-industrial computer as the main structure of the system, with the mobile network, allows data to be uploaded directly to the back-end data server for data processing. Through the development of the integrated system of this study is also assisted, students can quickly assemble the various instruments together and improve on-site efficiency. Not only through the server to get the information to help students in the field of calculation, but also follow-up data applications.

Monday Poster Session
16:45-17:45 | Room: 504 (5F)

34357 | Room: 504 (5F)

Applications of the Arduino Electronics in the Kinematics

Chin-Chung Yu, National University of Kaohsiung, Taiwan
Jia-Han Hsu, National University of Kaohsiung, Taiwan

Due to high precision, quick response and low price, Arduino electronics, including motherboards and sensors, have potential to be the main parts of physical experiments. Especially, the experimental data can be easily transferred to smartphones and tablets through Bluetooth communication that greatly enhances the portability of the experimental equipment. There are many commercially available detectors compatible with the Arduino motherboards such as the DHT11 which is for the humidity and temperature detection. For the detection of linear and rotational motions, ultrasonic sensor and photoelectric switch will be good choices. Here, we demonstrated controllable damping and force oscillations in a spring-mass system. The motion of the oscillator was detected by an ultrasonic position sensor. The damping and driving forces were provided by the coupling between an electromagnet and the permanent magnet mounted on the oscillator. By tuning of the strength of the electromagnetic field, the damping constant can be manipulated. The accomplishment of the force oscillation was made by exertion of the driving force as the oscillator rebounded. All of the motion detection and the signal access were based on the Arduino sensors and electronics. This shows that Arduino electronics can replace the expensive equipment for the kinematic experiments.

34383 | Room: 504 (5F)

Exploring a Competency Model of Children's Librarians Working in Public Libraries in the Information Age

Yu-Ping Peng, Fu Jen Catholic University, Taiwan

In recent years, the development and innovation of information technologies have influenced children's service models used in public libraries. To respond to the changing library environment in an information era, children's librarians must effectively use their knowledge and skills to in rendering services to children. Therefore, this study was conducted to examine the competency of children's librarians. The iceberg model proposed by Spencer and Spencer (1993) was adopted to comprehensively explore the explicit knowledge and skills as well as the implicit attitudes and characteristics required by children's librarians working in public libraries. Subsequently, this study referred to current guidelines and criteria of child-serving knowledge that have been developed by libraries and related associations to preliminarily establish a theoretically grounded, locally applicable, multidimensional competency model for children's librarians working in public libraries. The results indicate facets of the competencies of children's librarians for public libraries: knowledge of client groups; knowledge of materials; knowledge of reference services; knowledge of public library; administrative and management skills; communication skills; programming skills; public relations skills; teaching relations skills; professional development; technology; personal attitude and characteristics, etc. The findings of this study may serve as a reference to assist in the development of competency models and practice related to competency development among children's librarians for public libraries. Finally, the present study results are provided for human resource planning, recruitment, education and training, as well as on evaluating the performance of children's librarians working in public libraries in Taiwan.

34454 | Room: 504 (5F)

"Locals as Tutors" In Community-Based After-School Tutoring Training Program: A Qualitative Case Study of the Atayal Tribe in Taiwan

Hui-Ju Pai, University of California, Santa Barbara, USA
Hsiu-Zu Ho, University of California, Santa Barbara, USA

The purpose of this study was to explore and describe the live experiences of locals as tutors were engaged in community-based afterschool tutoring training program conducted by a nonprofit social welfare foundation in Taiwan indigenous villages. It is worth mentioning that there are no prerequisites of experiences or qualifications to become a tutor as long as the person can make a commitment to the intense training and tutoring. Utilizing qualitative case study methods, in-depth interviews with selected participants as primary resource were used to capture their perspectives regarding journeys of being a tutor. Results indicate: 1) what reasons make tutors motivated and activated to engage in and sustain the duty; 2) obstacles as they faced and how they overcome; 3) values and gained from their work; and finally 4) how the program practices a concept of "it takes a village to raise a child" in the village. The tutors viewed the program positively and believed it should be expanded. The tutoring training program has not only reinforced change in perspectives of adults and children in the community, but has provided evidence for practicing the philosophy: It takes a village to raise a child, and every child belongs to all in the tribe. These findings have implications for policymakers, school teams, communities, and organizations implementing after-school programs in rural areas and indigenous tribes, and provides insight into the impact of training local people as tutors in many ways.

34469 | Room: 504 (5F)

Can Off-Campus Internship Bring Up Technological Universities Students' Entrepreneurial Attitude and Competences?

Su-Chang Chen, National Penghu University of Science and Technology, Taiwan
Hsi-Chi Hsiao, Cheng Shiu University, Taiwan
Jen-Chia Chang, National Taipei University of Technology, Taiwan
Chun-Mei Chou, National Yunlin University of Science and Technology, Taiwan

The purpose of this study is to understand technological universities students whether off-campus internships can bring up students' entrepreneurship. In order to meet this purpose, this study was conducted by the non-equivalent control group design. The subjects were the students of the Department of Marketing and Logistics Management of the National Penghu University of Science and Technology. Among them, there were 23 participants in the experimental group, 18 students who did not participate in the internship as control group. During the four and half month off-campus internship, the experimental group used teaching videos and Facebook to strengthen the exploration of entrepreneurial opportunities and the entrepreneurship, while the control group was used written teaching materials. The results of covariance analysis showed that the responsibility of entrepreneurial attitude for experimental group was significantly different after excluding the pre-test factors, but there was no significant difference in entrepreneurial competences.

Monday Poster Session
16:45-17:45 | Room: 504 (5F)

34486 | Room: 504 (5F)

An Analysis of Teaching Problems in the Project-Work Course in Vocational High Schools in Taiwan
Hsi-Chi Hsiao, Cheng Shiu University, Taiwan
Jen-Chia Chang, National Taipei University of Technology, Taiwan
Su-Chang Chen, National Penghu University of Science and Technology, Taiwan

The project-work course in vocational high school is regarded as a required course in Taiwan. Based on the course outline made by the Ministry of Education, teachers need to develop their curriculum. The objective of project-work course is for students to have an opportunity to apply theories in practice by finding a problem, designing research methods, gathering and analyzing data, reporting findings, and doing hands-on work in groups. However, the graduates may not always construct complete an end product. Therefore, the purpose of this study was to explore the status quo and teaching problems encountered in project work course by questionnaire investigation from 155 vocational high schools in Taiwan. After analyzing the data, the study concluded that the project-work course was implemented in grade 11 and 12, students' project topics were refined by teachers, and schools didn't offer material supports for students due to the shortage of school budget. The biggest problems that students encountered were in the stage of finding the project topic and making a well-designed method for finishing their projects. As a result, they couldn't do the actual finished products, even couldn't reach the course goal. There were some recommendations proposed to improve the teaching of project-work course in vocational high schools, including that: 1) students should know more information about the industry and development trends; 2) students should be encouraged students to practice in the industry; 3) students should clarify the project problem, then think about how to solve the problem; and 4) students should consider cost and feasibility for their projects.

34564 | Room: 504 (5F)

Learning Achievement on the New Theory of Sustainable Agricultural School Training Course Through the Research Topic "A Deep-Litter Pig Production"
Phoowadon Prapruetdee, Prince of Chumphon Campus, Thailand
Thiamphop Kanloung, Prince of Chumphon Campus, Thailand

The objective of this study was to evaluate the learning achievement from the new theory by His Majesty The King Bhumibol Adulyadej's sufficient economy, applying to animal husbandry through the research topic, namely "deep-litter pig production", run by King Mongkut's Institute of Ladkrabang, Prince of Chumphon Campus which contributed to secondary school teachers and students. The model of an evaluation was CIPP Model. Forty-six samples consisted of teachers and students at Nom-Tawai School, Chumphon province, Thailand. Data collected by questionnaires with suggestion. The results illustrated that means of the first three evaluations; context, input, and process were at a high level. Moreover, the mean of product evaluation was at the highest level. In teachers' opinions, they expected the Campus to provide a long-term support to the school to become a learning hub of its community, yet this course needed more promotion. In addition, this course could encourage local avocation, allowing people to benefit from learning, facilitated to be practical, promoted the sufficient economy, gain more knowledge after attending, turn the knowledge into practices, expected this activity for an ongoing project and the overall mean were presented at a high level. Although students had some difficulties to keep and raise pigs at home due to their skills and a lack of encouragement from their parents, but they believed that doing this project in the school was the best solution for their learning.

34580 | Room: 504 (5F)

The False Dichotomy of the Separation of Church and State Through the Lens of Identity Formation
Jay Taniguchi, University of Hawaii at Manoa, USA

This paper examines the false dichotomy between the separation of church and state through the lens of identity formation. In the context of education, I believe this is a double edged sword politically because this is leaving one part of yourself in or out in a particular situation. Since America was built upon religious freedom, can people really separate these two concepts when it comes to our professional identity? I used an autoethnographic approach in examining this dichotomous life as an ordained minister and teacher educator at a public university. Bochner and Ellis (2006) explains that autoethnography enables a person to examine the struggles and helps in finding meaning to the challenges in context. I used this approach to delve further about myself using Gee's (2000) work on identity perspectives of nature, affinity, discourse and institutional identity. In the course of my experiences, I was forced to examine my identity, in particular, being secular or religious as a public school teacher or the pastor of a church. Gee posits that we are recognized as a particular person in a particular context. Examining two incidences forced me to separate himself as being religious or non-religious is the focus of this examination. I contemplated Gee's four perspectives separately and in combination to determine if we can truly and simplistically just change hats in a given situation. Musing upon these two incidences through Gee's theoretical frame, I conclude that our identity is inextricably linked to who we are psychologically.

34725 | Room: 504 (5F)

STEMS2: Engaging in Integrated Content and Cultural Networks Via the Creation of a Hybrid Distance Education Program
Tara O'Neill, University of Hawaii, USA
Waynele Yu, University of Hawaii, USA

The proposed poster presents a qualitative case study that examines student perceptions of their transformative teaching and learning experiences as participants in the first STEMS2 Masters of Education cohort. The STEMS2 program is a hybrid Master of Education offered at the University of Hawai'i. The program has a unique hybrid delivery that begins with three weeks of face-to-face class sessions in the summer, followed by on-line classes in the fall and spring, and ending with three weeks of face-to-face session in the summer. STEMS2 (O'Neill et al., in press) is the integration of science, technology, engineering and math (STEM) with the social sciences and sense of place (S2). It involves studying integrated STEM content within the context of society and place. Two main findings will be discussed. First, integrating sense of place and the social sciences with STEM, results in a stronger sense of purpose for teaching and learning STEM content. Second, participation in the STEMS2 program enabled educators to learn about the ways we live in our communities through science, technology, engineering, and math, and challenged them to think about how STEM is being used and should be used to impact our "places".

34768 | Room: 504 (5F)

Infusing Magic Into Inquiry Teaching to Improve Learning-Disabled Students' Science Learning Outcome in Optics Unit
Jun Yi Chen, Chiayi University, Taiwan

The purpose of this study is to investigate learning-disabled students' science learning outcome after implementing remediation instruction in elementary schools. Their science learning outcome includes optical conceptions, situational interest and self-efficacy. Students' learning difficulties in optics unit were investigated to develop the remediation instruction. The inquiry teaching was used as the framework of remediation instruction. The magic was adopted to evoke students' learning interest. They proposed research questions from the magic to initiate their inquiry. 105 fourth grade students were invited to join this study. They are from 5 elementary schools in Chiayi area in Taiwan. Their science learning achievement was lower in their classes. The data were gathered by the questionnaires and interviews. The quantitative data were analyzed by t-test and the qualitative data were analyzed by classification and comparison. The results show that students' learning achievement, situational interest and self-efficacy were promoted after remediation instruction. Most of them constructed well understanding of optics. They indicated that learning science in the class is joyful and they looked forward to engage in science learning. In addition, they felt confident of completing learning activities (hands-on activity, homework and so on) and understanding scientific conceptions. However, they still thought they can not get higher grade on scientific examinations. These findings implied that the remediation instruction developed in this study was effective. Laying stress on students' learning difficulties and inquiry-based activity provides learning-disabled students opportunities to engage in science learning to improve their learning outcome.

34994 | Room: 504 (5F)

Preparing Teachers to Teach in a Culturally Responsive Way: A Case Study of School-Based Marine Curriculum for Ethnically Diverse Students
Pei-I Chou, National Sun Yat-Sen University, Taiwan

The trend of globalization and the rise of pluralistic societies make teachers to face ethnically diverse students, yet only few teachers are ready to tackle with this. Despite the urgency of this issue, many studies pointed out that current teacher education do not adequately prepare teachers to teach these students. In view of this, the present study took a multiracial school as the actual field to integrate the theory and practice of the culturally responsive teaching through the collaborative teaching including instructors in the center for teacher education in a university, a multicultural specialist, and a principal and teachers in the field. Also, the present study used the framework of school-based curriculum to develop and implement curriculum of marine education. This study took Ginsberg and Wlodkowski's model of culturally responsive teaching as the analytical framework; 15 pre-service teachers were the participants. Through observation, interviews and data collection, the transformations of the participants in the process of culturally responsive teaching were analyzed. The results showed that this program made pre-service teachers' knowledge in culturally responsive teaching from "building tolerance" to "developing attitude" and finally it showed significance in "enhancing the meaning" through their self-reflections. This result can provide an example for teacher education. However, if it is expected that these pre-service teachers will be able to teach effectively in culturally responsive ways, the long-term support by the teacher training and internship program will be required. Finally, the findings suggested directions for both theoretical and practical aspects of culturally responsive teaching.

35016 | Room: 504 (5F)

The Relationship Between Peer Stress and Subjective Well-Being: The Moderating Effect of Emotion Regulation
Ming Chang Cheng, National Pingtung University of Science and Technology, Taiwan
Shing-Yi Lin, National Pingtung University of Science and Technology, Taiwan

The purposes of this study were: a) to analyse the effect of mediator on emotion regulation strategies between peer stress and subjective well-being; b) to examine the fit between the emotion regulation strategies model and observed data. To achieve the proposes above, a total number of participants were 626 junior high school students. The instruments used in this study included Peer Stress Scale, Subject Well-being Scale, Emotion Regulation Strategies Scale. The statistical methods used to analyze the data was structural equation modeling (SEM). Two main results of this study were summarized as follows: a) emotion regulation strategies were the mediating variable between peer stress and subject well-being. In addition, the peer stress has a significant negative effect on the emotion regulation strategies, the emotion regulation strategies has a significant positive effect on the subject well-being. The mediation effect reaches a significant level. b) the emotion regulation strategies model constructed in this study fit the observed data well, and could be used to explain the observed data throughout Taiwan. Based on the results of this study, we discussed the implications for teaching and proposed recommendations for future research.

35045 | Room: 504 (5F)

Toward the Next Generation of Educational Technologies: A Survey of Internet of Things (IoT) in Education
Yu-Hsin Hung, National Taiwan University, Taiwan
Ray-I Chang, National Taiwan University, Taiwan

Internet of things (IoT) means that physical objects (e.g. devices) will be connected to the Internet and will be able to interact themselves with other objects. The Internet of things has competitive advantages such as content delivery, automation processing, location independence, security assurance and time reduction, thus IoT applications have received extensive attention from both industry and academia in recent years. Due to the rapid development of educational technology, IoT is being increasingly used in education. Learners' data can be automatically retrieved from devices/sensors and maintained using the cloud infrastructure. The main IoT companies, such as Cisco and Microsoft, are starting to use IoT in the learning environment; the connecting technologies are widely applied in the diverse educational application. In this paper, a survey of the different educational IoT applications is presented. This paper is a survey more specific to how ubiquitous connectedness can transform pedagogy.

Monday Poster Session
16:45-17:45 | Room: 504 (5F)

35109 | Room: 504 (5F)

An Evaluation of Quality and Suitability of the Bachelor of Science Program in Horticulture (2011 Improved Program) Kmitl Chumphon Campus

Pitsacha Buakruen, King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus, Thailand
Thiamphop Kanloung, King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus, Thailand

This study aimed to research the evaluation of quality and suitability of the Bachelor of Science Program in Horticulture (2011 improved Program) at King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus. The CIPP model was used as a material tool with 40 Horticulture Program stakeholder for data collecting. The Context included curriculum objectives, details, and the degree structure. The Input included enrolled students, educational materials, and edifices. The Process included curriculum management, learning area, and evaluation and assessment. The Product included 5 areas of Thai Qualifications Framework for Higher Education (Moral and Ethics, Knowledge, Cognitive Skills, Networking skills and Commitment, and Communication and Technological Skills). Samples consisted of: 18 current students, 7 graduates, 5 lecturers and 20 alumni's employers using developed questionnaires and computer based program analysis. The results demonstrated that means of the evaluation of quality and suitability was high in the Process, whilst the Product and the Input were at moderate levels, unlike the Context which had a low level and was needed to be improved. In addition, an advantage of this program was graduates' well-developed practical skills which leads to employability for graduating students.

35302 | Room: 504 (5F)

A Study on the Constructions of Vocational High School Principals' Leadership Effectiveness Indicators-Based on Competing Values Framework

Tsai-Feng Cheng, National Kaohsiung Normal University, Taiwan
Huei-Chun Wu, Kaohsiung Medical University, Taiwan

The main purposes of this study are to integrate the theories and researches in leadership effectiveness based on competing values framework, and construct the vocational high school principals' leadership effectiveness indicators; to verify reliability and validity of the indicator questionnaire constructed in this study; and to find out the importance and current situation of vocational high school staff's perception to principal competing value effectiveness. There were 50 public and private vocational high schools in Taiwan tested by questionnaire in this study. 9 educational staffs were randomly selected in each school, so there are 450 subjects in total. 421 questionnaires were received and 415 of them are valid. The rate of validity is 92.2%. Statistical methods used in this study are descriptive statistic, one-way analysis of variance and linear structural equation model. The main findings in this study are as follows: 1) vocational high school principals' leadership effectiveness constructed in this study has 4 domains, 12 dimensions and 45 assessing indicators; 2) the internal consistency of the reliability in the questionnaire of this study reaches stability, and has good construct validity; 3) the general performance of principals' leadership effectiveness is above average, and among all of them the leadership effectiveness of reasonable goal has the best performance. Besides, principal's external leadership effectiveness is better than inner leadership effectiveness.

35347 | Room: 504 (5F)

Technology and Distance Learning in Higher Education: Making Distance-Learning Work for Your Students

Queen Ogbomo, Tennessee Technological University, USA
Rufaro Chitiyo, Tennessee Technological University, USA

The field of distance learning in higher education is experiencing a new paradigm shift in the methods used by instructors and distance learning administrators to interact and communicate with their students online. As millennials and other traditional students continue to grapple with how to balance work, school and other extracurricular activities, many institutions of higher education are looking for ways to bring the learning to students. Distance learning is providing access and new opportunities for instructor to students as well as students to students' active interaction even when they are physically apart. In this research synthesis we explore existing literature for the current trends in distance education in higher education. A research synthesis is defined as the scientific process of integrating empirical research in order to be able to make generalizations concerning a particular topic (Cooper & Hedges, 1993). We will explore the need for distance education as well as current trends in its implementation. In addition to current trends, we will provide examples of technologies and platforms that are available as options in the delivery of distance education. Technologies and platforms that place students in the heart of distance learning and give instructors the opportunity to customize learning to meet students' needs as well as technologies that also provide flexibility without compromising the quality of education being offered. Furthermore, the authors will identify the advantages and disadvantages of distance learning as a credible educational method of delivery. Implications and recommendations for future research will be discussed.

35355 | Room: 504 (5F)

The Capability Development Needs of Officers at King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus

Chintana Ammaramorn, King Mongkut's Institute of Technology Ladkrabang Prince of Chumphon Campus, Thailand
Ratchaneewan Dangwilailuk, King Mongkut's Institute of Technology Ladkrabang Prince of Chumphon Campus, Thailand

The objective of this study was to survey the capability development needs collected by the officers at King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus, which consisted of 5 areas of development: 1) higher education 2) information technology 3) English language 4) on the job training and 5) recreation. The research samples were the 80 full-time officers at this educational institution. Research tools were questionnaires, containing capability development needs in a 5-level satisfaction and additional suggestion. The frequency, percentage, mean, and standardization were used as the statistics analysis. The results revealed that the capability development needs of officers at King Mongkut's Institute of Technology Ladkrabang, Prince of Chumphon Campus, varied in all 5 areas which scored at a high level both in overall and sub-areas. The most obvious development needs was higher education, whist the least popular development was that the recreation. In addition, the result also suggested the Human Resources at the institute for capability development program planning which meet the development needs for its workforce.

Monday Poster Session

16:45-17:45 | Room: 504 (5F)

35357 | Room: 504 (5F)

The Effects of Exercise on Low Back Pain in Dysmenorrheic Female Students

Huei Mein Chen, Chung Hwa University of Medical Technology, Taiwan
Ya Han Chang, Chung Hwa University of Medical Technology, Taiwan

The purpose of this study was to examine the effects of exercise on low back pain (LBP) in dysmenorrheic nursing students. In all, 126 female students, who had been experiencing dysmenorrhea with LBP during menstruation and who scored more than 3 points on the Visual Analog Scale for Pain, were randomly assigned to an experimental group and a control group. The experimental group (n=63) followed a exercise program for 50 minutes per time, three sessions a week, whereas the control group (n = 63) received only a manual of menstrual health education without exercise intervention. Data were collected at three time points: at baseline, 1 month and 4 months after the intervention. During the 4-month follow-up, the experimental group had significantly lower menstrual distress and LBP scores than the control group. Our findings may serve as a reference for healthcare professionals and nursing students to improve self-care during menstruation and help further understand the therapeutic effects of exercise on menstrual LBP.

35506 | Room: 504 (5F)

Validation of Psychometric Properties of the Self-Directed Learning Readiness Scales

Shiah-Lian Chen, National Taichung University of Science and Technology, Taiwan
Jun-Yu Fan, Chang Gung University of Science and Technology, Taiwan

The aim of the study was to evaluate psychometric properties of the revised version of self-directed learning readiness scale (SDLRS). A convenience sample of 710 participants was drawn from two nursing programs of two universities in Taiwan. The data were collected by a research assistant on two occasions within a 6-month period. For the study purpose, the sample size was split into three sets respectively for data analysis of pilot study, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). The results produced by the EFA show that SDLRS was a 6-factor structure solution, and explained 52.10% of the total variance. The six factors were love of learning, active learning, effective learning, independent learning, learning motivation, and creative learning, which respectively explained 25.84%, 8.41%, 5.79%, 5.47%, 3.36%, and 3.24% of the total variance. Although CFA produced a-37 item six-first order model, the six first-order one second-order factors showed comparable and acceptable fits. Concurrent validity of the SDLRS was validated by significantly correlations of the scores between Critical Thinking Disposition Inventory and the SDLRS. The SDLRS score was also significantly associated with midterm and final grades of physical assessment. The Cronbach's alpha and composite reliability for the total scale and the subscales were satisfactory. The study results provide evidence supporting that psychometric properties of the revised SDLRS was satisfactory, and it could be used for measuring students' tendency of self-directed learning. The scale may assist educators in diagnosis of student learning needs to implement teaching strategies that may bring desirable learning outcomes.

35601 | Room: 504 (5F)

A Survey of Mathematics Reasoning Ability of Grade 10 Students in Thailand

Teerawat Loonsakaewong, Mahasarakham University, Thailand
Montri Thongmoon, Mahasarakham University, Thailand

The purpose of this study was to survey the mathematics reasoning ability of grade 10 students. The participants were 47 grade 10 students in Sarakhampittayakhom, a school in Mahasarakham, Thailand, 2nd semester of 2016, who were selected by purposive sampling. The instrument was Mathematics reasoning ability test that include inductive and deductive reasoning ability, multiple choice, 15 articles. The data was analyzed by using mean, percentage and standard deviation. It was found that the mean score of mathematics reasoning ability test was 8.766 of 15. The scores of inductive and deductive reasoning ability were not different. In addition, the results indicated that the number of students in percentage with good, middle and poor level were 27.66, 36.17 and 36.17, respectively.

35776 | Room: 504 (5F)

A Survey of Physics Problem-Solving of Grade 10 Students in Thailand

Tosawit Sensed, Mahasarakham University, Thailand
Kanyarat SonSupap, Mahasarakham University, Thailand

The purpose of this study was to survey the physics problem-solving abilities of grade 10 students. The sample was 159 students of academic year 2016 from Chanumanwittayakom School in Thailand who were selected by purposive sampling. The 6 level of ability of physics problem-solving are: 1) Understand the problem; 2) Provide a qualitative description of the problem; 3) Plan a solution; 4) Carry out the plan; 5) Verify the internal consistency and coherence of the equations used; and 6) Check and evaluate the obtained solution. According to the survey found that most of the sample (45.91%) is at level 0, which they cannot solve the physical problems at all. Only 15.72% of the samples have the ability to solve problems in physics. Therefore, this result shows physics problem-solving remains an important problem that should be further developed.

Monday Poster Session
16:45-17:45 | Room: 504 (5F)

35919 | Room: 504 (5F)

Effects of a Blended Learning Approach on Learning Outcomes in a Bachelor-Level Integrated Adult Health Nursing Course

Jun-Yu Fan, Chang Gung University of Science and Technology, Taiwan
Li-Fen Chao, Chang Gung University of Science and Technology, Taiwan
Ying-Jung Tseng, Chang Gung University of Science and Technology, Taiwan
Shiah-Lian Chen, National Taichung University of Science and Technology, Taiwan

Background: Blended learning approaches, including face-to-face and online learning in a single course, are rapidly increasing in health sciences education. Methods: A quasi-experimental, non-equivalent pre-posttest control group design was used to examine the impact of a blended learning approach on learning outcomes in a bachelor-level integrated adult health nursing course. The blended learning approach including 18-week face-to-face part (team-based learning and simulation teaching) and online learning part (E-learning platform). Self-evaluated core competencies scale (SECC), self-directed learning questionnaire (SDL), metacognitive inventory for nursing students (MINS), and learning satisfaction, were used to evaluate the students' learning outcomes. The intervention effect was analyzed using the generalized estimating equation (GEE) model. Results: A total of 485 nursing students participated with a mean age of 20.18 ($\pm$ .1.96) in the study with experimental (blended learning) group (n = 287) and control (traditional) group (n = 198), respectively. The experimental group showed statistically significant increases in overall SECC (B = 0.23, P < .001), course satisfaction (B = 0.12, P < .001, subscales of MINS "self-modification" (B = -0.18, P = .033) and "self-awareness" (B = 0.15, P < .001), and subscales of SDL "motivation" (P = .003) and "interested" (B = 0.18, P < .001). However, a randomized clinical trial study design and rigorous control heterogeneity factors during interventions period may magnify the blended learning effects. Conclusions: Blended learning approach appears to have effects in optimizing students' learning outcomes comparison with traditional teaching in a bachelor-level integrated adult health nursing course.

34662 | Room: 504 (5F)

The Study of Grade 10 Students' Conceptual Understanding of Chemical Reactions and Biomolecules

Thidarat Khamphang, Mahasarakham University, Thailand
Sujint Anguravirutt, Mahasarakham University, Thailand
Kanyarat Cojorn, Mahasarakham University, Thailand

The purpose of research was to study grade 10 students' conceptual understanding of chemical reactions and biomolecules. In the target group there were 33 grade 10 students in classroom 14 in Phadungnaree School, Thailand, during the 1st semester of the 2016 academic year. The instrument used in this study was conceptual understanding measurement. Then, the students' conceptual understanding was analyzed and categorized using the criteria of Westbrook and Marek's separate conceptual understanding that there are 5 levels consisting of 1) Complete Understanding 2) Partial Understanding 3) Partial Understanding with Specific Alternative Conception 4) Alternative Conception and 5) No Understanding. Therefore, this research shows most of the students had a conceptual understanding about chemical reaction and biomolecules within alternative conception level. The chemical reaction concept consists of process of chemical reaction, chemical equation, type of chemical reaction, rate of reaction and the factors that affect to rate of reaction. They got the percentage within alternative conception level of each concept were 48.48%, 51.51%, 54.55%, 66.67% and 57.58% respectively and biomolecules concept consists of the structure and composition of fat and oil, properties of fat and oil, types of carbohydrates, properties of carbohydrates, the structure and composition of protein, properties of protein and type of nucleic acid. They got the percentage within alternative conception level of each concept are 66.67%, 72.73%, 60.61%, 66.67%, 69.70%, 51.52% and 63.64% respectively.

35505 | Room: 504 (5F)

Implementing Inquiry-Based Stem Learning in Tenth Grade Students

Nattapong Maneerot, Mahasarakham University, Thailand
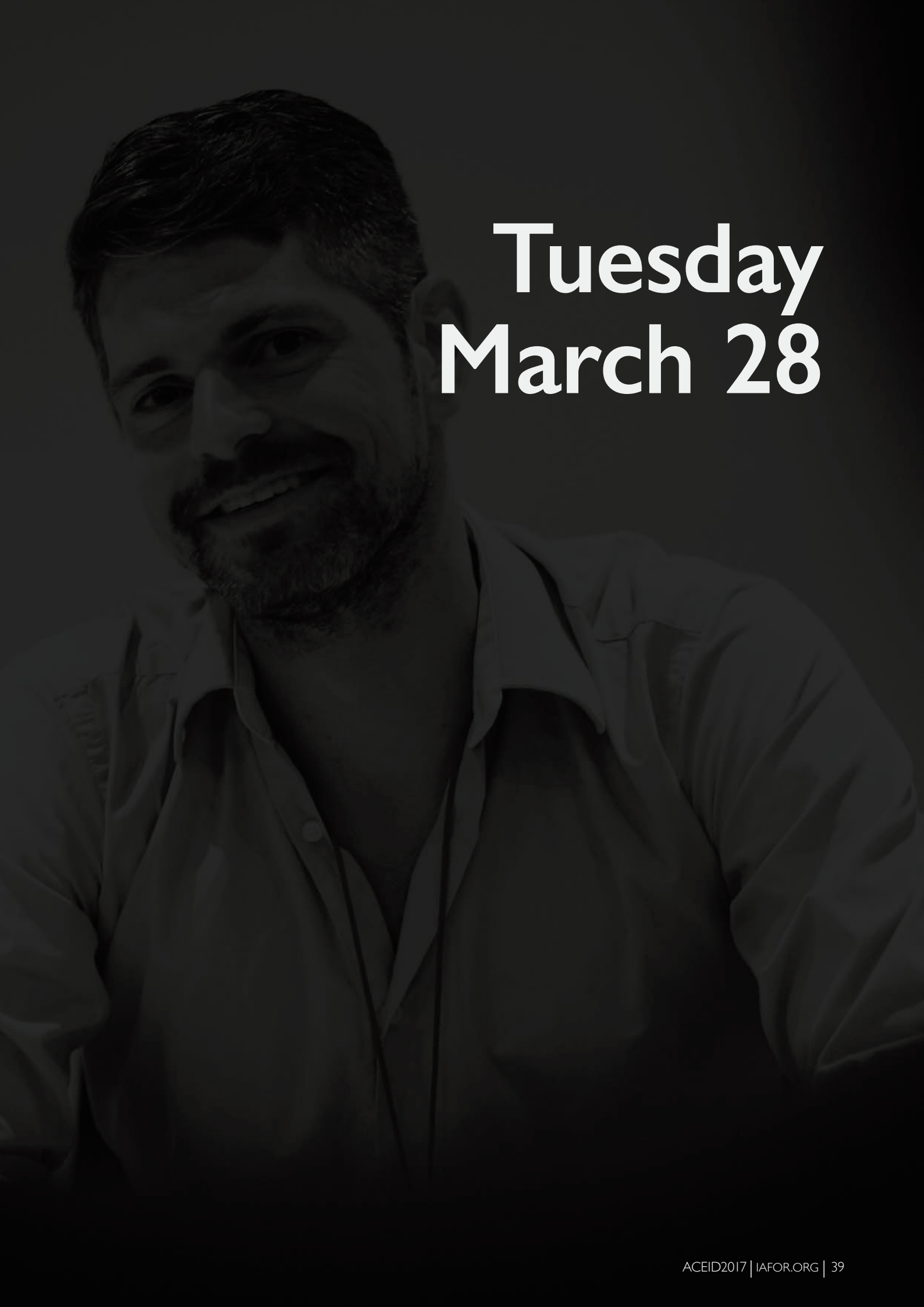Prasart Nuangchalerm, Mahasarakham University, Thailand

Inquiry-based STEM learning (iSTEM) is now familiar with science education and active learning for 21st-century learners. This study aims to investigate learning achievement in biology in tenth-grade students. Eight lesson plans with 12 hours of iSTEM and achievement test were used for implementation. Inquiry-based STEM learning consisted of engagement, exploration, explanation, elaboration, and evaluation which support by creative activities. Data were analyzed by percentage, mean, and standard deviation. Students had 93.32% of their mean score after learn with iSTEM. They also had learning behavior into science classroom in actively.

36024 | Room: 504 (5F)

Stealing From the Poor: A Challenge to Eradicating Poverty in Nepal

Gyanesh Lama, California State University, Fresno, USA

Background: In 2015, an earthquake in Nepal killed over 9,000 people and destroyed over a million homes pushing millions of already poor further into destitute. Majority of the victims were native Tamang people and almost all of the devastated areas were their ancestral land Tamsaling. Almost two year has passed since the earthquake, the Nepal government has not responded to the sufferings of the earthquake victims. Nepal government has, in fact, stolen international funds meant for the victims, and blocked local and international rebuilding efforts. This paper examines why governments in poor countries like Nepal tend to be anti-development and anti-poor. Method: Ethnographic data was collected from field visits to the affected Tamang villages of the Himalayas. Participatory-observation and interviews were used to document the lived experiences of the victims of the earthquake. Additionally, quantitative data were collected from government agencies, nonprofit organizations, and social media. Geographic Information System (GIS) and regressions were used to analyze the quantitative data. Findings: The primary reason for Nepal government's apathy to the victims of the earthquake was a racial mismatch: the earthquake victims were largely the native Himalayan people (Tamang) while the Nepal government was controlled by the Khas people, a caste migrant group from the low-land. The Khas regime views the native Himalayan people's development as a threat to its own survival and against its self-interest. Stealing from the poor indigenous Himalayan peoples was an effective way of socially controlling the poor masses.

Tuesday
March 28

Tuesday Session I
09:00-10:30 | Room: 501 (5F)

Student Learning, Learner Experiences & Learner Diversity
Session Chair: Hisaki Kawamoto

34588   09:00-09:30 | Room: 501 (5F)

How Increasing Students' Interest and Motivation to Study Affects Perceived Service Quality and Academic Satisfaction at University
Hisaki Kawamoto, Tokyo Institute of Technology, Japan
Yuki Watanabe, Tokyo Institute of Technology, Japan
Kazuyoshi Hidaka, Tokyo Institute of Technology, Japan

Instructional Design has provided models and theories to make lectures more effective and attractive. However, managing and evaluating educational outcomes are still challenging because of their intangibility and heterogeneity. In particular, Learning Experience (LX), results in a change in value, motivation, or behavior to study, is rarely included as an integral part of Perceived Outcome Quality (POQ). Therefore, our primary purpose is to propose a new evaluation method of POQ to realize more accurate course evaluations. The research is based on the following research hypotheses: H1) Improving attitude toward learning positively affects LX; H2) Meta-recognition skills positively affect LX; H3) Goal orientation, reasons for engaging in class, positively affects LX; H4) LX positively affects Academic Outcome Satisfaction (AOS); H5) LX positively affects Net Promoter Score (NPS), students' voices and royalties. For the surveys, we made a questionnaire to measure LX levels, or engagement levels, and made good use of the questionnaires in previous works to measure other factors. The voluntary participants were thirty Japanese students in Tokyo University of Science and seventeen Japanese students in Aomori Chuo Gakuin University. The results of Structural Equation Modeling showed that H1) Improvement of learning behavior had a strong relationship to LX; H2) Meta-recognition skills did not have a meaningful relationship to LX; H3) Mastery goal and failure-avoidance goal had positive effects on LX; H4) LX did not have a significant correlation with AOS; and H5) LX made a significant impact on NPS. In conclusion, we could show that there were meaningful connections among attitude of study, LX, and NPS. Therefore, LX could be an important factor of the conceptual model of POQ to measure more accurate course evaluations.

34640   09:30-10:00 | Room: 501 (5F)

Exploring the Measurement Error in Using Different Measurement Tools As the Sample of Triangulation
Ming I Chou, National Kaohsiung Normal University, Taiwan
Ming Hsun Shen, National Kaohsiung Normal University, Taiwan

This study mainly explores measurement errors on the usage of different measurement tools. We set up the problem to know the height of the statue in life. Group A used some materials, including laser pen, protractor, and 10 cm pen. Group B used the self-made simple theodolite and 10 cm pen as the measurement tool. The teacher mainly monitored students' procedure of operation of measuring the height of the statue. After the operation, students were asked to interview about the thinking and operation of strategies using. This study found that group A used combination of relevant material to measure the height of statue, and the measurement error is less than 10 cm. Group B used the self-made simple theodolite to measure it, but the measurement error is even more than 100 cm. Researcher inferred the reason of the huge difference of measurement error. We found that these two groups only differed in the measurement tools. Generally speaking, the measurement accuracy of simple theodolite is better than the other one from the combination of some material. But the high-accuracy measurement tool didn't necessarily get the accurate result of solving problem. To sum up, the student's knowledge of measurement is correct but he/she may ignore the measurement of the baseline in the use of different tools. At this time, teacher how to guide students to gain the correct way of thinking and procedure of operation of measurement tools will be important. The detailed implications will be discussed in this study.

35735   10:00-10:30 | Room: 501 (5F)

Findings When One Oft-Excluded Classroom Component of Language Learning Success Was Included Through Innovations from a Surprising Source
David Winston Hill, Macau Polytechnic Institute, Macau

While English education is widespread across much of Asia, effectiveness is often lacking. In Japan, a common complaint is that most students of English are unable to apply their studies after graduation. In China, night schools offer Book 1 or 2 to clients with ten or more years of study already behind them. This paper offers findings that can fill a great need for language learning success, and prevent wasted years of teaching and studying. During his years of full-time teacher training, the author discovered that lack of self-confidence among experienced teachers was most responsible for poor teaching performance and student apathy during INSET. A simple introduction to sport psychology techniques, especially positive self-talk, resulted in transformation for weak, troubled trainees who dramatically and suddenly became positive, effective and empowered language teachers. These changes were rewarding enough to show great sustainability. For teachers and students of such a complicated language as English, sport psychology principles can be conveniently transferred to the language classroom. As in sport, language learning also features pressure, competition and discouragement. In language work, we are also performing daunting, complex and challenging tasks during which we must be relaxed, yet focused. Self-confidence, a positive attitude and enthusiasm applied to language learning can yield the same desired results enjoyed by winning teams in the sporting arena. This paper will identify the main obstacles to teacher and student self-confidence, and delineate what teachers do and don't do to build and maintain confidence in themselves and their students.

Tuesday Session I
09:00-10:30 | Room: 503 (5F)

Tuesday Session I: 09:00-10:30
Room: 503 (5F)
Education & Post-Colonialism
Session Chair: Choon Lim

34508   09:00-09:30 | Room: 503 (5F)
The Face of Secondary Education: Students' Perceptions on the Functional Differences between Schools in Macau
Carlos Vasconcelos-Lopes, University of Saint Joseph, Macau

After the handover to China, the complexification of Macau educational circumstances, favored by the progressive expansion of free education coverage due to subsidy schemes introduced by the government and the exceptionally rapid economic growth due to the liberalization of the gambling market, significant pressure has been felt by local secondary schools in order to accommodate an increasing diversity of student and parental educational aspirations. Concerns are emerging whether the educational system, which is, in essence, a market regulated one, is responding to these new educational demands by providing students and parents with information and options or even by conceding them freedom of choice. Research was conducted in order to develop and validate a school perception survey that could be used to measure secondary students' perceptions on the main characteristics of the educational offer of the respective schools. The instrument was developed based on an in-depth review of relevant literature. It uses 20 questions to capture students' perceptions on the characteristics of their school's curriculum organization and structure, teaching and learning, relationship students/teachers, school life and facilities and management/ leadership. A factor and reliability analysis of preliminary results confirms the reliability and validity of the instrument as a measure of students' perceived quality of the educational offer of their respective school. Final results and the most noticeable findings of an in-depth analysis of the results will be presented.

34365   09:30-10:00 | Room: 503 (5F)
A Critical Analysis on Thai University Students' Reflections Towards Politics of the English Language
Suthathip Khamratana, Khon Kaen University, Thailand
Suban Keowkanya, Khon Kaen University, Thailand

The English language is a gatekeeper to positions of prestige in society (Pennycook, 1994, 1995), especially due to its dominant status as a world language or as a lingua franca. Many take the English language as apolitical, particularly in educational systems worldwide, including that of Thailand. From a different view, however, there could be many hidden agendas behind the language itself as the English language involves not only simple skills, but a more complicated process with socio-cultural and political-economic implications (Yi Lin, 2013). So, it is skeptical to ignore the fact that the English language somehow produces or intensifies an inequality within each community. In fact, the English language has been termed a form of linguistic imperialism. Thus, this study aimed to critically analyze the reflections of Thai university students towards the politics of the English language in the Thai educational system. The data was collected from the reflections of 15 Thai university students attending a 15-hour course of Critical Awareness and Language Development adapted from OSDE (Open Spaces for Dialogue and Enquiry) developed by Andreotti (2007). Critical Pedagogy was used as a lens in the analysis of the reflections. The course raised the students' awareness of the underlying ideologies of the English language curriculum in addition to giving them the opportunity to develop their English language skills.

33334   10:00-10:30 | Room: 503 (5F)
Internationalisation of the Curriculum for a Cross-Border Degree: Expectations, Challenges, Impacts and Reflection
Choon Lim, Victoria University, Australia
Brendan McCarthy, Victoria University, Australia

Australian universities, and in fact many leading higher education providers from the United Kingdom and United States, are actively recruiting students from overseas and exporting degrees to various international sites, Asia in particular. Cross-border education has been one of the key international activities for Australian universities. In certain Asian countries, importing foreign qualifications is a recognized strategy for capacity building. For the exporting institutions, one goal of such cross-border activities has been to prepare the students to become both global citizens and employees. However, in teaching, the challenge for those designing and delivering a course, particularly for those exporting the qualifications, is often that these teachers do not recognize that much of the syllabus that is exported has embedded values and ethics which may not make sense for a particular international context. The seemingly lack of engagement with the partner institutions in the curriculum design can often lead to a syllabus that is heavily ethnocentric in nature. In this presentation, the presenters share their experience in the internationalization of two law units within an Australian University which has its qualification delivered in Malaysia. The presentation explores what 'internationalization' might involve, the challenges in managing the project, the conflicting expectations from teachers from the two institutions involved, and the process as they lead the team work towards contextualizing the two law units. The presentation proposes that while the process of internationalization can be "messy", the value proposition for better teaching and learning for the teachers and students can be tremendous.

Tuesday Session I

09:00-10:30 | Room: 505 (5F)

Featured Panel: Globalization & Education Reform in China
Featured Panel Chair: Qian Zhou

34115   09:00-09:30 | Room: 505 (5F)
The Institutionalized Discourse of Running Higher Education and the International Responsibility of China at the Spectrum of Global Governing Technology
Qian Zhou, Zhengzhou University, China

Social Discourse is viewed as a crucial means of sustaining the hegemonic status of the ruling group because its function, scattering specific values, is able to reformulate the souls of social members into docile bodies who are unconscious but willing to comply with its directions. The institutionalized discourse becomes a core element in regulating the influence of the leading countries on the international community so that the Western advanced countries attempt to tightly seize the leadership in the institutionalized discourse. The article argues that we shouldn't take social discourses for granted but reexamine its meanings and political intentions as the case of the best mode for running higher education institutes, which is dominated by the above two countries. As this leadership assists them to export the ideas of running higher education institutes to the international community, in terms of the best universities, they are able to define the standard, evaluation, mode and ranking. The importing countries are unconsciously subject to such institutionalized discourses that function as a self-governing technology in the epoch of globalization. Therefore, the exportation of institutionalized discourses comes to define the dominant and dominated groups in the spectrum of global governing technology. In order to improve this unequal relationship, China is responsible for reconstructing a new form of institutionalized discourses that allows more countries to participate in its contents. Such equal participations are able to construct more appropriate regulations, standards and rules. Some tacit strategies should be undertaken by China to fulfill this international obligation.

34374   09:30-10:00 | Room: 505 (5F)
The Urgency of Enhancing Career Education in the Stage of Basic Education
Xian Ling Wang, Zhengzhou University, China

In the stage of basic education, enhancing career education can reduce the blindness of primary and middle school students in pursuing further education and finding their jobs in the future. It also can promote the primary and middle school students' all-round development as well as their healthy growth of life. The theory and practice of career education in America proved that implementing career education on primary and middle school students is not only applicable but also necessary. We should learn the advanced experience from abroad and focus on the conditions of our nation to promote career education for primary and middle school students actively.

34324   10:00-10:30 | Room: 505 (5F)
Text Analysis on Policy to Enable Migrant Students to Take the National College Entrance Exam in China
Zhexian Wang, Zhengzhou University, China

Using education justice and cultural capital theory, this paper explores the current central and local policy on college entrance examination. An analysis is made of the policy predicament, different value orientation and the interests behind the game, which makes an objective assessment of the policy, and put forward some suggestions for improvement. This paper used the method of policy text analysis through frequency analysis to understand the current target orientation, policy measures, responsibility and rights and interests distribution, to analyses the gap between current policy and the people's needs, to learn about the contradiction between different government departments and the conflicts between the policies between different departments, in order to judge the value tendency of current policy. Both central and local policies emphasize the value of social justice, equal opportunity, the people's livelihood, and social harmony, which shows that education fairness, harmony and the right to education is the basic value orientation of the policy for migrant students to take college entrance exam. In addition, service, management, strengthening and innovation of social management have also become the keywords of policy, which illustrates the transformation of government functions and the innovation of social management. At the same time, setting threshold shows that the policy has not yet achieved a real educational equity and the tendency of "weight management, light services" still exists. China needs to design policy more scientifically, strengthen the supervision and evaluation implementation, improve supporting policies and measures constantly, and strengthen public participation in the policy process.

Tuesday Session I
09:00-10:30 | Room: 506 (5F)

Tuesday Session I: 09:00-10:00
Room: 506 (5F)
Adult & Lifelong Learning
Session Chair: Chin-Fei Huang

33154   09:00-09:30 | Room: 506 (5F)
Hearts Grow: Contemplation-Based Inner Stability Development in Female Inmates
Somsit Asdornnithee, Contemplative Education Center, Thailand
Proetphan Daensilp, Contemplative Education Center, Thailand

The researches objectives are to study the learning process facilitation appropriate for the inner stability development in female inmates, and to explicate the female inmates' inner experiences found during and after the completion of the program. The phenomenological result shows significant inner changes in the participants. These include the more inclusive perspectives one possesses, i.e. the ability to make more sense regarding the interconnectedness between oneself and surrounding people. Meanwhile, each participant can see herself as more self-authoring and more responsible for her own actions. Besides, Meditation has become a useful tool allowing them to mindfully take care of themselves from within. All these phenomena correspond with the results found during the 8 rounds of learning process. As for the learning process facilitation appropriate for such inner development, it consists of 14 key components within the sufficient length of time, while the process itself shows 3 distinct phases.

34541   09:30-10:00 | Room: 506 (5F)
A Study to Explore the Misconceptions about Science of Elderly in Taiwan
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan

The purpose of this study is to explore the misconceptions about science of the elderly in Taiwan. According to the definition of an aging society from the National Development Council, Taiwan was defined as an aging society in 1993 and was predicted to be an ultra-aging society in 2050. For this reason, it is very important to explore old people's science and technology knowledge development to help them to adapt the fast changing society. However, it is necessary to know well the old person's' initial concepts and misconception about science and technology before explore their knowledge development. There are 50 elderly (average age is 64.5 years) participated in this study. All of them are asked to complete the "Life Science and Technology Concept Questionnaire" (Chronbach $\hat{I}\pm$ = .88) which developed by the authors and interview. From the statistical analysis, the results showed that a) the elderly in this study do not understand the composition of acid rain. Their mean score is 2.7 (S.D.= 1.3). The evidence from the interview data indicated that a lot of elderly think that the main component of acid rain is sulfuric acid; b) the elderly in this study have alternative concepts of genetic foods (scores: Mean $\pm$ S.D. =2.1 $\pm$ 1.6). The interview data showed that most elders believe that human genes might be changed by eating genetically modified foods often. The further implications will be discussed in this study and could provide further researchers to develop science education for the elderly.

Tuesday Session I
09:00-10:30 | Room: Prokofiev Hall (2F)

Tuesday Session I: 09:00-10:30
Room: Prokofiev Hall (2F)
Professional Concerns, Training & Development
Session Chair: Soraya Faculo

35012   09:00-09:30 | Prokofiev Hall (2F)
Survey on Whether The Sri Lankan Pre-Service National Diploma In Teaching Programme Addresses the Learning Needs of Diverse Learners
I. Selvaranee, National Institute of Education, Sri Lanka

This study sought to identify the state of prospective teachers' knowledge about differentiated instruction; how often prospective teachers differentiate instruction in specific subject areas; and the differentiated instruction factors that are implemented during the internship practicum period in the pre-service National Diploma in teaching program in order to meet the needs of diverse learners in Sri Lanka. This study involved 158 prospective teachers, 36 teacher educators from 8 National Colleges of Education in seven provinces and 8 different districts. However, the stratified samples of three Tamil medium, three Sinhala medium and two English medium National Colleges of Education were selected to participate in this study. Data were collected using questionnaires for prospective teachers and teacher educators, interview schedules for prospective teachers and teacher educators; observation schedule for prospective teachers. In addition, differentiated instruction factors embedded in the syllabus of National Diploma in teaching (29 subjects) were analyzed using content analysis method. On the whole analysis focused on the collective perceptions of prospective teachers and teacher educators. Chi square analyses and the descriptive analysis are used as major analysis techniques, and the qualitative data provided by prospective teachers and teacher educators were considered for a cross checking of the quantitative inferences. The researcher found the content of the National Diploma in Teaching syllabus, processing of individual differences; instructional strategies, classroom environment and the product (assessing the learner) were the influential factors of differentiated instruction in meeting the needs of diverse learners. In addition the degree of implementation of the above factors of differentiated instruction in the classroom in order to meeting the needs of diverse learners was also evaluated. The researcher concluded that differentiated instruction factors have to include in the theory and practice of the National Diploma in teaching syllabus and teaching practicum would result in improved better achievement in pre-service National Diploma in teaching diploma in teaching. Empowering the teacher educators in differentiated instruction concept and practice is a dire necessity for the successful implementation of this pre-service teacher training conducted in Sri Lankan National Colleges of Education.

35403   09:30-10:00 | Prokofiev Hall (2F)
Practices of Family Counseling in School Setting in Malaysia Implementation and Challenges
Norhayati Mohd Noor, National University of Malaysia, Malaysia
Akbariah Mohd Mah'ir, University of Technology Malaysia, Malaysia

In many Western and Asian countries, the implementation of family counselling services is aimed in helping students to improve academically, minimize discipline problems, promote behavioural changes, enhance students' talents and solve learning difficulties. Until now, there are no studies on the effectiveness of family counselling implementation in a Malaysian school setting. Some of the measurements of its effectiveness are on the aspects of its ability in increasing students' academic achievement, reducing disciplinary problems and imparting knowledge for career development. There are also limited empirical evidences on counsellor competencies and family readiness towards family counselling. Therefore, this study is conducted to measure the effectiveness of family counselling services at secondary school setting in Malaysia. The qualitative approach of single cases was used to explore practices family counselling among the counselling teacher in school. Data collection was done using in-depth interview, observation and document analysis with 8 counselling teacher. The data collected from these interviews, observation and document analysis then analysed using Nvivo 11. This article highlights the concept and the needs of family counselling in local school setting. It also explains the counselling processes, and counsellors' approaches and skills. The challenges and encouragements during its implementation are also discussed.

35767   10:00-10:30 | Prokofiev Hall (2F)
Professional Development and the Leadership Competence of School Heads in Urban and Rural Areas
Soraya Faculo, Department of Education – Cordillera Administrative Region, The Philippines

This study was conducted to determine the correlation between the influence of professional development on the leadership competence of school heads in urban and rural areas. There were 125 school head or school principal respondents who represented urban and rural schools. Descriptive research using triangulation mixed method design was used to collect and interpret qualitative and quantitative data simultaneously. A phenomenological approach was used to gather data on the respondents' lived experiences in attending professional development and its influence in their leadership competence. The gathered data was treated using frequency count, percentage and weighted mean, two-way analysis of variance and Pearson correlation were used. From careful analysis of data on professional development, the principles of experiential learning and complexity leadership theory are reflected in the professional development experiences of the urban and rural respondents. The level of competence of urban school heads is inadequate to allow them to fully perform their duties while secondary rural school heads are competent to handle their functions. Urban respondents have a different view as against their rural counterparts on the influence of professional development on leadership competence. More importantly, there is a high correlation between the extent of influence of professional development and the level of leadership competence among school heads in urban and rural areas.

Tuesday Session I
09:00-10:30 | Room: Schumann Hall (2F)

Tuesday Session I: 09:00-10:30
Room: Schumann Hall (2F)
Education for Sustainable Development
Session Chair: Ho Chin Irene Szeto

34534   09:00-09:30 | Room: Schumann Hall (2F)
Faculty Involvement in Students' Community Engagement Through Financial Literacy
Zynen Baniel, Ateneo de Manila University, The Philippines

In the Philippines, the National Service Training Program (NSTP) was enacted into Republic Act No. 9163, which mandates undergraduate students to engage in community service to cultivate citizenship and promote social development. However, most students have found NSTP as a mere requirement for graduation. To make NSTP relevant and meaningful for students, Ateneo de Manila University pioneered in 2013 a Financial Literacy Training Program wherein students of the School of Management give financial literacy to members of indigent communities. This allows students to apply the skills they learned in financial management, exemplify prosocial skills, and develop civic competencies. But there are hurdles to surpass in designing and implementing NSTP as a Financial Literacy Training Program. This case study describes the challenges encountered by the faculty of the School of Management in implementing the Financial Literacy Training Program. It looks into how the faculty prepared the modules that students can use for the financial literacy and that indigent families can find relatable. Based on field notes from participant observation and on thematic analysis of interviews done on faculty as key informants, issues about how the faculty can sustain the program were brought up. These include concerns on how to maintain faculty motivation amidst the challenge of balancing teaching load and how to attract more faculty to get involved into the program. Considering that NSTP helps students to better appreciate their management curriculum and experiences of community service, insights are drawn from these accounts to recommend innovations that similar programs can adopt.

34478   09:30-10:00 | Room: Schumann Hall (2F)
The Different Views of Environmental Education Resource Between National Park Staff and Residents in the Neighborhood
Chiung-Yao Lin, National Kaohsiung Normal University, Taiwan
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan

The purpose of this study is to explore the different views of environmental education resources between the national park and neighboring communities. There are one hundred and fifty participants joined in this study. The participants consist of the national park staff, the residents who live in the 30 km surrounding area of national park and the residents who live outside the 30km surrounding area of the national park. All of the participants were asked to complete a survey ($\backslash$ = .80) which involved 3 environmental education resource dimensions and 30 items to collect the statistic data. This survey was developed by the authors and was also referred by the Indicator Scale for Coastal and Oceanographic Management (ICOM) and Scientific and Cultural Organization (UNESCO). 30 of the participants were asked to complete an open-ended questionnaire which involved 4 items to collect qualitative data. The open-ended questionnaire was developed by the authors. In this study, the results showed that the sequences of importance of the three environmental education resource dimensions are management dimension, ecological dimension and social-economic dimension. Besides, there are significantly different views of socio-economic dimension and management dimension between national park staff, residents in the neighborhood and other residents. However, there are no significant differences between these three groups of participants in the ecological dimension. According to the analysis results above, this study suggested that the relevant community should construct the environmental education field.

33155   10:00-10:30 | Room: Schumann Hall (2F)
How Effective is the General Education (GE) Curriculum in Developing Undergraduates Soft Skills?
Ho Chin Irene Szeto, Technological and Higher Education Institute of Hong Kong, Hong Kong
Leslie Yip, Technological and Higher Education Institute of Hong Kong, Hong Kong
Peggy M. L. Ng, The Hong Kong Polytechnic University, Hong Kong
Phoebe Wong, The Hong Kong Polytechnic University, Hong Kong

The Hong Kong Secondary Education system moved from the traditional "5+2+3" to a new "3+3+4" years of study pattern in 2012 with emphases on whole-person development. Under the new reform, students are required to undertake a block of new general education subjects apart from their disciplinary-specific based education in their university curriculum. While prior studies mainly investigated the reform of general education and curriculum design, empirical studies on the effectiveness on general education are sparse. The primary objective of the current study is to investigate the impact of general education on university students' soft skills. A survey of more than 300 final year university students and focus groups for enrolling in self-financed programme at four higher educational institutions in Hong Kong was conducted. The effectiveness of general education was measured by five variables including communication, critical thinking and problem solving, team-working, lifelong learning, and professional ethics. The study can contribute to the understanding of the interrelationship between general education and the development of soft skills. The results will provide a guideline for educators and management when planning, developing, designing and reviewing the general education curriculum.

Tuesday Session II
10:45-12:45 | Room: 501 (5F)

35726   10:45-11:15 | Room: 501 (5F)
Exploratory Practice: A Case Study of Communication Arts Students at UBU
Oranuch Puangsuk, Ubon Ratchathani University, Thailand

English in Communication Arts is a compulsory course at Ubon Ratchathani University, Thailand. The main purpose of this course is to promote English language of communication arts students enrolling in the course. By adopting Exploratory Practice (Allwright & Lenzuen, 1997) as a theoretical framework for investigation, this empirical study aims to explore how Exploratory Practice supports the students' English language learning. In addition, insightful information on their difficulties in learning English and how they deal with those difficulties are discussed. In terms of analysis, this research study follows a qualitative research tradition in that raw data collected from different data sources, for instance, interviews, reflection papers, and students' assignments, are analysed to make sense of these data as well as to triangulate and validate the emerging themes. It is expected that the results from this research can provide insights for understanding students' difficulties in learning English, suggest some ideas on language teaching and learning and make invaluable contribution to a future ESP course at tertiary level.

35728   11:15-11:45 | Room: 501 (5F)
Speaking Difficulties Encountered by Low-Proficiency EFL Students at Ubon Ratchathani University
Kadek Ray Sulyantha, Ubon Ratchathani University, Thailand

In English as a foreign language learning context, speaking, as one of the productive skills, has been considered a challenging skill to master due to the number of errors and mistakes it is mostly associated with. The purpose of this study is to find out the speaking difficulties encountered by five low-proficiency students of Ubon Ratchathani University who got 4 out of 10 in the final speaking test of English Oral Communication in the first semester of the academic year 2016. Using "Common Characteristics of Speaking Performance" highlighted in the communicative approach of teaching English, namely fluency and accuracy (grammar, vocabulary, pronunciation) as a research instrument, and the next-turn proof procedure (NTPP) used in conversational analysis as a research method, the recorded conversation of these five students with their native English teacher were then analyzed. The study reveals that most students have problems with fluency in the forms of long pauses, too much hesitations and unintelligible responses. In terms of accuracy, the major problem faced by the students is the inability of using appropriate grammatical structures and producing well-formulated utterances. The use of inappropriate selection of words during speaking and inaccurate pronunciation of words are also found to be the other accuracy problems.

34975   11:45-12:15 | Room: 501 (5F)
A Genre Analysis of Job Application Letters Written by ASEAN Applicants
Phanupong Thumnong, Khon Kaen University, Thailand
Angkana Tongpoon-Patanasorn, Khon Kaen University, Thailand

Recent genre-based studies on job application letters have increasingly focused on cross-cultural awareness. However, very few have been conducted in the ASEAN context and none has investigated at a regional level as of yet. Hence, this study aimed to analyze the generic structure (a.k.a. moves) used in job application letters written by ASEAN applicants. The data were collected from 30 job application letters written by five participants from each of six different nationalities, namely Indonesian, Malaysian, Filipino, Thai, Singaporean, and Vietnamese. A coding scheme developed based on the synthesis of moves found in previous studies (Al-Ali, 2004; Bhatia, 1993; Henry & Roseberry, 2001; Upton & Connor, 2001) was employed to analyze moves in each letter. The findings were presented both as a whole to demonstrate the universal generic structure for the ASEAN region and separately to compare and contrast moves commonly used by each country. The results of the study will be useful for teachers to develop instructional materials to increase learners' awareness of the generic structure of a job application letter in ASEAN countries as well as cross-cultural effect on writing a genre.

35753   12:15-12:45 | Room: 501 (5F)
The Role of L1 in the Instruction of L2: Perspectives of Thai EFL Teachers
Chalermchai Wongrak, Ubon Ratchathani University, Thailand

The medium of instruction has long been a contentious issue in foreign language teaching. The teacher's decision about which language should be used to deliver the lesson and interact with the students in the classroom – whether it be the language or languages of the students and teachers or the target language – is not always dependent on existing national or institutional language policies. In countries like Thailand, such policies do not even exist, leaving it up to the teachers to make the decision on their own. This study therefore explores Thai EFL teachers' perspectives on their practice. Drawing on data from interviews with EFL lecturers at a university in Northeast Thailand, this study found overwhelmingly supportive attitudes among teachers for the use of L1 in teaching English for university students. What is interesting is their reasons, which juxtapose their perceived classroom-specific contextual information with curriculum requirements, all of which make their theoretical self-positioning on the use of L1 in L2 instruction strikingly different from the continuum of perspectives on target language and first language use described in the current literature. This empirical finding allows us to critically discuss theoretical and practical implications for EFL teaching in contexts where English is taught as a foreign language.

Tuesday Session II

10:45-12:15 | Room: 503 (5F)

Tuesday Session II: 10:45-12:15
Room: 503 (5F)
Foreign Language Education
Session Chair: Elena Mishieva

Stuart D. B. Picken Grant & Scholarship Recipient
34406   10:45-11:15 | Room: 503 (5F)
Preserving National Culture and Identity by Means of ELT
Elena Mishieva, Lomonosov Moscow State University, Russia

The paper deals with ways of fostering civil identity in Russian schoolchildren by means of the English language, which is the dominant foreign language taught in Russian schools today. It is well known that learning a foreign language should go hand in hand with studying the culture of countries where this language is spoken as the main means of communication. The idea beyond this statement is that students should be ready for intercultural communication being aware of potential cultural mismatching. Nevertheless, being able to present one's native culture is no less important for intercultural communication. In intercultural communication, interlocutors generally want to know more about the other culture, rather than speak about their own. Thus, Russian teachers should also prepare their students for presenting their cultural heritage in conversations with foreigners. With this idea and the Federal Standard of Russian Secondary Education in mind we decided to create a new type of coursebook for Russian schoolchildren which would not only teach them English and the culture of English-speaking countries, but would also juxtapose it with Russian cultural heritage. We believe this method is essential for developing awareness and tolerance of other cultures. The implementations of this method in the ESL course we designed will be outlined further on.

34775   11:15-11:45 | Room: 503 (5F)
Effectiveness of Entrance Exam Support for Russian Returnee Students in Sapporo
Sayo Uyama, Hokkaido University, Japan

Immigration is increasing around the world. This is also the case in Japan. Despite this, educational support for immigrant children in Japan is lacking. The city of Sapporo is an area that historically has few immigrants, like many other municipalities in Japan. Recently, however, the number of children needing Japanese language instruction in schools has been increasing rapidly due to the internationalization of the country. However, my research findings indicate that the education support system for foreign and returnee students in Sapporo's public schools is less well established compared to other areas in Japan with a large foreigner population. Under these circumstances, many of the students in Sapporo schools are encountering difficulties in preparing for entrance exams to high schools, colleges or universities due to their insufficient levels of Japanese language and/or academic abilities to pass the exams. Given this situation, a Sapporo NPO working closely with a Russian language school and involving a researcher, university students and local people began providing entrance exam support to foreign and returnee students needing Japanese language instruction. This study investigates the results of this support offered to Russian returnee students, from 2012 to 2015. This study considers the following two research questions: 1) What support is needed for Russian returnee students in Sapporo public schools? 2) What are the perceptions of the students regarding the entrance exam support given by the NPO, and how does the support affect their attitudes toward learning, especially for entrance exam preparation and future education plans?

34584   11:45-12:15 | Room: 503 (5F)
Languages of Instruction in Vietnamese Higher Education: Cultural Identity Reconstruction
Phuong Anh Vu, University of Newcastle, Australia

This presentation is a discussion on how language, a significant aspect of national culture, has been constructed throughout the Vietnamese history of higher education. The timeframe focus is particularly on the contemporary process of globalisation, when Vietnam has been more integrated into the world economy than ever since the introduction of Doimoi (Renovation) policy in 1986. With a unique combination of the socialist political ideology and the market economy, Vietnam, unavoidably, has been experiencing changes in every cultural aspect, one of which can be named as language. The issue of languages of instruction in Vietnamese higher education institutions currently has been receiving special attention from the government. On the one hand, Vietnamese language is continuously promoted as the national language for the nation-building project. On the other hand, considerable attention is also directed to the teaching and learning of and via foreign languages, especially English, in an official attempt to foster the national economic development. In short, the discussion provides a good look at both the global and local context to explore the trajectories in which language has been constructed in the nation's plan of building a Vietnamese culture.

Tuesday Session II
10:45-12:45 | Room: 505 (5F)

Tuesday Session II: 10:45-12:45
Room: 505 (5F)
Featured Panel: Globalization & Education Reform in China
Featured Panel Chair: Tien-Hui Chiang, Southern Taiwan University of Science and Technology, Taiwan

34098   10:45-11:15 | Room: 505 (5F)
How Public Managerialism Generates Neo-Academicism in a Performativity Milieu
Tien-Hui Chiang, Taiwan University of Science and Technology, Taiwan

As neo-liberalism has become a world prevailing value that functions as a new discourse, coming to reformulate people's souls and, in turn, viewing its assumptions as the only option to improve efficiency and ensure service quality, public managerialism acquires a legitimate status in running higher education institutes. Its entrepreneurialism, which focuses on efficiency and outcomes, is able to cure the institutionalized weakness caused by the monopoly of the public sector. Inevitably, the reconstruction of organizational arrangement and culture will bestow more authority on the university administrator so that university teachers are confined within a context in which they need to comply with the bureaucratic milieu that addresses performances well defined in regulations. However, this new tyrannicalism coats in a democratic form generated by the strategy of devolution. In order to examine this criticism, this study conducted interviews in America, Japan and South Africa. The findings show that such criticism adopted structuralism and its predetermined assumption neglected how the outcome-led evaluation system provided academic-oriented researchers psychical rewards such as excellent, honor and pride. This institutionalized reward system was able to generate neo-academicism that bridged the gap between the outcome-led evaluation system and the psychical expectation of academic-oriented researchers. Therefore, public managerialism not simply retained in the form of social discourse but generated substantial and positive effects. Instead of social discourse, neo-academicism became the core element in sustaining the legitimate status of public managerialism.

34403   11:15-11:45 | Room: 505 (5F)
Dilemma and Solutions for Giant Middle Schools in Mainland China
Laiting Cui, Zhengzhou University, China

A large number of super middle schools with more than 5,000 students have sprung up in mainland China during the past 10 years, especially in the central and western provinces in China. Generally speaking, the super middle schools have the following characteristics: first, a large scale of enrollment of more than 5,000 students – some middle schools even have tens of thousands of students; second, a large number of classes – schools usually have 70–80 classes, some even with 100 classes; third, big class size with more than 100 students per class. This study has found that the emergence of the super middle schools are mainly for the following reasons: 1) the active promotion and support of the local governments; 2) the needs of the urbanization of small cities and towns; 3) the support of the students and parents; 4) the inevitable result of exam-oriented education. The paper has also found that the main problems caused by the super middle schools are as the following: the first one is that they break the regional education ecological balance which leads to a vicious competition among the middle schools; the second one is that the super middle schools are mostly located in urban areas, and the rural students have to face more expenses; and the third one is that the students' safety; the fourth one is the impact of the psychological development of students. Solutions are provided at last.

34133   11:45-12:15 | Room: 505 (5F)
The Application of Flipped Classroom in an Undergraduate Course of English: A Case Study of ZZU
Jiangtao Zhao, Zhengzhou University, China

Objectives: The purpose of the study was to explore the application of the flipped classroom in college English teaching, and to verify its effectiveness. Method: Two classes of under graduates of ZZU were selected for the study, among which one was taken as the experiment group, and the other as the control group. An eight-week flipped classroom teaching experiment was designed and implemented to the experiment group while the control group was taught in a traditional way. Students' grade, learning attitude, and satisfaction degree were examined. Data were collected and analyzed with Spss 22. T-test, Annova and Multiple Regression were utilized for statistical analysis. Results: Significant differences were found in students' classroom participation and learning habits, satisfaction degree between the two groups. The flipped classroom model was supported and welcomed by the students as well as teachers. Conclusion: The model worked well in undergraduate education. Suggestions for problems occurred in the process of implementing were provided: first of all, students should increase confidence, actively respond to the new environment teaching model, improve the ability to learn, and cultivate the spirit of collaboration; second, teachers' collaboration should be increased; third, the college should make flexible curriculum, and actively update software and hardware of the multimedia equipment, and encourage teachers to use flipped classroom teaching mode.

Tuesday Session II
10:45-12:45 | Rooms: 505 & 506 (5F)

34373   12:15-12:45 | Room: 505 (5F)
A Study of the Graduates' Social Stratification Caused by the Job Mobility in China
Ying Liu, University of Zhengzhou, China

Under the background of globalization of higher education, the employment of college graduates is concerned. In recent years, the dual effect of segmentation in the labor market and the employment difficulty are obviously increasing. College graduates' employment intentions are not only limited to the traditional "system" in the employment, but also to the diversification of different industries and regional flow trend. Taking the universities and colleges graduates of 2012, 2014 and 2016 as the object and the initial movements of these graduates as the content, this research from a multidisciplinary perspective for the study of different levels, types, subjects of college graduates employment flow and social stratification, differences and influencing relationship, with the realistic, objective attitude to explore the mechanism and reason of graduates, the downward flow, and provide a theoretical basis and support for all types of college graduates' employment mobility and social stratification.

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Tuesday Session II: 10:45-12:45
Room: 506 (5F)
Educational Policy, Leadership, Management & Administration
Session Chair: Tzong-Shing Cheng

35831   10:45-11:15 | Room: 506 (5F)
The Relationship between Perceived Organizational Support, Well-Being and Job Performance: Work Attitudes as Mediators Based on Primary School Teachers
Tzong-Shing Cheng, University of Kang Ning, Taiwan
Yea-Lan Huang, University of Kang Ning, Taiwan
Tohong-Chi Lin, University of Kang Ning, Taiwan

Based on the concept of occupational health psychology, the purpose of this study is to explore the relationships between well-being and job performance, perceived organizational support and well-being. In addition, considering individual differences in work attitudes, job satisfaction and organizational commitment are also selected and examined as possible mediating factors. The methodology of this research was mainly a questionnaire survey. Eventually, 477 valid samples were produced to each questionnaire by the targeted teachers from public elementary schools in Changhwa County, Taiwan. Regression analysis and hierarchical regression analysis shows that perceived organizational support has positive influence on well-being, well-being also has positive influence on job performance. Moreover, well-being mediates the relationship between perceived organizational support and job performance, work attitude mediates the relationship between perceived organizational support and well-being, also mediates the relationship between wellbeing and job performance. Consequently, to put the findings into managerial practices, we suggest that it is important for school administrative unit to pay close attention to teacher well-being, as well as job performance. By means of designing appropriate welfare systems or group activities in organizations to enhance teachers" perception of organizational support, teachers well-being, and moreover, their job performance would be improved as well. The results benefit both teachers and administration. Besides, to positively increase the degree of job satisfaction and organizational commitment would reinforce the relationship between wellbeing and job performance.

34620   11:15-11:45 | Room: 506 (5F)
Responsible Leadership Theory and Its Applicability and Implication for School Leadership
Jason Hsinchieh Wu, National Dong Hwa University, Taiwan

The purpose of this paper is to explore the theory of responsible leadership, and to discuss its applicability and implication for school leadership. Through literature review, the study shows that responsible leadership is stemmed from modern stakeholder theory. It suggests broadening the view of "leader-follower relationship" from traditional "leader-subordinate relationship" to "leader-stakeholder relationship" point of view. Responsible leadership thus proposes "relationship" is the center of leadership, and that leader is the "weaver" of relationship in this network of stakeholders. Leaders need to perform four set of roles, "steward-architect", "servant/coach", "visionary/storyteller and meaning enabler", and "citizen/change agent" as a whole to build ethical and value-based relationship with stakeholders, and to coordinate them to achieve shared and sustainable organizational goals. The study then further discusses the applicability of responsible leadership for school leadership from the perspectives of the social environment and organizational characteristics of modern schools, and ends with a discussion of the implication of responsible leadership for school leaders through its stakeholder network frame, leader-stakeholder relationship, and four inner/operational leadership roles model.

Tuesday Session II
10:45-12:45 | Room: 506 (5F)

33690   11:45-12:15 | Room: 506 (5F)

Joys and Pains of a School Principal: Educational Accountability in Context

Ylcy Balicoco, Atty. Orlando S. Rimando National High School, The Philippines

While considerable interest has been accorded to evaluating the leadership effectiveness of school principals, rarely would research put focus on the things that enthuse or frustrate them in the course of acting in response to the call of educational accountability. As such, this qualitative study focused on an investigation of the hardships and milestones of principalship through a multiple case study of five public school principals with noteworthy personal and professional qualifications in Compostela Valley. Thematic analysis was used and was enriched by a cross-case analysis and evaluation of data gathered. Participant observation, annual implementation plans, leadership self-assessment questionnaire, and in-depth interviews were conducted. Findings revealed that joy of school principals included accomplishing plans, inculcating discipline, generating more instructional leaders, facilitating teacher promotion, credit for success, thriving collegial relationship, and increasing student promotion. On the other hand, the pains faced by school principals in relation to educational accountability were learning from criticism, indifference to teacher training, political game, leading change, dealing with failures and frustrations, being misconstrued, and professional jealousy. These themes disclose to us how school principals exert substantial effort to respond to their educational accountability, which in turn may give them joyful or painful experiences as educational leaders.

34437   12:15-12:45 | Room: 506 (5F)

The Relationship between Principals Instructional Leadership and School Effectiveness in Taiwan: Meta-Analysis of Empirical Studies

Jin-Fu Wu, National Chung Hsing University, Taiwan

The purpose of this study is to examine the relationship between principals' instructional leadership and school effectiveness. Since 1997, many empirical studies about the above issue have been made in Taiwan. In order to integrate the results of these studies in the past two decades, this study adopts meta-analysis technique to analyze 8 journal articles, theses, and dissertations on this issues in Taiwan. According to the findings of this study, some suggestions for principal's leadership will be provided. This study is an attempt to accumulate knowledge about the impact of principals' instructional leadership on school effectiveness. In conclusion, the main contribution of this research lies in elaborating the effects of principals' instructional leadership on school effectiveness in Taiwan.

Tuesday Session II

10:45-12:15 | Room: Prokofiev Hall (2F)

Tuesday Session II: 10:45-12:15
Room: Prokofiev Hall (2F)
Professional Concerns, Training & Development
Session Chair: Jocelyn L. N. Wong

34481   10:45-11:15 | Prokofiev Hall (2F)
The Meaning of Teacher Professionalism: Negotiating between Neoliberalism and Postmodernism
Yu-Wen Wang, National Taipei University of Education, Taiwan

The teacher education system in Taiwan is increasingly changing and the meaning of teaching as a profession is often influenced by dominant policies. Many schools and teachers started to adopt the standards made by educational reformers for achieving the educational goals. However, one-size-fits-all policy cannot meet individual needs. Many studies show that teacher professional identity plays an important role in developing teacher professionalism and creating various teaching practices. In this paper, I use the terms neoliberalism and postmodernism to describe various perspectives and discourses of teacher professionalism that may be conflicting and/or intertwining. Through the lens of neoliberalism and postmodernism in negotiating the meaning of teacher professionalism, reconceptualize the meaning of teachers as professionals. There are two purposes of this research. One is to explore discourses related to teacher professionalism in Taiwan, which includes the general concept of teaching as a profession and the image of a "professional" teacher as shaped by dominant political discourses. The other one is to analyze how teachers describe themselves as professionals, which includes the perspective of teacher professional identity. Through the case study research with focusing on teacher professional beliefs, teaching practices and experiences, and the dominant discourses of professionalism while reflecting the roles as a teacher, these demonstrated postmodernism of teachers as professionals who struggle for, negotiate, and constantly deconstruct and reconstruct professional identities and teaching practices.

34838   11:15-11:45 | Prokofiev Hall (2F)
Positive Teacher Attributes Through the Eyes of the Learner: In Japan and a Wider Asian Context
Andrew Leichsenring, Tamagawa University, Japan
Blagoja (Bill) Dimoski, Tamagawa University, Japan

Positive teacher influences can contribute to learner knowledge, skill acquisition, and a positive learning environment (Jahangiri & Mucciolo, 2016). In a pilot study the researchers found that in education levels ranging from elementary school to university, high school teachers and private instructors/tutors were the most selected categories, with English being the most common subject. Learners most notably perceived good teachers to be friendly, knowledgeable, empathetic, and humorous. Also, respect for the teacher/student relationship dynamic and a teacher's sternness were important underlying themes. The current study provides a year-long cross-sectional analysis of over one hundred and forty Japanese undergraduate students' perceptions of good teacher attributes using a mixed methods design. The researchers will discuss the attributes selected by the learners and the contexts in which these individuals formed favorable perceptions as evidenced through their reflective written narratives. Additionally, the variable of gender is introduced and examined in the current research. The findings are then compared against other contemporary Asian-based studies (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015; Wichadee, 2010) relevant to this field.

34602   11:45-12:15 | Prokofiev Hall (2F)
How Can Mentors Enhance Their Professional Competency Through School-Based Mentoring Practice in Hong Kong?: A Perspective of Professional Capital
Jocelyn L. N. Wong, The Chinese University of Hong Kong, Hong Kong

Mentoring practice has been identified as an important school-based teacher education which helps novice teachers make sense of their roles and probably, develops culture of inquiry for school improvement. Mentoring practice is also a platform for mentors to build or enhance their professional competency and capitalize their leadership role when they interact with novice teachers and fellow colleagues. However, there has been seldom discussion on professional needs of mentors when they enact their role. More importantly, ways to help mentors achieve self-actualization when they participate in mentoring practice also deserve further attention. With the application of the concept of professional capital developed by Hargreaves and Fullan (2012), this study analyzes professional development of 31 mentors from 30 primary and secondary schools in Hong Kong when they engage in school-based mentoring practice. Qualitative data including semi-structured interviews, school document and reflective paper focusing on views on mentoring practice were collected from the 2014 to 2015. Findings of this study are threefold. Firstly, most mentors studied seem to gain a certain level of new pedagogical knowledge during the mentoring process. Secondly, mentors who have strong external social capital tend to have more opportunity to engage in transformative learning. Thirdly, mentors who act as boundary brokers are likely to develop their decisional capital. Suggestion on providing mentoring partnership schemes with outside experts could be the way forward to maximize professional competency of mentors and improve school capacity.

Tuesday Session II
10:45-12:15 | Room: Schumann Hall (2F)

Tuesday Session II: 10:45-12:15
Room: Schumann Hall (2F)
Technology-Enhanced & Distance Learning
Session Chair: Jennifer Richardson

34105   10:45-11:15 | Schumann Hall (2F)
Does the Use of Technology Improve How Students Think, Work and Learn Mathematics?
Francis Chow, Zayed University, UAE
Jalalidin Jaenbai, Zayed University, UAE

This study aims to contribute to the understanding of how the use of mobile technology in teaching mathematics can be organized in a regular classroom setting and how this affects students' learning. A total of 46 university students in two groups (control and treatment group) participated in this quantitative quasi-experimental study. The results of the common end-of-semester exam provided a comparable measure of the effectiveness of the technology-based pedagogy used in this study. The results showed that the use of technology-enhanced instructional strategies improved students' learning of mathematics. On average the participants of the treatment group performed better (M =48.09, SE = 1.81) than those in the control group (M = 41.62, SE = 1.93). This difference was significant t(44) = - 2.43, p<.019; however, it has a medium-sized effect r =.34. The results provided evidence that technology can be used to create a learning environment that promotes the development of higher-order thinking skills and improves learning in mathematics.

35829   11:15-11:45 | Schumann Hall (2F)
Strategic Teaching Techniques for Incorporating Technology into Classroom Applications
Bob Barrett, American Public University, USA

While many universities are upgrading their technology and transitioning from traditional live classroom teaching to virtual online learning environments, sometimes the teaching techniques are not updated as quickly due to a variety of factors. One of the key factors inhibiting the smooth transition with up-to-date technological enhancements may be the educator. The purpose of this paper is to highly the differences between teacher-centered versus student-centered approaches to learning and overall instruction. In particular, an emphasis will be focuses on help teachers create or modify current teaching strategies for teaching and assessment. One key area in today's adult learn is the lack of knowledge in the area of web page creation to help students understand the fundamentals of such a technological endeavor and its applicability first to academic learning and assessment. Next, it can be used for later personal and professional development in terms of marketing the student's skills and abilities, as well as a marketing tool for students interested in virtual businesses and marketing. The overall presentation will focus on how to train both teachers and students on how to create a free webpage with a variety of web page templates and add-ins to help enhance their initial creation, as well as provide an academic project to add on additional items to grade in the area of an academic portfolio. Finally, examples of future applications will be explained in the context of academic, personal, and lifelong learning.

35259   11:45-12:15 | Schumann Hall (2F)
A Meta-Analysis of Social Presence in Online Learning
Jennifer Richardson, Purdue University, USA
Yukiko Maeda, Purdue University, USA
Secil Caskurlu, Purdue University, USA
Jing Lv, Purdue University, USA

Social presence, the ability to perceive others in an online environment, has been shown to impact student motivation and participation, actual and perceived learning, course and instructor satisfaction, and retention in online courses; yet very few researchers have attempted to look across contexts, disciplinary areas, or measures of social presence. Using a random-effects model this meta-analysis examines these variables of primary studies and identifies the pattern of student outcomes (e.g. perceived learning and satisfaction) in relation to social presence through the inspection of differences between the studies. The results showed a moderately large positive average correlation between social presence and satisfaction (r=.56, k =26) and social presence and perceived learning (r=.51, k=26). Large variation among correlations (86.7% for satisfaction and 92.8% for perceived learning, respectively) also indicated systematic differences among these correlations due to online course settings. We found that: a) the strength of the relationship between social presence and satisfaction was moderated by the course length, discipline area, and scale used to measure social presence; and b) the relationship between social presence and perceived learning was moderated by the course length, discipline area, and target audience of the course. Implications and future research will be discussed.

Tuesday Session III

13:30-15:00 | Room: 501 (5F)

Higher Education
Session Chair: Phoebe Wong

33039   13:30-14:00 | Room: 501 (5F)
Understanding the Relationship Between Expertise and Teaching Duties of International Faculty in a Japanese University Context
Charles Allen Brown, Hokkaido University, Japan

The Japanese government has placed an increased emphasis on internationalization in higher education. To meet such an objective entails numerous areas of focus, one of which is the optimal deployment of human resources in such institutions. Among scholars of higher education, one area of concern along these lines has been the question of the match between the professional backgrounds of university faculty and their actual teaching duties. In the empirical study presented here, I address this issue by focusing on understanding the relationship between professional backgrounds and teaching duties of international faculty at one university department in Japan. Given the internationalization efforts of Japanese universities, understanding the effectiveness of faculty in general, but especially international faculty, is highly warranted. In the three-year ethnographic study detailed in my presentation, I address the following research questions: 1) What is the relationship between the professional backgrounds and teaching duties of international faculty from one academic unit at a Japanese university? 2) How is this relationship created and sustained? 3) How do faculty react to this relationship and why do they react as they do? Results indicate many forms of mismatch between the professional training and actual teaching duties of these faculty. Most notably, they were especially called upon to teach English language learners despite having little training or desire to do so. I conclude that this situation is related to powerful ideologies pertaining to the relationships among race, language teaching, perceptions of linguistic expertise, English, and ideologies of the international.

35771   14:00-14:30 | Room: 501 (5F)
Developing an Instrument for Self-Evaluation of Teaching and Learning Competencies: A Review of Faculty Professional Development and the Changing Higher Education Landscape in Singapore
Grace Cheong, University of Western Australia, Australia

The rapid expansion and development of the higher education sector in Singapore calls for new approaches to university teaching that are adjusted to modern, more student centered, and technologically enabled learning contexts. Increasingly, higher education has been called on to prepare students to become capable of dealing with volatility, uncertainty, ambiguity as well as complexity in scientific and business environments. Given these challenges, it is paramount that universities equip their students with future skills by embracing innovation in their teaching pedagogies and making learning more pertinent. The changing visions on student learning and the evolution of the teaching role require university teachers to develop themselves professionally on a continuous basis. It is therefore timely to have a taxonomy of teaching and learning competencies that can be used within a professional development model for academics to perform a self-assessment of their current pedagogical knowledge and skill levels as well as to set their learning and development goals. The objectives for this research are: 1) establish a profile of the modern university teacher and to identify the dynamic changes in the Singapore higher education landscape; 2) identify core competencies essential for effective teaching through a comprehensive review of literature and surveys with the award winning teachers in local universities. The outcomes of this research will be the development of a Teaching and Learning Competencies (TLC) instrument, which can serve to demonstrate to students and stakeholders the professionalism that faculty and institutions bring to teaching and learning support for students.

34312   14:30-15:00 | Room: 501 (5F)
Word-of-Mouth of Key Influencers on University Choice
Phoebe Wong, School of Professional Education and Executive Development, The Hong Kong Polytechnic University, Hong Kong
Daisy Lee, School of Professional Education and Executive Development, The Hong Kong Polytechnic University, Hong Kong
Peggy M. L. Ng, School of Professional Education and Executive Development, The Hong Kong Polytechnic University, Hong Kong

This study investigates the impact of influencers on the formation of university brand attitudes and university choice among secondary school leavers in Hong Kong. While prior research mainly focused on factors influencing students' choice of universities, studies on the roles of key influencers involving in secondary school leavers' university choice are under-explored and under-theorized. Addressing this research gap, the objectives of this study are: 1) to investigate how academic influencers (e.g. teachers, academic advisors, social workers, etc.), familial influencers (e.g. family members or relatives), social influencers (e.g. friends, communities online or offline), and close peer-influencers (e.g. close friends and fellow students typically in an inner circle) impact on secondary school leavers' decision-making process; 2) to develop a theoretical model to enrich the existing literature on marketing in the education sector; and 3) to provide viable suggestions to improve university enrollment strategies. A purposive sampling technique was used in this study and 360 questionnaires were collected. The questionnaire examined different roles of academic influencers, familial influencers, social influencers, close peer-influencers and the impact of their word-of-mouth on secondary school leavers' university brand attitudes and university choice. Different opinions and advice in terms of "Reputation", "University life", "Employment prospect", "Programme design", "Tuition fee" and "Internship and study tour" were emphasized by different influencers in different stages of information search for students' university choice. This study contributes to current issues concerning university brand attitudes and university choice that are important to enhance the overall strategic university enrolment plan.

Tuesday Session III
13:30-15:00 | Room: 503 (5F)

Tuesday Session III: 13:30-15:00
Room: 503 (5F)
International Schools & Educational Goals
Session Chair: Ee Lin Lee

35921   13:30-14:00 | Room: 503 (5F)
Managing Change to Enhance Learning Opportunities in International Education
Mehdi Asgarkhani, Ara Institute of Canterbury, New Zealand

Students from many developing nations (including Asian countries) seek to further education and learning making use of educational opportunities available in English-speaking developed countries. Universities and similar educational institutions in English-speaking countries (including New Zealand and Australia) develop and offer higher education programs to International students. Some of these programs are offered to develop international students' skills so as to make them work-ready for the Information Technology (IT) and services sector. Many of the IT educational programs offered in international markets are postgraduate programs. Successful completion of studies in both undergraduate and postgraduate programs to become an IT specialist in an English speaking country provides significant challenges to students. The challenge is arguably greater in postgraduate studies when an applicant has completed the first degree in the home country. Managing change is the essence of strategies and approaches to ensure success. Managing change involves both students and educational institutions. Managing change for educational institutions involves understanding and putting in place practices that minimize barriers to the transition to studying in a new environment. The changes that can hinder successful studies cold include language, cultural, educational practices, living conditions, and technological differences to name but a few. From international students' view, it is equally important to manage change to minimize negative implications on their ability to study and learn. Given the significant cost of gaining education overseas, it is essential that both educational institutions and students develop strategies to manage change for a successful transition into the new environment for a more effective learning experience. This paper elaborates on managing change in International Education.

34680   14:00-14:30 | Room: 503 (5F)
Support for Entrepreneurship Education: A Hong Kong Case
Christy Chan, City University of Hong Kong, Hong Kong

Innovation and entrepreneurship have long been regarded as the driving forces of economic growth and the provision of employment opportunities. On the other hand, innovation education is a relatively new yet highly complex discipline. Exactly how this multidisciplinary process involving the fostering of innovation and creativity, the knowledge of entrepreneurship and the essential transversal skills such as planning, presentation and teamwork are taught at different universities has rarely been explored. This paper presents an action-based entrepreneurial initiative at a university in Hong Kong. The case demonstrates that entrepreneurship education benefits best from the convergent effort of both faculty and professional personnel through tailored mentoring and coaching. Faculty staff and alumni with entrepreneurial experiences were positively related with strong entrepreneurial intentions and support to student entrepreneurs. Tailored language support enhances novice entrepreneurs' competence and better audience awareness when they pitch for products and concepts. Due to the heterogeneous nature of the initiatives, it was found that the "one-size-fits-all" approach is ineffective in entrepreneurship education. Instead, a learning-by-doing approach in a network context is more appropriate to increase the motivation and competence of student or graduate entrepreneurs to become key persons in innovative and entrepreneurial activities. Implications and challenges for entrepreneurship education support are provided.

35273   14:30-15:00 | Room: 503 (5F)
Behind the Silence of Japanese International Students in US Classrooms
Ee Lin Lee, Western Washington University, USA
Kana Sorimachi, Kumagaya City, Saitama Prefecture, Japan

Japanese international students (JIS) in US universities are often labeled by peers, faculty, and administrators as shy, passive, and silent. This stereotypical image reflects, to a large extent, an outsider's view that does not necessarily capture the understanding of the experience of the JIS. The current study examines JIS' descriptions of themselves as classroom participants and the factors that influence their oral participation in US university classrooms. Semi-structured interviews were conducted in Japanese with 12 JIS who were pursuing four-year college degrees in the humanities and social sciences. The interviewees' average presence in the US was 3.5 years. Although proficient in English by the length of time spent pursuing education on US campuses, all the interviewees reported that they very rarely spoke out in the classroom. Analysis of the data uncovered four main factors that hinder JIS' meaningful oral participation in class: a) lack of confidence in their English speaking skills; b) large class sizes that make participation challenging; c) missing the window of opportunity to speak up due to the fast pace of classroom conversation; and d) being treated differently by peers and instructors. JIS also revealed four factors that encourage their participation: a) being asked to speak up; b) receiving affirmation via others' feedback; c) having friends in the class; and d) engaging in discussion topics that are meaningful to them. The study also discusses relevant pedagogical implications for enhancing inclusive classroom instruction in educational settings that involve international students.

Tuesday Session III
13:30-15:00 | Room: 505 (5F)

34435   13:30-14:00 | Room: 505 (5F)
Parental Home-Based Support and Educational Outlook Towards Primary School Children in Urban Mongolia
Eri Nakamura, University of Tokyo, Japan

For the past decades, the enrollment rate of primary school has been increasing in developing countries. Unfortunately, due to problems such as lack of classrooms, textbooks, and school facilities, as well as qualified human resources, a quality education can be difficult to obtain. Providing quality education is a key issue especially in rural areas and in urban slum areas. Research demonstrates that not only schools but also parents and communities play a significant role in supporting quality education. This study focuses on primary school students and their families in the capital city of Mongolia, where a rapid population increase has caused serious problems at school. The purpose of this study is to analyze the correlations between parental home-based support, parents' educational outlook towards their children, and the children's school achievement. There are two major data sets collected during 2016 in slum areas of Ulaanbaatar; one set comprised of semi-structured interviews of teachers, and the other created from a questionnaire survey of 10 schools. Analysis of the data shows that most parents work during the daytime and are not able to spend long hours with their children at home. Parental outlook on education and their ability to communicate educational values to their children varied. Even so, the more parents talked about school and their children's future at home, the more their children were motivated to study. Further research will clarify the influence and impact of parental home-based support on children's education.

35471   14:00-14:30 | Room: 505 (5F)
Inclusion and Exclusion in the Japanese Educational System
Sabine Meise, University of Education Ludwigsburg, Germany

Inclusion and exclusion in education are among the basic themes of democratic societies, but since the adoption of the UN Convention on the Rights of Persons with Disabilities in 2006 this theme received more attention in many countries. The requirement in section 24 of the Convention of designing an inclusive school have changed educational systems, as well as the Japanese. By signing the instrument of ratification by Japan in 2015, a process of school transformation continues since the introduction of 特別支援教育 (*tokubetsu shien kyôiku* – special support education) in 2007. Continuing qualitative and quantitative research by the author since 1997 has shown this transformation on different levels. But it also exhibits that a democratic educational system with a high level on equality of education and an integrative/inclusive mindset of the actors can activate resources, which leads to successful designing of an inclusive educational setting. Surveys of teachers all over Japan in 1997 and 2007 and ethnographic studies (last one in 2014) in different parts of Japan document educational arrangements with actions of teachers when dealing with differences of students, but also asks for school organization (inter- and intra-school). The contribution for the conference will end with ideas for further research in 2017.

34555   14:30-15:00 | Room: 505 (5F)
Creating Opportunities for Change: Non-Cognitive Skills Instruction in the Classroom
Arnold Arao, Kurashiki Board of Education / University of Missouri, USA

To address the demands of accountability mandates such as data-driven, evidence based instruction and the need for twenty-first-century skills, educators have revisited practice looking for ways to nurture student motivation, increase time on task and promote learner autonomy. Classrooms have been digitized, material made accessible and initiative implemented to create positive, school-wide environments. Yet, despite such changes, a number of educational challenges remain, including lower than expected graduation rates, an increase in mental, emotional and behavioural disorders (MEB) and less students pursuing and completing higher education. Such changes, however, fail to address the notion that students often lack the competencies to effect lasting, positive change. Current research has demonstrated that such competencies as grit, resilience and tenacity – referred to as non-cognitive factors – have significant and lasting impact not only on students' academic outcomes but also across multiple domains (Durlak et al., 2011; Farrington et al., 2012). These competences have also proven to be effective preventive measures mediating risk factors for a number of MEBs including depression and suicidal behaviour (Beets et al., 2009). Moreover, non-cognitive skills are far better predictors of student success over and above IQ, student GPA and academic test scores (Dweck et al., 2014). As more and more research points to the importance of non-cognitive skills instruction, more educators are coming to understand that these competencies form the foundation from which students thrive. How, then, can educators effectively integrate non-cognitive skills instruction into classroom practice?

Tuesday Session III
13:30-15:00 | Room: 506 (5F)

34572   13:30-14:00 | Room: 506 (5F)
Components of an Inclusive Postsecondary Transition Program for Older Students with Intellectual Disabilities at a Four-Year University
Jennifer Martin, Florida International University, USA
Diana M. Valle-Riestra, Florida International University, USA

This paper provides an overview of Project Panther PLUS (Postsecondary Learning for Universal Success), an inclusive postsecondary transition program for students with intellectual disabilities (ID) aged 22–26 at Florida International University in Miami, Florida, USA. With an emphasis on employment and independent living, Panther PLUS provides students with the tools needed to change their lives for the better, specifically in areas such as Self-Determination and Career Development and Employment. During the two-year program, students have the opportunity to participate in the STAR PCP (Students Transitioning to Adult Roles Person-Centered Planning) process in which they invite members of their support system to help plan their future by setting short-term and long-term goals around five transition domains (e.g. Campus and Community Engagement). Setting and committing to these goals are crucial for success in the program as students are required to participate in specialized internships and an intensive year-long independent living component during their second year. Unlike Panther PLUS, many postsecondary transition programs focus on younger student populations, usually between the ages of 18 and 21. When designing PLUS, it was imperative to consider the older population and its implications in terms of program design and support. Since these older students have been out of school for up to six years, we have learned, during our first year of implementation, that they often require more support and have modified the program design to better align student needs while still keeping with the primary goals of meaningful, paid employment and independent living upon graduation.

34704   14:00-14:30 | Room: 506 (5F)
Natural Materials in "Recycle Quilt Mixmedia" Fashion: Reinforcement of Students' Creativity and Mental Revolution
Gresia Yulistin Susanto, Indonesia University of Education, Indonesia

The purpose of this article is to report the results of sewing extracurricular activities in SMK PGRI 4 Blitar, related to the participation in a Fashion Festival competition of using recycled materials in commemoration of Earth Day in Blitar, East Java Province, held by the local government. Basically, this activity was intended to reinforce students' creativity and support mental revolution which mean to make the students were proud and confident of their work through the aesthetic experience. The aesthetic experience has been done by each student while creating natural materials in quilt recycle mix media fashion. This study used a descriptive qualitative approach with an experimental research method. The results of this research emphasized the role of an Art and Culture teachers in supporting the mental revolution program. The teacher had a substantial contribution to the potential development of students, especially in terms of creativity and confidence that have been created through the aesthetic experience. By doing this activity, the students would be intended to have an innovation in designing since it could sharpen their mental and creativity. They could follow current development by utilizing waste environment into a high market value. The materials reviewed in this article were students' work on fashion sketch designing, creativity process, and finishing product of the recycle fashion.

34415   14:30-15:00 | Room: 506 (5F)
Student Learning Goals and Outcomes in an Inclusive Postsecondary Transition Program: A Case Study Approach
Amanda Giust, Florida International University, USA
Diana Valle-Riestra, Florida International University, USA

Project Panther LIFE is an inclusive postsecondary transition program for students with intellectual disabilities housed at Florida International University in Miami, Florida, USA. This single case study design analyzes the experience of one Panther LIFE graduate as well as corresponding support systems including family members, student mentors, faculty advisor, and program staff in regards to the student's personal growth, goals, and outcomes. The unit of analysis of this case study is one student with an intellectual disability who meets the established criteria (program graduate and completed four years in the program). Existing research has demonstrated that postsecondary transition programs have a positive impact on students with intellectual disabilities especially in the areas of self-determination, social skills, self-confidence, and employment. Though this data exist, researchers have cited the need to focus on understanding and including student voices and personal experiences as it relates to student outcomes, correlations between self-confidence and employment, and correlations between postsecondary transition programs and self-determination. This type of data can provide further insight for continuous program evaluation and improvement, encourage others to advocate and establish new postsecondary transition programs in their institutions of higher education, and continue opening doors for funding options. The purpose of this research study is to provide perspectives on the personal goals and outcomes of a student with intellectual disabilities who has graduated and completed four years in the program and is transitioning to employment.

Tuesday Session III
13:30-15:00 | Room: Prokofiev Hall (2F)

Tuesday Session III: 13:30-15:00
Room: Prokofiev Hall (2F)
Education for Sustainable Development
Session Chair: Hui-Chuan Li

34356   13:30-14:00 | Prokofiev Hall (2F)
Education for Sustainable Development through Subject of Science at Junior Secondary Level: A Study Based on Northern Province of Sri Lanka
Ananthamyl Nithlavarnan, University of Jaffna, Sri Lanka
Chandra Gunawardena, Open University of Sri Lanka, Sri Lanka
Kanapathipillai Sinnathamby, University of Jaffna, Sri Lanka

Compared with other countries, Sri Lanka is far behind in focusing on the ESD initiatives and is challenged with the task of embedding ESD at national, school wide and subject levels. This study attempts to examine the present situation of ESD implementation through the subject of Science at junior secondary level in Northern Province of Sri Lanka. A mixed research design that used both primary and secondary data. Principals, 136 science teachers, and 397 Grade 9 students from 58 secondary schools in Northern Province of Sri Lanka were taken as the survey sample. The science curriculum has incorporated cognitive content that has received more emphasis than the skill and value components. Likewise, environmental aspects to a greater extent have been given more emphasis than economic elements and sociocultural elements. According to the change agents' perceptions, some issues are still adversely affecting the sustainability within the Province. The study observed, that interviewees do not seem to have a clear understanding of the concept of SD. Few numbers of change agents have acquired training on ESD directly. Students at junior secondary level indicated a fair to strong understanding on knowledge, attitudes and behavior as features of SD. Further students appeared to have positive attitudes and a favorable behavior concerning different aspects of SD related to science. There were several ESD good practices implemented within the classrooms and the school environment related to science. This study also identified problems and its strategies for addressing those issues on implementation of ESD through junior secondary Science.

34507   14:00-14:30 | Prokofiev Hall (2F)
Myth and Parable: The Unnoticed Resource for Sustainability Education
Isabella Allan, Graduate University, USA

Educating for sustainable development has been a key focus of curriculum design for both high school and undergraduate educators in recent times. The curriculum has correctly directed learning towards technical knowledge to ensure an understanding of the science of environmental issues, climate change and the dilemmas facing urban and rural development. However, to educate for sustainability requires not only technical knowledge, but also a change in attitude and a change in behavior – the social learning aspects of sustainability education. The notion of experience taking through the use of narrative will be used to demonstrate how such attitude and behaviour change can be achieved and why it is critically important to build this social aspect into education for sustainable development. The narrative structures of myth and parable, which have remained unnoticed as a resource for sustainability education, will be the key narrative structures explored through the theory of experience taking for attitude and behavioural change. It will be argued, that by incorporating myth and parables and social learning in general within sustainability educational frameworks, we will be well on our way to developing the future generations of sustainability literate citizens – the ultimate objective of programs aimed at educating for sustainable development.

34397   14:30-15:00 | Prokofiev Hall (2F)
Call for a Change in Mathematics Education: From Platonism to Social Constructivism
Hui-Chuan Li, Universiti Brunei Darussalam, Brunei Darussalam
Tsung-Lung Tsai, National Changhua University of Education, Taiwan

At school, children are expected to become numerate in order to be able to function in a modern technological society and contribute to the growth of its economy. However, one of the most frequent complaints of mathematics teachers is that "forgetting is particularly common for knowledge acquired in school, and much of this material is lost within days or weeks of learning" (Rohrer & Taylor, 2006, p. 1209). In mathematics education, as Renert (2011) noted, influenced significantly by Platonism, early mathematics was popularly viewed as consisting of abstract mathematical objects, which have no causal properties linking them to their environment. Social constructivists challenged Plato's assumptions about mathematics for ruling out social dimensions in its teaching and learning. They argued that mathematics is the theory of form and structure that arises within language (Zakaria & Iksan, 2007) and that mathematics learning acquires an alignment with its cultural practices through communicative practices or dialogic interactions (Cobb & Bauersfeld, 1995). Thus, in this paper, we present a theoretical synthesis of the specialized literature in the learning and teaching of mathematics, with the aim of calling for a change in mathematics education from Platonism to social constructivism. As stated by Vygotsky (1978, p. 90): "[procedure-oriented learning] does not aim for a new stage of the developmental process, but rather lags behind this process", we argue that mathematics teaching and learning cannot afford to continue with the "teaching to the test" culture.

Tuesday Session III
13:30-15:00 | Room: Schumann Hall (2F)

Tuesday Session III: 13:30-15:00
Room: Schumann Hall (2F)
Education for Intercultural Communication
Session Chair: Madeleine Logan

35475   13:30-14:00 | Room: Schumann Hall (2F)
The Impact of Intercultural Education on Acceptance of Diversity: A Case Study of the Safarni Project in Egypt
Madeleine Logan, International Christian University, Japan

Can intercultural education increase acceptance of diversity and reduce prejudice? Action research is essential to understanding how exposure to different cultures influences attitudes. This presentation will report on a four-month study of an Egypt-based intercultural education initiative called Safarni (meaning "Let's Travel" in Arabic). Safarni creates eight-day, simulated trips across the world where children aged 8–12 interact with "Foreign Friends" from different countries. Ninety-nine children took part in Safarni travel experiences in Cairo between August and December 2016. Data was collected from surveys as well as child-friendly participatory methods, including drawing, body mapping, and picture-based ranking activities. There was a significant increase in Safarni participants' acceptance of ethnic and religious diversity at post-test, compared to pre-test. Implicit measures of prejudice showed no impact of participation; however, Safarni participation marginally improved how children spoke about racial outgroups. Preliminary findings suggest that intercultural education programs can teach social norms that make children more receptive to learning about different cultures. However, longer or more intensive interventions might be needed to reduce prejudice. Direction for future research will be discussed.

IAFOR Scholarship Recipient
35794   14:00-14:30 | Room: Schumann Hall (2F)
Impact of Cultural Education on Social Cohesion after a Sudden Disaster: With Reference to Two Flood-Affected Locations in Colombo
Wathsala Abeykoon, University of Colombo, Sri Lanka
Udari Samarakoon, University of Colombo, Sri Lanka

Unexpected disasters may destruct people's day-to-day life. The recent history of disasters that occurred in Sri Lanka shows that non-victims of disasters tend to sense such situations as "our" problem rather than "their" problem. In order to create such shared collective feeling cultural teaching plays a noticeable role. During May 2016 Sri Lanka went through severe flooding conditions in the Colombo district. Six to ten feet of flood water was observed in some households. Throughout this flood, the majority of affected people had no choice but to leave their houses and stay in flood shelters. Mainly religious places, schools and community centres within affected areas were used as flood shelters. Random people all over the country, organisations and the government united to recover victims. People offered food and other essential items for affected people. This research aims to understand how cultural education influences building social cohesion after a disaster. The main objective of this study was to identify how social cohesion emerges after a disaster and the cultural impact of it. Other objectives are to find out ways of informal education of cultural norms and how cultural norms and values affect the process of recovery. Two areas in the Colombo district highly affected by the flood, Ambathale and Egodawatte, were selected using purposive sampling method. Affected people were randomly selected from each registration list. Religious leaders and community leaders of flood shelters were interviewed. Both quantitative and qualitative data were collected using questionnaires, in-depth interviews and focus group discussions. Observation method was used to observe the various types of goods collected by different groups of people and civil organisations. The outcome of the study reveals that cultural education plays a considerable role in the social integration that emerges after a disaster. It showed that throughout the disaster period using informal methods, religious leaders inspired people by notifying them of the importance of helping victims. This moral guidance played a significant role in non-victims' decisions and attitudes towards victims.

34473   14:30-15:00 | Room: Schumann Hall (2F)
Why Do the Japanese University Students Study Intercultural Communication?: A Qualitative Study Based on Learning Motivation Models
Noriko Nakagawa, University of Marketing and Distribution Sciences, Japan

The purpose of the present study is to investigate learning motivation of intercultural communication of the Japanese university students. Theoretical bases of this study are on Deci and Ryan's Self-determination Theory Model (1985) and Ichikawa's Two Factor Theory Model (1995). In this study 62 students at university A (commerce, economics or human sciences major) and 72 students at university B (foreign language major) were surveyed. The present researcher conducted the class of intercultural communication at these two universities. The questionnaire was given in the first class of the semesters, and the students were asked to write the reason of registering for the present course. The obtained 206 responses were analyzed by semantic analysis for each university. As a result, 6 major themes emerged from the result of university A while 5 major themes from university B. Next, all the data were categorized based on intrinsic motivation, extrinsic motivation and amotivation in self-determination theory model. About university A: 61.3% of the responses were categorized into intrinsic motivation, 28.8% were extrinsic motivation, and 10% were amotivation. About university B: 57.1% of the responses were categorized into intrinsic motivation, 33.3% were extrinsic motivation, and 3.8% were amotivation. Furthermore, the analysis based on Two-factor Theory Model indicated that more than 50% of the responses of both university students were categorized into intrinsic motivation called "Fulfillment Orientation". In the presentation commonalities and differences in the research result between two university students are discussed in more detail.

Tuesday Session IV

15:15-16:45 | Room: 501 (5F)

Tuesday Session IV: 15:15-16:45
Room: 501 (5F)
Student Learning, Learner Experiences & Learner Diversity
Session Chair: Glen Jacobs

35749   15:15-15:45 | Room: 501 (5F)
The Use of Infographics for Effective Teaching
Ivy Chia, SIM University, Singapore
June Tay, SIM University, Singapore
Guan Chong, SIM University, Singapore

Infographics is a communication tool used increasingly by leading universities, media, research bodies, medical, finance, hospitality and various industries. Foundational concepts in word-heavy texts are not extricated. Often, students fail to see the overview of these concepts. Infographics design (as a cognitive strategic organiser) encourages analytical thinking. It stimulates creativity as well as decision-making and problem-solving skills (De la Paz, 2007; Edgan, 1999; Moore & Readence, 1984; Marzano, Pickering & Pollock, 2001) through drawing the connection between facts, ideas, concepts (Willerman & Mac Harg, 1991; Feden & Vogel, 2003). This presentation discusses the conceptual development and use of a technology-based cognitive organiser for an undergraduate course and explores its potential for analytical thinking and problem-solving. It will also discuss its initial results after implementation.

34031   15:45-16:15 | Room: 501 (5F)
The Application of AHP Method in the Successful Elements Selections in the After-Class School in Taiwan
Cheng Fang Hsu, Shu Te University, Taiwan
I Ting Hsu, Shu Te University, Taiwan
Yi Chun Huang, Shu Te University, Taiwan
Hui Chun Lu, Shu Te University, Taiwan
Hui Ling Chung, Shu Te University, Taiwan

The purpose of this paper is to aim at the successful elements in the after-class school in Taiwan. The study adopted the Analytic Hierarchy Process (AHP) techniques as the research methodology. A model has been proposed to evaluate the best treatment and disposal technology. In addition, expert opinions have been incorporated in the selection of criteria. AHP has been used to determine the weights of criteria, followed by available ranking. Through quantitative weightings from the AHP model were calculated to identify the priorities of alternatives. The study provides a simple framework to the complex models. The model identifies A successful after-class school should be familiar in the education market, which can respond to the internal and external changes positively. BY the word of mouth publicity to attract parents to allow students to join the after-class school. Therefore, the key success factor of specialized education will directly affect the future development and direction of the after-class school.The model provides market scale and tuition cost but not education quality as the major elements which influence the after-class school success or not. Currently the education of after-class school already reaches up to a standard level so that market scale and tuition cost becomes the most important elements. Hence after-class school has to determine the price due to the supply and demand market according to the local market scale. That is the key to keep the successful elements in the after-class school market.

33764   16:15-16:45 | Room: 501 (5F)
Twelve Tips for Effective Peer Facilitation in Medical Education
Glen Jacobs, St. George's University, Grenada
Sara Rabie, St. George's University, Grenada
Daniel Flynn, St. George's University, Grenada
Gervette Penny, St. George's University, Grenada

Peer facilitation has become an integral part of student success in higher education. The Department of Educational Services (DES), a student and faculty support unit within an international and globally recognized medical school is responsible for peer facilitation that allows students to learn with and from each other in an environment that is designed to be more relaxed and engaging than the traditional didactic lecture or instructor-led group session. DES proves a program for the training and development of these facilitators who provide support throughout the basic science years in the school of medicine. Medical education is more rigorous than an undergraduate curriculum and requires high levels of critical thinking, analysis and integration from the students. Therefore, a medical school peer facilitator will require a unique set of skills that will allow them to conduct sessions in such a setting. This presentation highlights 12 tips designed to help the peer facilitator manage their group setup and time constraints, use facilitation techniques that promote active learning, make the groups interesting and enhance their own professional development.

Tuesday Session IV

15:15-16:45 | Rooms: 503 & 505 (5F)

Tuesday Session IV: 15:15-16:45
Room: 503 (5F)
Special Education, Learning Difficulties, Disability
Workshop Presentation

IAFOR Scholarship Recipient
35754 | Room: 503 (5F)
The Needs of Transition for Students with Disabilities in Southeast Asian Region
Kanit Pamanee, California State University, Los Angeles, USA

Special education in South East Asian countries (ASEAN) is established in different stages, and the improvement also remains the gaps among those countries. The World Health Organization indicated in 2011 that the mean percentage of individuals with disabilities who had completed primary school was 60.5% in high-income countries and 34% in low-income countries. In ASEAN, the primary school completion rate for individuals with disabilities was 46.21% in Thailand, 19% in Vietnam, 5% in the Philippines, and no data for other countries (UNESCAP, 2009; Thailand Ministry of Education, 2012). Regarding employment, OECD found in 2010 that individuals without disabilities were three times more likely than individuals with disabilities to participate in the labour market. In Asia and Pacific, the United Nations reported in 2016 that the mean percentage of employment of individuals with disabilities was 35.14%. In ASEAN, the employment rate of individuals with disabilities was roughly 28.5% in Thailand, approximately 15% in Vietnam, less than 15% in Myanmar, and no data for other countries (UNESCAP, 2009; Thailand Office of Statistics, 2012). Moreover, the percentage of students with disabilities pursuing postsecondary education is very low. For example, only 0.94% of students with disabilities attended postsecondary education in Thailand (Thailand Ministry of Education, 2015). However, transition has been proven as a practical tool in dealing with these challenges. Therefore, this presentation is to propose a comprehensive guideline of transition for individuals with disabilities in ASEAN to improve the following skills: self-determination, life skills, academic skills, employment and post-secondary education.

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Tuesday Session IV: 15:15-16:45
Room: 505 (5F)
Primary & Secondary Education
Session Chair: Sachi Okamoto

35743   15:15-15:45 | Room: 505 (5F)
The Concept of Measurement in Pre-Service Teachers
Suttharat Boonlerts, Rajabhat Suratthani University, Thailand
Mattaniya Phongsuwan, Rajabhat Suratthani University, Thailand

This paper presents the results of phase 1 of the research project 'pre-service mathematics teachers' mathematical conception in the context of lesson study and problem solving approach'. The objective of this research was to explore mathematical concepts of pre-service mathematics teachers for fourth grader prior teaching in schools. The participants to the research included 121 fourth year students, Faculty of Education, Suratthani Rajabhat University. Mathematics conceptual questionnaires used as research instrument comprised 3 problems of 12 problems about measurement. Percentage and content analysis were used for data analysis. The results showed that: 1) Problem 1: 90.08% of the students explained that if the tank measure 2 m by 2 m by 2 m, then the volume of this tank is 8 times of a tank is 1 m long, 1 m wide 1 high, and 7.44% of them explained that the volume of this tank is 2 times of tank is 1 m long, 1 m wide 1 high. and 2.48% of them are not responds. 2) Problem 2: 81.82% of the students explained that if we measure two lines and there are the same length, then two straight lines are equal length, and 18.18% of them explained that the length of line is not the end. We cannot measure the length. 3) Problem 3: 71.07% of the students explained that the time is 1 hour 15 minutes can be written as 1.25 hours, and 28.93% of them explained that 1 hour 15 minutes can be written as 1.15 hours.

34928   15:45-16:15 | Room: 505 (5F)
Changing Instructional Practice with a Science Center Workshop: The Journey of Six Elementary Science Teachers
Queen Ogbomo, Tennessee Technological University, USA

The purpose of this qualitative case study research was to ascertain the significance of the professional development workshops organized by a science center in a Midwestern city of the United States. The research investigated the effect the workshop had on the instructional practice of the participating elementary science teachers. This study was guided by the following research question: How do the professional development programs at a science center help teachers change the way they teach and consider science in their classroom? The six elementary school teachers in this study were identified as a result of their participation in the science center workshop. Teachers' self-efficacy regarding the teaching of science was sought through a Likert-style survey and triangulated with classroom observations and interviews of individual teachers. The findings of this study revealed two overarching themes: one, that the workshops were beneficial to some and two, that it did not improve instructional practice of others. The paper will identify the reasons given by the teachers why they thought the workshop was relevant and beneficial or not. Though this study utilized a small sample of teachers, those involved in this study felt they acquired knowledge that would be either beneficial to them or to their students and they particularly enjoyed the inquiry-based activities that were conducted at the science center workshop. This study contributes to research that informs school administrators of the need for continued teacher professional development.

Tuesday Session IV

15:15-16:45 | Rooms: 505 & 506 (5F)

34460   16:15-16:45 | Room: 505 (5F)

Does School Education Guarantee Scientific Literacy?: Case Studies From Japan and Canada

Sachi Okamoto, Kyushu University, Japan

Despite its advanced level of scientific research, Japan suffers from a low level of adult scientific literacy compared to many other developed countries. The current situation certainly necessitates a nationwide, robust solution. However, to implement any countermeasures, it is essential to first answer one of the fundamental questions: Does current school education guarantee the acquisition and maintenance of scientific literacy? To provide an answer, the present study examined high school textbooks from both Japan and Canada. Canada was chosen as a counterpart, since Canadian adults reportedly possess outstanding levels of scientific literacy worldwide. In this comparative analysis, questions from all the biology textbooks were examined to reveal the directed level of cognitive processes and their potential to encourage lifelong learning, key factors considered to play essential role to become scientifically literate. Categorization based on Bloom's Taxonomy clearly demonstrated that Japanese high school textbooks were not equipped with questions that foster higher cognitive processes, contrary to the Canadian textbooks. The Japanese textbooks also lacked questions that supposedly encourage lifelong learning among students. Overall, the government-approved textbooks currently used throughout Japan appear to be insufficient for guaranteeing the acquisition and maintenance of scientific literacy.

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Tuesday Session IV: 15:15-16:45
Room: 506 (5F)
Higher Education
Session Chair: Hashini Mohottala

34255   15:15-15:45 | Room: 506 (5F)

Enhancing Learning Performance Through Classroom Response Systems: The Effect of Knowledge Type and Social Presence

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

The literature suggests a positive effect of Classroom Response Systems (CRS) on teaching and learning. Latham and Hill (2014) argue that students' "preference for anonymity" enables CRS to improve class participation. We explore two additional learning dimensions that may influence the effectiveness of CRS: 1) Type of knowledge taught (qualitative vs quantitative knowledge; and 2) Social presence (students' participation level in group learning and awareness of societal issues). Our sample consists of over 2,500 undergraduate students in Corporate Finance, International Finance and Introduction to Business Law subjects over three consecutive semesters from 2014 to 2015. We employ both cross-sectional and panel data models with additional control for gender, day-of-time effect (morning vs afternoon session), student origin (mainland, local, and foreign), instructor, subject, and semester. Our findings indicate that the effect of CRS on learning performance is more pronounced for qualitative knowledge compared with quantitative one. Furthermore, learners with a higher level of social presence exhibit a stronger motivation to learn and better academic performance when CRS is used.

35661   15:45-16:15 | Room: 506 (5F)

C5 Methodology Applied to a Graduate Program and Its Comprehensive Intervention in Global Environments

Israel Ibarra Solis, Instituto Politecnico Nacional, Mexico
Luis Gabriel Bermudez Rodriguez, Instituto Politecnico Nacional, Mexico
Ubaldo Gil Cruz, Instituto Politecnico Nacional, Mexico

The aim of this study is the design and implementation of a systematic methodology to develop a teaching-research-technological development of a graduate program as an alternative to improve the condition of completing the educational programs of their students, to explore a modern educational concept to help improve the interaction quality in education, and to boost research projects and technological development, all to enhance human resources and allow them to be competitive in the global environment. The methodological design is developed by Soft Systems Methodology (SSM) of Peter Checkland. Also developed are nonsystemic methods of strategic planning and marketing, such as FOODAF-CAOS/I, and techniques selected with the C5 methodology that allows an educational model context with current emphasis on program flexibility, segmentation of business needs, and interaction with the graduate program with 25 business executives in the secondary sector. Among the results, there is an educational model with strategic importance for the design of the organizational structure as a network, impacting on improving standards of productivity and performance, the design of a system of teacher evaluation and promotion, the redesign of the curriculum that includes new electives, industrial residence, and adaptation of curricula to the needs and latent needs of business executives and companies.

33670   16:15-16:45 | Room: 506 (5F)

Teaching and Learning to Make a Change: Using Effective Methods to Teach and Learn Physics

Hashini Mohottala, University of Hartford, USA

The modern student is born to a high-tech world tuned no longer sees technology as a "new" tool. But the professors who are born way before them, who have seen the low-tech, and understand the core of the subject, find it as a "new" convenient tool to teach. As the entire world is after the modern teaching tools, students easily get deviated from the practical aspect of the subjects, like physics. We developed an effective teaching-learning tool focusing the introductory level physics courses to "better" convey the subject. All our introductory level physics courses have essential lab components going parallel to the lecture. Experiments are performed mainly using high-tech lab equipment including computers. Students "successfully" complete these

Tuesday Session IV
15:15-16:45 | Rooms: 506 (5F) & Prokofiev Hall (2F)

convenient labs and analyze the data following instructions not necessarily comprehending what really happened in the lab. They often find difficulties relating the theory to the actual experiment. To find a remedy for this issue, we decided to use less expensive raw materials and let the students design "old fashion" experiments in a limited time period. We encouraged them to move from their comfort zones and firsthand experience the subject through experiments. This activity was arranged in terms of weekly graded quizzes. A conceptual problem was presented along with the low-tech raw materials and the students worked in groups (of five) to solve the problem via the experiment they designed. At the end, they became more vocalized and turned into critical thinkers. This activity emphasized students to become active participants instead of blind followers.

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Tuesday Session IV: 15:15-16:45
Room: Prokofiev Hall (2F)
Education for Sustainable Development
Session Chair: Atara Sivan

35759   15:15-15:45 | Room: Prokofiev Hall (2F)
Practice of GNH Values for a Holistic Development of a Child: Teachers' Perspectives
Dawa Drakpa, Mahidol University, Thailand
Yang Han Yang, Mahidol University, Thailand
Chengxiao Shen, Mahidol University, Thailand

Happiness is the primary pursuit of every human being. Materialism has brought comfort in the lives of human beings but not happiness. Further, the influx of twenty-first-century trends on overwhelming technological advances, globalization, and environmental, socio-economic, and political consideration has turned to education as a means to find solutions and realize meaningful purposes in the lives of our younger generation. To such a confusion it remains an important responsibility to impart young children with the necessary knowledge and skills in balancing materialism and spiritual well being and also to develop a child towards high intellectual capacities of being able to contemplative on self and others. Gross National Happiness values are infused in Bhutanese education curriculum making emphasis on critical thinking and creative thinking, ecological literacy, practice of the country's profound ancient wisdom and culture, contemplative learning, a holistic understanding of the world, genuine care for nature and for others, competency to deal effectively with the modern world, preparation for right livelihood, and informed civic engagement (Hayward & Colman, 2010). Schools in Bhutan, to realize these values of GNH, have designed many different enjoyable activities. In this article I would like to share the experiences and observation of primary school teachers on practices of GNH values which has attributed in a holistic development of a child through activities like meditation and mindfulness, prayers and religious discourse, plant and brooks adoption, observing plantation day, cleaning campaigns, volunteerism, practicing traditional dances (mask and folk dances) etc.

33970   15:45-16:15 | Room: Prokofiev Hall (2F)
Educating for Capacity Building: A Case Study of Timor-Leste Officials Studying on an English Language Training Programme in New Zealand
Deryn Hardie Boys, Victoria University of Wellington, New Zealand
Madeline Carroll, Nelson Marlborough Institute of Technology, New Zealand

Building capacity is critical to human development. It starts with building skills and knowledge in individuals and communities, and leads to the growth of societies and nations. The English Language Training for Officials (ELTO) programme, a five month content-based course funded by the New Zealand Aid Programme, builds capacity in the government sector in Southeast Asian nations. One of the long-term goals is to support sustainable economic development in participating nations through participants' improved use of English for international communication. Secondly, the programme aims to facilitate and contribute to enduring cooperation, people-to-people and economic ties between New Zealand and the region. This paper will present a case study of the experiences of Timor-Leste officials studying on the ELTO programme. Initially, the paper will focus on officials in Intake 43, for which the theme was agriculture. The study will investigate three areas of change for the participants: 1) empowerment through improved English language skills; 2) expanded professional knowledge and capabilities; 3) increased intercultural awareness of other participants and New Zealanders. Secondly, the paper will focus on the reflections of Timor-Leste alumni on the impact of the ELTO programme on their professional lives as they respond to the development challenges their country faces as it builds resilience. The paper will conclude with a discussion of the aspects of the New Zealand language training programme which contributed to improved capacity.

34335   16:15-16:45 | Room: Prokofiev Hall (2F)
Life Beyond Study: Adolescents' Meaning Making of Their Leisure Experiences
Atara Sivan, Hong Kong Baptist University, Hong Kong
Vicky Tam, Hong Kong Baptist University, Hong Kong
Gertrude Siu, Hong Kong Baptist University, Hong Kong
Robert Stebbins, University of Calgary, Canada
Alex Chan, Hong Kong Baptist University, Hong Kong

Whereas schools are the most common educational settings worldwide, learning and personal growth can take place in other contexts outside the school system. One of these significant contexts is leisure. Characterized by relative freedom, fewer social constraints than other life domains, self-determination and intrinsic motivation, leisure has been identified as a major context for youth development. This paper presents a study on adolescents' leisure experiences as it is manifested in their meaning making of their leisure pursuits. The Serious Leisure Inventory and Measure (SLIM) was distributed

Tuesday Session IV

15:15-16:45 | Rooms: Prokofiev Hall & Schumann Hall (2F)

to 1,110 senior secondary school students from 10 secondary schools geographically distributed around Hong Kong. In completing the questionnaire, students were asked to nominate their most important and interesting leisure activity. Data analysis revealed the popularity of sports and performance and fine arts activities in such nominations. Students participated in these activities one to four hours per week over four to eight years. Reasons for participation were mainly psychological and social including enjoyment, personal gratification, stress-reduction, friendship and prosocial contribution. They took their participation seriously by making significant personal effort to obtain knowledge and skills, further developing their activity and persevering. They derived personal benefits, identified with their leisure pursuit, gained social benefits and developed shared values and beliefs. Results of the study highlight the significance of leisure as a context for self-exploration and its potential for creating a lasting change in young people's development. Implications are drawn for leisure education for whole person development with special reference to Asian socio-cultural contexts.

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Tuesday Session IV: 15:15-16:45
Room: Schumann Hall (2F)
Curriculum Research & Development
Session Chair: Piriyaporn Pilachai

34528   15:15-15:45 | Room: Schumann Hall (2F)
Surau Merantau: A Curriculum Development Based on Minangkabau Ethnic Culture
Rosalinda Ayu Purbasari, Universitas Sebelas Maret, Indonesia
Muhammad Hanif, Universitas Sebelas Maret, Indonesia
Ahmad Hirzi Fadlillah Tovani, Universitas Sebelas Maret, Indonesia
Sunardi, Universitas Sebelas Maret, Indonesia

This study aims to determine the nature and purpose of "Surau Merantau", a school based on Minangkabau ethnic culture and its basis of curriculum development. "Surau Merantau" is a junior high school carrying a concept of local culture from West Sumatera. Located in Tangerang, Banten, this school concerns on the growth of current generation who rated precocious physically, yet mentally unready. This research is a case study in qualitative approach. The subjects are the director, teachers, and students of "Surau Merantau". To collect the data, writers use observation, interviews, and documentation, as well as the researchers' note. The analysis of the data uses interactive analysis. Based on the results of this study, the essence of "Surau Merantau" is a school adapting Minangkabau ethnic culture that focuses on wandering (Merantau) as learning experiences. The objective of "Surau Merantau" is to score mature generation in appropriate mental and physical growth. The curriculum is a natural synthesis of competence-based curriculum. Adopting the special philosophy of adult education (andragogy) of ethnic Minangkabau, the curriculum is in the form of a student-centered program combining correlated and eclectic curriculum. The instructional model uses "TABEL" (Tasking, Behaving, Experiencing, and Learning) a model where students learn directly to the expertise or in the workshop laboratory with class divisions based on the skill they want to master. The curriculum management uses models of weekly, monthly, semester, and annual evaluation. Therefore, the result of this study can be used as a reference to establish the concept of education in nearly idea.

35745   15:45-16:15 | Room: Schumann Hall (2F)
The Development of Anti-Corruption Education Model to Support Students Integrity Character in Schools Through Civic Education
Shilmy Purnama, Indonesia University of Education, Indonesia
Dadang Sundawa, Indonesia University of Education, Indonesia

Civic Education is a subject that aims to humanize the students to become good citizens in accordance with the objectives and state ideals. Civic education subject in schooling has taught both the cognitive, affective, and psychomotor learning in the application of the expected characters. Unfortunately, this formula has not shown significant results because of the more messy character from the citizens. The efforts to combat corruption by adding them in an educational curriculum is an important approach. Anti-corruption education can be taught through the hidden curriculum and integrative approach. This study will discuss how the formulation, planning and implementation of Anti-corruption Education in Senior High School 8 Bandung to support student integrity character. The approach taken in this study is a qualitative method with case study and that is the subject of research was the principal, teachers, and students. The result showed that: the learning is done by reviewing the Anti-Corruption Education/Civic Education analysis's content standards that will guide the formulation syllabi and lesson plans that reflect the model of Anti-Corruption education. Thus, the development of models of Anticorruption Education in Senior High School 8 Bandung is very good and suitable to be applied through the integration of Civic Education subjects. However, commitment and consistency to continue and implementing the Anti-Corruption education models should be maintained and improved.

34609   16:15-16:45 | Room: Schumann Hall (2F)
A Survey of Scientific Competency of Grade 10 Students in Thailand
Piriyaporn Pilachai, Mahasarakham University, Thailand
Kanyarat Cojorn, Mahasarakham University, Thailand

The purpose of this study was to survey the scientific competency of grade 10 students. The sample was 141 students of the 2016 academic year from Sarakhampittayakhom School in Thailand, who were selected by purposive sampling. The instrument was the 5 items from 2 situations of scientific competency test that measured in 3 sub-competencies, including: 1) explain phenomena scientifically; 2) evaluate and design scientific enquiry; and 3) interpret data and evidence scientifically. The data was analyzed by using mean, percentage and standard deviation. The results showed that the mean score of scientific competency was 2.05 of 5. The sub-competencies of scientific competency – explain phenomena scientifically, evaluate and design scientific enquiry and interpret data and evidence scientifically – were 1.95, 3.19 and 1.01 respectively. In addition the results indicated that the scientific competency of students was medium level and each sub-competencies of scientific competency were medium, medium and low level respectively.

Tuesday Featured Workshop
17:00-18:30 | Room: 501 (5F)

34414

Ethical Issues and Dilemmas in Academic Publishing: An Interactive Workshop
Workshop Leader: Adrian Ziderman, Bar-Ilan University, Israel & Trustee, Committee on Publication Ethics (COPE)
Workshop Facilitators:
Muhammad Irfan, Peshawar Medical College, Pakistan & Council Member, Committee on Publication Ethics (COPE)
Trevor Lane, Edanz Group, Japan & Council Member, Committee on Publication Ethics (COPE)

1) Background presentation to open the workshop, setting the main issues in context. Ethical issues and dilemmas as encountered by authors, external reviewers, collaborators and journal editors will be outlined, both from a normative viewpoint and current practice. Attention will be paid to cross-cultural differences and to differing disciplinary norms. The role of COPE, the Committee on Publishing Ethics, in providing information and guidance will be outlined.

2) The session will reform into breakout groups. These groups will be presented with 4–5 problem cases previously submitted for advice and discussed at COPE's regular Forums. For each case, the groups will consider such questions as: What is the ethical problem(s) inherent in the case? What action should be taken to deal with the issue(s)? What measures could be taken to avoid similar problems over the longer term?

3) The final part will comprise a reporting back by each group reporter; the workshop leader will then compare these findings with the advice offered by COPE. The session will conclude with a summing up by the leader.

This workshop is sponsored by the International Network of Business and Management Journal Editors (INBAM).

This workshop is limited to 45 participants.

Wednesday
March 29

Wednesday Session I

09:00-10:30 | Room: 501 (5F)

Student Learning, Learner Experiences & Learner Diversity
Session Chair: Kate McCabe

34556   09:00-09:30 | Room: 501 (5F)

A Study of Senior High School Students Environmental Problem Solving (EPS) Abilities
Fan-Yu Yeh, National Kaohsiung Normal University, Taiwan
Yun-Pei Liu, National Kaohsiung Normal University, Taiwan
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan

This study aims to explore the senior high school students' Environmental Problem Solving (EPS) process. The definition of EPS means solving the problem in real environment. This study wanted to explore the factors which influenced the students' environmental problems solving abilities. The participants were asked to finish the environmental literacy questionnaire and design a strategy to solve the environmental problems which are related to their daily life. 120 senior high school students participated in this research. (N=120, Mean age=17.4 years old). First, all participants needed to complete the test "Environmental cognition, affections and skills Questionnaire" (30 questions, $\hat{I}\pm=.71$) which were adapted from Likert's Scale. Second, participants should design strategies to solve the environmental problems which are related to their daily life. In addition, this research applied individual interview sampling. 20 participants were randomly selected to interview to collect the qualitative data. The results showed that the students who got higher achievement in science subject and lower scores in environmental literacy could design a lot of problem solving strategies in environmental problems, but they cannot find out the environmental problems in their daily life actively. Oppositely, the students who got higher scores in environmental literacy and lower scientific achievement cannot solve environment problems well. The implications of this study indicated that the students need to be cultivated both environmental literacy and science background knowledge to solve the environmental problems in their daily life.

35440   09:30-10:00 | Room: 501 (5F)

Academic and Technical Vocabulary in the Corpus of Chemistry Research Articles
Pinrada Nuamjapho, Khon Kaen University, Thailand
Kornwipa Poonpon, Khon Kaen University, Thailand

Many researchers mentioned about the importance of vocabulary to language learning, especially vocabulary for specific disciplines. However, there are some problems with selection of vocabulary to teach students because some teachers believe their intuition for choosing word families to teach. Therefore, Schmitt and Schmitt (2005) claimed that the best way to determine vocabulary frequency is using the frequency lists compiled from vocabulary databases which is called corpus or corpora. This study is a corpus-based study which aims to develop the lists of high frequency words and identify the proportion of General Service List (GSL), academic word list (AWL), and technical words from chemistry research articles corpus in order to know the proportion of each word types compared with previous studies. A corpus of about 1 million token words was compiled from 300 chemistry research articles which derived equally from sub field of chemistry. RANGE Program was used in this study to identify first 1000 and second 1000 GSL, AWL, and rare words. Then, a Rating Scale adapted from Chung and Nation (2003) was used to identify technical vocabulary so that the actual proportion and the lists of vocabulary in chemistry corpus could be derived.

34767   10:00-10:30 | Room: 501 (5F)

In Presence with Frankincense and Teapots: Things of the Classroom
Kate McCabe, Simon Fraser University, Canada

As teachers, we encounter a lot of things in our everyday teaching. We may consider them as useful tools for our lessons yet neglect the other qualities of things. As Heidegger (1962) noted, the things of the everyday world often withdraw into the background of our lives and are often, in this place, taken-for-granted. This paper, which I hope to read and then discuss, shares particular anecdotes depicting a teacher, special objects and elementary school-aged children in two learning events. In the events a teacher brings special things to the children's attention: in the first she brings frankincense and in the second she brings a steaming teapot. In these events the children and teacher sustain their attention on the things themselves. These events provoke questions about the multisensory nature of time/space/material associations and the way special things open spaces for wonder and call us to attention. The phenomenological approach seeks to provoke awareness of the the potential of objects to enhance the lived experience of acquiring knowledge in our teaching. These anecdotes invite us toward an increased commitment to notice the nuances of relationships between people and things within the classroom and to reflect in our practice.

Wednesday Session I
09:00-10:30 | Room: 503 (5F)

34326   09:00-09:30 | Room: 503 (5F)
The Effect of Project Based Learning to Enhance Problem Solving Ability in Distance Learning Media Subject of Student Teachers
Poggade Chanayotha, Thepsatri Rajabhat University, Thailand

The research aimed to study the effect of the project based learning which focused on enhancing problem solving ability of the student teachers who are currently enrolled in the subject of "Distance learning media" for the 2016 academic year at Thepsatri Rajabhat University through instructional media service activities by using project based learning for enhancing problem solving ability record sheet. The sample for this studying were 40 student teachers in social education major. The procedures of the research were as follows; phase I: field study investigating the problem information about instruction media in local school; phase II: planning and designing their own project; phase III: development regarding the instructional media as well as its implementation; phase IV: writing the project report; phase V: presenting the project; Phase VI: evaluation of instructional media project. The data were analyzed by using percentage, mean and standard deviation. The results showed that the average of overall problem solving ability of the sampling student teachers before beginning the project was at a medium level (the average of overall was 2.51), however after using the project based learning, it was found that the problem solving ability of student teachers was higher at a high level (the average of overall was 3.09). As analyzing the point range, 37.50% of all students (15 students) were at the highest level, 50% of all students (20 students) were at a high level (point range 2.50-3.29), and 12.50% of all students (5 students) were at a medium level.

35657   09:30-10:00 | Room: 503 (5F)
Grit, Growth Mindset, and Volition of Japanese University Students From Required Self Directed Learning Courses
Gota Hayashi, Tokyo Keizai University, Japan

Teachers in schools are interested in educating their students so students can utilize their skills acquired to succeed in their future endeavors. A university in Japan opened a new department in April 2016, where the researcher started to teach 2 sets of a year-long required course called Self Directed Learning in which students apply techniques for managing time, setting appropriate goals, evaluating performance, and reporting on their English language learning to plan and carry out individual study plans that meet their individual language needs and personal interests. The teacher and researcher hypothesized that this year-long course will foster grit, growth mindset, and volition in students that are likely to help them succeed in their future, and asked 24 students in one lower level class and 22 students in a higher level class to take a survey that consists of 45 questions to test their levels of grit, growth mindset, and volition. The findings suggest that: 1) students who had high total scores higher than 10 out of 16 points for grit, growth mindset, and volition, worked less than 20 hours a week outside of school; 2) the class with higher English proficiency had higher scores on average; 3) growth mindset may be easier to acquire compared to volition and grit; and 4) introducing the concept of the growth mindset in class may have led students to score higher on it, suggesting the possible positive impact of teachers introducing the other concepts in class as well.

34498   10:00-10:30 | Room: 503 (5F)
The Impact of Instagram on Teaching Visual Merchandising in Higher Education
Derry Law, The Hong Kong Polytechnic University, Hong Kong

Visual Merchandising is a subject that requires students to combine aesthetics and business knowledge in order to create an appropriate store atmosphere and store displays that maintain and enhance the shopping experience of customers. Students learn about and develop their aesthetic perception, and select appropriate business strategies for store display development. However, the development of aesthetic perception is related to personal experience and interaction with the art and design culture in a society. In this study, a group of sixty university students in a visual merchandising course were invited to participate in focus group discussions and the results are analyzed by using the grounded theory to understand the development of their aesthetic perception and the association with their creative assignment window displays. It is found that the aesthetic perception of these students is greatly affected by posted images on Instagram, among the different types of social media. This establishes their perceived aesthetics of spatial design and preference in color filtering, and object and idea development. The students have a positive perception of Instagram as a key source of ideas and standards to judge the beauty and creativity of display concepts and ideas because of its user-friendly application and layout. Although social media has already been incorporated in education today, it is recommended that educators still take into consideration the nature of the course and the features of the different types of social media to maximize the learning motives of their students.

Wednesday Session I

09:00-10:30 | Room: 505 (5F)

Wednesday Session I: 09:00-10:30
Room: 505 (5F)
Higher Education
Session Chair: Steven Ng Poh Yaip

33473   09:00-09:30 | Room: 505 (5F)
Instructor Impact on Student Motivation in UAE Tertiary Education
Sultan Alkaabi, National Defense College UAE, UAE
Warda Alkaabi, First Academy School, Uzbekistan

This paper presents data obtained from focus groups conducted to investigate male students' experience of higher education in the United Arab Emirates (UAE). Among the issues discussed by students was the impact of instructors on student motivation and this paper focuses on that issue. 13 focus groups were conducted with 83 EFL male students at four government campuses including United Arab Emirates University (UAEU) at Al Ain Campus, Higher College of Technology (HCT) at Ras Al-Khaima Campus), and two campuses (Abu Dhabi and Dubai) of Zayed University (ZU). Students spoke about their instructors' characteristics, teaching style and the positive and negative impact those sets of characteristics had on their learning experience. The resulting themes from the focus groups show instructors had an impact on student class performance and in some cases led to class failure. Recommendation for better instructor care were suggested to policy makers and instructors to foster a better student learning experience.

34320   09:30-10:00 | Room: 505 (5F)
The Development of Teachers Desirable Characteristics of Student Teachers in Thepsatri Rajabhat University by Using Behavioral Record Sheet
Phuwadon Chulasukhont, Thepsatri Rajabhat University, Thailand

This research aimed at developing teachers' desirable characteristics of student teachers who currently have enrolled in the subject of "Self-actualization for teachers" in the 2016 academic year at Thepsatri Rajabhat University by using behavioral record sheet. The sample for this studying were 57 student teachers in English education major. The instrument of this research was a behavioral record sheet that was identified the desirable characteristics by the student teachers in 10 aspects; these were 1) uniform dressing, 2) gracious speech, 3) temperament, 4) endurance, 5) punctuality, 6) circumspection, 7) honesty, 8) responsibility, 9) pursuit of knowledge, and 10) faithfulness. The data were analyzed using percentage, mean and standard deviation. The findings showed that the teachers' desirable characteristics of student teachers before beginning the lesson were at the low level (the overall average was 2.47) and the lowest aspect was gracious speech (the average was 2.26), however after using the behavioral record sheet that identified by student teachers, it was found that the teachers' desirable characteristics of student teachers were at a higher level (the average of overall was 4.05) whereas the highest aspect was responsibility (the average was 4.23).

34733   10:00-10:30 | Room: 505 (5F)
An In-Depth Study of Two Individual Professors' Attitudes and Understanding Towards Counselling Referral of University Students
Steven Ng Poh Yaip, Singapore Management University, Singapore
Ada Chung Yee Lin, Singapore Management University, Singapore

This study describes and analyses the individual professors' attitudes and understanding towards counselling referral of university students in Singapore. The two participants' data were collated through semi-structured interviews which uncovered the challenges and difficulties they faced in the counselling referral process for university students. This provides an opportunity for deeper understanding towards the perspectives of academic staff on highlighted areas such as a personal lack of knowledge, dilemmas, inadequacies and uncertainty in areas relating to helping a student, mental health and counselling. The counselling support provided for students by the counselling centre services was recognised as a specialised and crucial area of need in the University. Various areas of concerns arising from this study could be considered and examined further into for enhancing the provision of support services and overall process improvement towards counselling referral.

Wednesday Session I
09:00-10:30 | Room: 506 (5F)

33957   09:00-09:30 | Room: 506 (5F)
The Use of Simulation Technology to Help Students Understand Passenger Assignment Operations in Airports
Shing Chih Tsai, National Cheng Kung University, Taiwan
Chen-En Tsai, National Cheng Kung University, Taiwan

In this paper, we use a simulation example of aviation security screening system to help students understand various passenger assignment policies, which are widely known or recently proposed in the literature. We present a simulation-based solution framework for solving the constrained passenger security screening optimization problem. The goal is to determine appropriate sequences of a given set of passengers to maximize the overall security level, and in the meanwhile satisfy a constraint related to the passenger mean-waiting-time. The system performance is analyzed using the developed simulation tool. The virtual environment allows students to analyze and improve their scheduling alternative designs by changing variables and observing how their changes affect the system's performance. We can clearly see that how the optimal assignment policy behaves under different parameter settings or practical scenarios. The paper shows that the instructional simulation technologies can be used to provide a fertile learning environment for students in the context of aviation security management.

35469   09:30-10:00 | Room: 506 (5F)
Ultimate or Alternate? Enhance the E-Learning Experience for Creative Media Students: Hong Kong and Singapore Perspective
Jae-Eun Oh, The Hong Kong Polytechnic University, Hong Kong

Online learning (E-learning) platforms such as Blackboard, Moodle, and MOOCs have been widely used in various higher educational institutions. These E-learning platforms have been designed and developed for students to enhance their learning experiences by promoting blended learning. Current research in this area has demonstrated the effectiveness of online learning for distance education and as an online resources tool for students' benefit. Conversely, the potential of E-learning platforms for art, design, and creative media students' learning experience have not been adequately explored extensively for the full benefit of it; for instance, courses that are meant to provide tutorial sessions, peer reviews, and project-based learning practices are not favorable to be delivered through general E-learning portals. Hence, this paper aspires to bridge the knowledge gap by providing insights into how the E-learning approach can be harnessed to facilitate the teaching process in art, design, and creative media courses. Through an analysis of 60 face-to-face in-depth interviews and online surveys with current students and educators in tertiary creative media courses in Hong Kong and Singapore, this study seeks to examine the current E-learning model and makes recommendations to generate better understanding in order to build an enhanced conceptual model. Furthermore, the findings of this study will indicate that customized and improved E-learning experiences are much needed for creative media students which could be catered to their specific pedagogical needs of the discipline.

35607   10:00-10:30 | Room: 506 (5F)
An Effectiveness Study on a Game-Based Learning Approach in an Economics Classroom in a Higher Education Context
Aaron Tan, SIM Global Education, Singapore

The use of game-based learning has been increasing in education contexts recently. Research has shown that students today prefer visual contexts and active learning environments over passive lectures. Game-based learning offers an immersive experience within a non-threatening environment where students gain knowledge through playing games rather than through overt teaching. This pilot study involved the development of ten gamelets covering key concepts in economics. These were downloaded on personal mobile devices and played in class. The students were immersed in an ancient world setting with different scenarios for each lesson based on the concept that would be covered for that lesson. The lecturer then engaged the class through questions that eventually led into the topic to be taught. Quantitative data were gathered from students through surveys, and qualitative data from interviews conducted with lecturers. 389 students out of 506 students participated in the survey (76.88%). About 50% of students reported positive perceptions of the games for generating interest, enhancing understanding and ease of use. 36% of students were neutral, and the remaining perceived the games negatively. The lecturers had mixed views about the effectiveness of the games. Further analysis revealed that the lectures' perceptions may have influence over the students' perceptions. Some challenges in applying game-based learning have been surfaced and these have been compounded by factors such as the users' perceptions and the acceptance of the approach. It is envisaged that this study can enlighten more effective ways to implement technology-enabled game-based learning in the classroom.

Wednesday Session I
09:00-10:30 | Room: Prokofiev Hall (2F)

34661   09:00-09:30 | Prokofiev Hall (2F)
The Effect of Social Responsibility Activities Towards Brand Recall in Indonesia's Instagram-Based Online Shops
Felicia Abednego, Maranatha Christian University, Indonesia
Yolla Margaretha, Maranatha Christian University, Indonesia

Social media has become popular nowadays, not only for networking, but also for selling purposes. One of the most popular social media platforms which has been used by sellers online is Instagram. The use of social media Instagram as a marketing tool in Indonesia has increased. By the end of 2015, more than one million sellers created Instagram accounts for selling purposes. Instagram was used by sellers, especially by new startups online shops, because it is easy to use and they freely to sell online and utilize Instagram's features such as posting pictures, editing pictures, and hashtagging. Besides their creativity and their effort to gain customers by using Instagram features, many sellers in Instagram have realized that digital technology and communication through social media such as Instagram has become important to emphasize their business. This paper was made to seek how sellers use the technology through Instagram, and to know the effect of maintaining customer relationship towards brand recall by using digital technology and communication. An exploratory study was conducted, while quantitative data were gathered through online questionnaires to 50 Instagram-based online shops. Shout out for shout out activities and mentioning the accounts were identified as the main activities through Instagram, which pre-assumed will cause brand recall. Meanwhile there are some supporting factors included for further research.

34958   09:30-10:00 | Prokofiev Hall (2F)
The Influence of Heterophily on a Community about Moodle Use in Higher Education
Tin Pui Yum, The University of Hong Kong, Hong Kong
Allan H. K. Yuen, The University of Hong Kong, Hong Kong

Background: The concept of community of practice (CoP) has been advocated widely as a means of professional development. These communities are usually composed of participants from diversified background. The diversity could lead to heterophily which is positive for diffusion of innovation, but negative for establishing effective communication as argued by Roger (2003). Good practices in Moodle use could be transferred through CoP, but there are few studies identified the influence of heterophily in the process. Methodology: A CoP about Moodle use at a university was observed. Teachers, researchers and technical staff participated in the community voluntarily. There were 10 face-to-face sharing sessions conducted by 10 teachers. An online platform was designed for participants to further discuss and share resources. Modes of belonging from Wenger (1998) was adopted as a theoretical lens to observe the influence of heterophily on participants. Data Collection: A survey was conducted to examine demographics, perception of diversity and modes of belonging about participants at the end of each session. Results: Demographic diversity including age, faculty rank, teaching experience and Moodle experience was found in the community. Participants who did not perceive diversity showed higher level of alignment and willingness to transfer the knowledge gained to their practice comparing to participants who perceived. The influence of heterophily on participants could be potentially related to individual perception of diversity. The balance between settings of community and individual perception of diversity is suggested to be a factor for the successful transfer of good practices in Moodle use through CoP.

35003   10:00-10:30 | Prokofiev Hall (2F)
E-Learning Implementation: Challenges and Opportunities for Higher Education Institutions in Rural Settings in South Africa: A Case Study
Muhandji Kikunga, University of South Africa, South Africa
Munienge Mbodila, University of Venda, South Africa

The use of ICT is changing all aspects of our lives and fueling the economic growth globally. Technology can play an important role in building Africa's progress in education, training and development. The utilization of modern technologies in education is becoming at the heart of higher education institutions (HEIs) generally and South Africa (SA) in particular. E-learning refers to the use of ICT in different processes of education to support and enhance learning. The implementation of e-learning in HEIs in SA is becoming an important factor for government and educational sector. For more than a decade, educational systems in SA are looking for e-learning programs that would help to address challenges and to significantly improve the quality and content of HE in teaching and learning. But the successful implementation of e-learning in HE depends on many factors such as, the accessibility of technology, how learners and teachers are supported in its use and the integration of technology within the curriculum. The purpose of this research is to investigate the challenges and opportunities e-learning offers in a rural HEIs in SA over the traditional way. The paper also highlights major barriers to the integration of e-learning in rural HEIs of South Africa. The findings indicated that the implementation of e-learning offered a diversity of opportunity for teaching and learning in rural HEIs but for a successful implementation some factors need to be addressed. Finally, the paper provides guidelines for the integration of new technologies in rural settings HEIs.

Wednesday Session I

09:00-10:30 | Room: Schumann Hall (2F)

Wednesday Session I: 09:00-10:30
Room: Schumann Hall (2F)
Primary & Secondary Education
Session Chair: Angela Francisca Veloso

34474   09:00-09:30 | Room: Schumann Hall (2F)
Explore the Students' Environmental Literacy Through a Creative Environmental Curriculum
Chen-Chen Yang, National Kaohsiung Normal University, Taiwan
Chin-Fei Huang, National Kaohsiung Normal University, Taiwan

The main purpose of this study was to explore the influences of 8th-grade students' environmental literacy on a creative curriculum. In this study, the authors designed a creative air pollution environmental education curriculum which was engaged in the multimedia teaching strategies. The definition of environmental literacy in this study involved of the environmental cognition, environmental attitude, and environmental behavior. There are one hundred and seventeen grade students in Taiwan participated in this study, half of them are experimental group and the others are the control group. The experimental group was taught by the creative multimedia teaching strategy and the control group was taught by the traditional teaching strategy. All participants were asked to complete the air pollution environmental literacy survey (α= .801) which was developed by the authors before and after the curriculum. From the statistical analysis, the results showed that the students who were taught by the creative curriculum which was developed by this study got significantly higher scores than those who were taught by the traditional teaching strategy in environmental cognition and environmental behavior dimensions. However, in the environmental attitude dimension, there is no significant difference between experimental group and control group. The implications of this study indicated that the environmental attitude might be cultivated for a long time. But we might train students' environmental behavior first through education.

34632   09:30-10:00 | Room: Schumann Hall (2F)
Exploring Students' Scientific Creativity Performances by Using Different Creativity Tests
Kuan Chih Wang, National Kaohsiung Normal University, Taiwan
Chin Fei Huang, National Kaohsiung Normal University, Taiwan
Chia Ju Liu, Open University of Kaohsiung, Taiwan

The purpose of this study is to investigate the senior high school students' scientific creativity performances by using different creativity tests. Four different questionnaires about creativity were used in this study which involved Scientific Knowledge Test, Scientific Creativity Test, General Creativity Test and Creative Scientific Ability Test. 60 high school students participated in this study. All of them needed to complete these four questionnaires individually, and the data has been analyzed by statistical analysis. The results showed that some of students may have got significantly higher scores than other students ($p<.05$) in the scientific creativity ability test, but got significantly lower scores than other students ($p<.05$) in the scientific creativity test, vice versa. The possible reasons why these students' scientific creativity performances displayed different results by using these different tests are the different definition of creativity and different ways to score. In this study, we will discuss the dimensions which will affect scientific creativity performance. Furthermore, the results indicated that each questionnaire had its limitation and that users need to use it carefully.

34336   10:00-10:30 | Room: Schumann Hall (2F)
Student Attribute Correlates of Academic Achievement in High School Chemistry Between Grade 9 & 10 Students
Angela Francisca Veloso, Deped, The Philippines
Vic Marie Camacho, Philippine Normal University, The Philippines
Virgel Duad, Philippine Normal University, The Philippines

This study examined three student attributes, namely level of mathematics anxiety, learning style, and attitude toward chemistry, that generated information on their effect on student achievement in chemistry. The study employed the causal-comparative descriptive research method. Instruments used included an achievement test to measure performance involving mathematical concepts in chemistry, level of mathematics anxiety scale to measure anxiety levels, attitude toward chemistry scale, and learning style reference. A total of 108 Grade 9 and 10 students from the Institute of Teaching and Learning (ITL) at the Philippine Normal University were involved as respondents. The result of the study revealed that the respondents taken as a whole, performed fairly in the achievement test in chemistry particularly in the multiple choice and poorly in the open-ended part of the achievement test. Their anxiety in mathematics was positively correlated with their performance in chemistry involving mathematics. The respondents, taken separately by grade level showed that grade 9 performed better than grade 10 in multiple choice and open ended tests. Both groups have favourable attitudes toward chemistry. Grade 9 has less anxiety level than grade 10 respondents. The study recommends that teachers should employ an effective approach on how to lessen the students' level of anxiety in mathematics for them to improve their performance in chemistry. Further, the study recommends teachers to find best ways to get their students interested in chemistry topics which involve mathematics.

Wednesday Session II

10:45-12:45 | Room: 501 (5F)

IAFOR Scholarship Recipient
35421   10:45-11:15 | Room: 501 (5F)
Silent Exclusion and Child Schooling: A Case Study of India
Pankaj Das, University of Delhi, India

The current educational policy discourse in India has largely focused on issues of access to basic education. While increasing access is clearly important, the issue of significantly to sustained access is more important in the present context when 50% of the child population in India in the age group of 6–14 leave school before completing elementary education (GoI, 2009). Despite many attempts and improvements having been made by several states and the central government, a major chunk of our school students in the elementary grades are silently excluded and placed in the category of "potential dropouts". The magnitude of the problem is very acute in government schools in rural parts of India. By taking a cluster of 11 villages comprising 23 government schools that were randomly selected in the present study, this paper attempts to provide an in-depth understanding of the magnitude and process of silent exclusion in the sample schools of Madhya Pradesh in India, and also poses a big challenge to the Right to Education (RTE) Act, which guarantees the completion of elementary education to all children in the age group of 6–14. A survey method was performed using the tools of structured questionnaire, informal discussions and school roster data. Major findings indicate that silent exclusion was very high in all the existing primary and upper primary government schools irrespective of caste, class and gender. Moreover, children in primary schools and belonging to socially backward communities exhibited with low self-esteem and were more vulnerable. The implications of the study suggest the introduction of attractive programmes that are more joyful and child-friendly at the institutional level.

34760   11:15-11:45 | Room: 501 (5F)
Primary Education and Minority Rights
Sushant Chandra, Jindal Global Law School, India
Deepanshu Mohan, Jindal School of International Affairs, India

India enacted in 2009 its first legislation on primary education making it compulsory for all the children in the age group of 6–14 years. This has not been an easy journey, and a lot it is owed to the Indian Supreme Court for this. The salient feature of the 2009 Act is sharing responsibility of providing primary education with the unaided private schools and perhaps minority schools as well. Though, education is a responsibility of the state, but the 2009 Act in the name of social justice endeavours to share this responsibility with the private players. The 2009 Act provides for 25% reservation for educational institutions – public, private or minority. As far as public and private are concerned, the position is settled, and they have to reserve 25% of seats for children from economically weaker sections and disadvantaged category. But the real issue is faced with respect to application of this 25% reservation clause on minority-aided and unaided schools. There are spate of Supreme Court cases which shed light on this part. We would argue that minority rights under the Indian Constitution do not provide a special position to minority schools vis-à-vis non-minority schools. The idea behind minority rights was to safeguard minority character and not to provide an extraordinary right. We would also argue that while deciding the extent to which state could regulate primary education in a minority school, reasonableness of quota, minority character and level of education must be considered.

35692   11:45-12:15 | Room: 501 (5F)
Education for Urban Refugee Children in Malaysia: Pathway to Peace
Shook Yee Leong, International Christian University, Japan

This research focuses on the educational experiences of urban refugee children in Malaysia, examining the expectations of parents and NGOs of educational projects for urban refugee children in Malaysia and investigating if the education space contributes to peace through intergroup contact. The conceptual framework for the study is based on intergroup contact theory which is based on the belief that interaction between individuals belonging to different groups will reduce ethnic prejudice and intergroup tension which could contribute to peace and conciliation. Although literature does provide for how education contributes to building peace, the lack of reporting by the media in Malaysia on refugee issues, the situation of refugees in Malaysia is not widely explored and this is especially true in relation to the education of refugee children in Malaysia. As such, this research intends to fill the research gap in literature by providing a more in depth studies on the educational experiences of urban refugee children, exploring the expectations of parents and key NGOs of education projects and examining if indeed education for urban refugee children in Malaysia does fulfill these expectations and contribute to reduced ethnic prejudice and intergroup tension.

Wednesday Session II

10:45-12:45 | Room: 501 (5F)

34408   12:15-12:45 | Room: 501 (5F)

Factors Contributory to the Meaningful and Socially Relevant Exposure Trips of Freshmen

Arlaine Joy Marcelino, Ateneo de Manila University, The Philippines

Institutions of higher education are faced with the challenge of transitioning students from basic to higher education and educating students into socially conscious and responsible citizens. To respond to these challenges, Ateneo de Manila University has initiated Introduction to Ateneo Culture and Tradition (InTACT), which is a formation program for freshman students to assist them adjust to college life, have self-awareness and develop a sense of community. Integrated into InTACT is an exposure trip, which allows students to have a positive encounter with selected institutions, its advocacies and programs and the people into social involvement. The preparatory phase of the exposure trip is crucial because this is where the identification and assigning of socially relevant institutions for specific blocks of students are done. Finding a match between an institution and a block of students belonging to a particular discipline is challenging. It requires several factors to make it effective in educating students into socially conscious and responsible citizens. Hence, this study aims to identify the factors that can make an exposure trip relevant and meaningful to freshman students. Thematic analysis of focus group discussion and evaluation results showed that support from partner institutions and academic departments, interactive mode of exposure trip, and ability of student facilitators and homeroom advisers to facilitate the trip were contributory to make the exposure trips relevant and meaningful. Thus, it is recommended that the said factors be considered during area deliberations, planning and evaluation to ensure the success of the formation program.

Wednesday Session II

10:45-12:45 | Room: 503 (5F)

35723   10:45-11:15 | Room: 503 (5F)
Foreign Language Anxiety: A Mixed Method Analysis on Thai EFL Learners at Ubon Ratchathani University
Mairenallen Joy Basilio, Ubon Ratchathani University, Thailand
Chalermchai Wongrak, Ubon Ratchathani University, Thailand

Despite the decades-long integration of EFL in the Thai education system, Thai EFL students in general still perceive the English language as very difficult to be learned and thus, respond negatively to acquiring the language. With their Foreign Language Anxiety (FLA) they carry to their EFL classes certain notions rooted in past and current experiences, and such beliefs can be influential on their present study and expectation of future performance. Employing a mixed method approach, the study identified the factors that 2nd year Thai EFL learners at Ubon Ratchathani University associate with their FLA; the Thai-translated Foreign Language Classroom Anxiety Scale (FLCAS) survey was administered and a semi-structured interview was conducted. Overall, the paper explored the students' perceptions of their language anxiety and how it affects their classroom performance.

33791   11:15-11:45 | Room: 503 (5F)
Task-Based Language Teaching and the Language Proficiency of Grade Eight Students
Teena Marie Bangoy, Atty. Orlando S. Rimando National High School, The Philippines

The purpose of this study was to determine the effect of Task-Based Language Teaching (TBLT) on the language proficiency of grade eight students. The study employed the quasi-experimental method of research and findings revealed that Task-Based Language Teaching is not significant and the language proficiency assessed as Approaching Proficiency. Three intact classes were used as the control and experimental groups. The experimental groups were exposed for two (2) weeks in Task-Based Language Teaching, one group was with problem-solving task while the other on comparing and contrasting task. The instruments used in this study were Language proficiency test and TBLT lesson plans devised by the researcher. The findings of the study revealed a no significant difference in the pretest/posttest mean scores among the control and experimental groups. The result conveyed that Task-Based Language Teaching was as effective as traditional way of teaching in terms of improving students' Language Proficiency in terms of knowledge, process, understanding and performance. But when the results of the students were compared within groups, Task-Based Language Teaching resulted in better language proficiency. In the light of the findings, it was recommended that teachers continue to use TBLT, applying different task suited for learning. A study should also be conducted to determine the relationship of student and teachers' attitude towards TBLT with the aim of developing the language proficiency.

35733   11:45-12:15 | Room: 503 (5F)
A Socio-Cultural Analysis of Self-Regulated Learning Pedagogy in Online Learning Environments
Ivan Aditia, University of New South Wales / LPDP, Indonesia

The recent presence of technology in English-language classrooms has also brings challenges both for the teachers and the students. While the focus of learning is to accommodate the students' learning needs, which become more and more complex, online learning has widely conceded as powerful approach to promote students' self-regulated learning. It has also been considered as the notion of modern education. This notion is taken as the consideration of applying appropriate pedagogy in teaching and learning process within the online learning environment. This paper provides a review of the literature of Self-Regulated Learning (SRL) pedagogy. It aims to analyze the implication of Socio-cultural perspectives toward the implementation of SRL pedagogy in online learning environments. The relevance of this paper is also connected to the development of the use of the online learning approach in English language classrooms which requires teachers to become more adaptive and selective toward its features.

34731   12:15-12:45 | Room: 503 (5F)
The Advantages and Disadvantages of E-Dictionary to Enhance Reading Comprehension of ESL Learners
Maslawati Mohamad, National University of Malaysia, Malaysia
Nuraidawany Rashid, National University of Malaysia, Malaysia
Wan Nurashiqin Wan Mohamad, National University of Malaysia, Malaysia

Due to the advent of Internet, tertiary students prefer to read hypermedia materials in comparison to printed materials. One of the common tools used by ESL learners to enhance reading comprehension is the e-dictionary. Nowadays, there are various types of e-dictionaries. This case study involved ten Teaching English as Second Language (TESL) undergraduates. The three research tools employed were semi-structured interviews, reflective journals and open ended questionnaire. The purpose of this research is to explore the views of ESL students toward e-dictionaries. This article also highlighted the criteria of the participants' e-dictionary selection. The main criteria are portability, availability and accessibility. This study also looked into the participants' challenges in using e-dictionaries. Among the limitations are lack of access to use e-dictionaries, incomplete definitions provided, distraction in the classroom and difficulty in choosing appropriate e-dictionaries. Another research question is to obtain the participants' views towards the e-dictionaries' advantages and disadvantages. The main advantages are ease of use, the participants are able to obtain the words' definitions, pictures, pronunciation, and how the words are used in context. One of the major disadvantages is lack of credibility. It is hoped that these findings could facilitate educators in training their students to use e-dictionary more effectively.

Wednesday Session II

10:45-12:15 | Room: 505 (5F)

Educational Policy, Leadership, Management & Administration
Session Chair: Dian-Fu Chang

33065   10:45-11:15 | Room: 505 (5F)
A Study on Reformation of National Vocational Educational System Based on National Competency Standards
Hyeon Mi Rha, KRIVET, South Korea

As the industrial structure and demand has been high upgrading and complicated, it needed to develop National Competency Standards (NCS) that present skills required by the industry and real work fields at the national level. The purpose of this study is to develop a vocational curriculum of technical high school based on the NCS. The methodology of study used Delphi technique. I collect feedback through expert consultation and held public hearings and forums. The results of the study are as follows. First of all, reflecting the characteristics of the structure of the workforce for high school graduates, it was restructured the curriculum in family groups of 5 to 18 subject groups. Second, it was restructured in 62 departments to 44 departments through examining the NCS classification system and obtaining certification and qualification analysis. Third, it proposed 170 types of personnel to be positive in technical high schools. Fourth, the NCS learning module was to take advantage of the in 440 NCS practical courses. Fifth, it was suggested that the curriculum assessment system is based on the achievement evaluation of NCS. Sixth, for stably settling brand new revised curriculum in school, it proposed plans of strengthening teachers' capacity and consulting curriculum. Seventh, in order to operating the revised curriculum, the law issues with teachers and laboratory for environmental improvement were suggested. Therefore, the vocational education system that focuses on duties required by industrial needs based on the NCS needs to be improved.

34226   11:15-11:45 | Room: 505 (5F)
Measuring Educational Change: Research Design Issues
Xin Ma, University of Kentucky, USA

This presentation examines the issue of educational change from the methodological perspective. With a focus on measuring educational change among students, this presentation intends to discuss the following research issues: a) what (student-level) outcome measures constitute educational change; b) what research designs are the most effective and efficient in measuring educational change; c) what analytical frameworks can reveal the most of educational change (i.e. what analytical frameworks are the most sensitive to educational change); and d) how to identify contextual and climatic factors that predict and sustain educational change. This presentation will discuss several newly formulated outcome measures at the student level. For example, engagement of students in school-related academic and non-academic tasks and activities is rapidly becoming a critical indicator of educational change. This presentation will introduce several recently developed research designs for measuring educational change. For example, the delayed treatment (intervention) design effectively and efficiently combines educational intervention and professional development to promote educational change. This presentation will describe several powerful longitudinal techniques for analyzing educational change. For example, the growth modeling approach has great potential to identify what is often referred to as turning points during educational change. Finally, this presentation will discuss some ways to isolate out contextual and climatic factors that are responsible for educational change. For example, the input-process-output (IPO) model in organizational research is very effective in identifying climatic factors essential to educational change with control over (working with) contextual factors.

35716   11:45-12:15 | Room: 505 (5F)
Determining the Effect of Principal's Change Leadership on School Teachers' Professional Development
Dian-Fu Chang, Tamkang University, Taiwan
Sheng-Nan Chen, Tamkang University, Taiwan
Wen-Ching Chou, Tamkang University, Taiwan

In a rapidly changing era, educational change has become one of crucial components for better performance in schools. Potential and innovative leadership in schools have been expected to fit the fast-paced of change to achieve better results. Therefore, how to build teacher's professional development to fulfil the outcome-based policy in schools has grown into a new challenge for principals. This study focused on principals' change leadership perceived by school teachers and explored which dimension of change leadership might impact on teachers' professional development. We successfully invited 490 teachers from 41 elementary schools in New Taipei City (Taiwan) to participate in this study. Finally, there are 453 valid questionnaires; this represents 92.4 % of return rate. Both self-developed change leadership and professional development questionnaires have been verified by factor analysis. 25 indicators of change leadership have been classified into three dimensions, named "communicating and shaping change action", "building supported environment", and "adjusting organization and performance". The teachers' professional development has been defined by five indicators. We employed the stepwise method to determine which one is the major factor impacted on teachers' professional development in regression models. The result reveals both "building supported environment" and "adjusting organization and performance" in principal's change leadership can explained 27.5% of the teachers' professional development. Based on the linear model in regression analysis, we suggest properly shaping principal's change leadership can be prompted to enhancing teachers' professional development. Furthermore, the change leadership might be applied to more wide practices to improve teachers' performance in various settings.

Wednesday Session II

10:45-12:15 | Room: 506 (5F)

34660   10:45-11:15 | Room: 506 (5F)
Why Entrepreneurship Education?
Yolla Margaretha, Maranatha Christian University, Indonesia
Felicia Abednego, Maranatha Christian University, Indonesia

Maranatha Christian University has entrepreneurship education as a highlight. Why entrepreneurship education? Based on the data from Statistical Center Bureau, in 2012, the amount of small medium enterprises in Indonesia has increased one and a half times more than in 1997. The increase of employees has increased 1.64 times more than in 1997. It has an important purpose in economic growth in Indonesia. While almost 80% of big companies shut down in 1997, small medium enterprises were still run well. Entrepreneurship grows from low society to create better lives for entrepreneurs and their families. They are risk-takers and persistent – they know they might fail and have nothing to lose. These kinds of characteristics are needed by entrepreneurs. While another campus wants their students to be "book smart", entrepreneurship students would be forced to think outside the box, to fail and to persist – experiences that would inspire them to become creative, inventive and innovative.

35148   11:15-11:45 | Room: 506 (5F)
Management Structure of Thailand Premier League by the Standard Criteria of the Asian Football Confederation
Saowalee Kaewchuay, Mahidol University, Thailand
Eakrat Onnom, Chandrakasem Rajabhat University, Thailand
Chanankarn Saengprasan, Sakon Nakhon Rajabhat University, Thailand

This research has the objective to study the managing of Ratchaburi Mitr Phol FC by the standard criteria of The Asian Football Confederation. The methodology of this research was following the conceptual framework from the related documents. The in-depth interview with the five responsible key informants by the standard criteria of The Asian Football Confederation has been used for the qualitative research. The data have been collected and analyzed follow the qualitative research. The data have been retrieved from two sources which were the interview and documents, and analyzed follow the research objective in order to propose the data in model of the Descriptive Analysis. The result of the research found that the managing in five aspects of Ratchaburi Mitr Phol FC by the A standard criteria the lowest criteria of The Asian Football Confederation found that: 1) The law criteria need to have the standard of The Asian Football Confederation; 2) The sport criteria; 3) The human resource management club; 4) The structure for competition, and haven't operated yet in some areas; developing youth structure plan, being the owner of the competition stadium, the operation place and the admin department of the club; 5) The financial and accounting aspect were low. The result of managing of Ratchaburi Mitr Phol FC by the standard criteria of The Asian Football Confederation couldn't pass the standard criteria of The Asian Football Confederation.

35713   11:45-12:15 | Room: 506 (5F)
Why Change is So Hard? The Immunity to Change of Teachers in a Rural Elementary School
Tian-Ming Sheu, National Taiwan Normal University, Taiwan
Jason H. Wu, National Dong Hwa University, Taiwan

Every rural school intends to improve the learning achievement of disadvantaged students. However, the predicament of student learning achievement is just like that of school-based parent education programs – those who should have come will never appear. This research recognizes the perspective of Robert Kegan and Lisa Lahey at Harvard University that school members are not unwilling to change. Kegan and Lahey explain how school members are systematically working against the very goal they certainly want to achieve. This research will select one Taiwan elementary school in the rural area and conduct the immunity to change workshops based on the immunity to change system developed by Kegan and Lahey. The goal is to expose the hidden commitments of teachers that hinder them from adopting change for improving student achievement. This research expects to have the following outcomes: 1) development of local immunity to change workshop program; 2) implementation of the immunity to change workshops; 3) evaluation of the results of the immunity to change workshop program; and 4) revision of the immunity to change theory.

Wednesday Session II

10:45-12:45 | Room: Prokofiev Hall (2F)

Education for Interdisciplinary Thinking
Session Chair: Andrew Reilly

33210   10:45-11:15 | Room: Prokofiev Hall (2F)
The Students' Satisfaction Toward Managerial Economics Class
Sauwaluck Koojaroenprasit, Kasetsart University, Thailand

As a policy of the Minister of Education that want all the educational institutions improve the quality of their students to be smart, good, and happy person. Kasetsart University has realized about the importance of this policy, so all lecturers were encouraged to do the classroom research to improve and update their teaching. The objective of this study was to analyze the students' satisfaction toward the managerial economics class. The methodology was a survey by collecting 47 questionnaires from students registered in this class. All respondents were the students in the department of economics at Kasetsart University, Thailand. This study employed Weighted Average Index (WAI). The results showed that the students had highly satisfaction toward taking the midterm and final exam with WAI 0.70 and 0.74, respectively. For the activities participated in this class, they had very highly satisfaction toward their presentation and doing the report / homework with the same WAI (0.84). For the opinion toward the student-centered learning and teaching, 74.47% of respondents thought that this class was the student-centered learning and teaching.

34593   11:15-11:45 | Room: Prokofiev Hall (2F)
Applying Mathematics in Interdisciplinary Studies [IDS]
Christina Lye, Nanyang Girls' High School, Singapore
Choon Juen Sam, Nanyang Girls' High School, Singapore

Nanyang Girls' High School's Interdisciplinary Studies [IDS] for Secondary One students were designed to enable students to begin to deliberate and solve real world problems using the knowledge, skills and thinking taught in various disciplines/subjects from languages and the humanities to maths, science, art and music. This curriculum is innovative in using concepts to ensure connections in students' learning. The focus of the interdisciplinary studies was on sustainable living. Students were tasked to look into the basic needs of food and shelter through Gardens to Table and the Built Environment. They used Design Thinking to scaffold their thoughts and reflections as well as to create a prototype. The presentation will focus on how the mathematics teachers designed their lessons in the IDS through collaboration with colleagues from other disciplines. Mathematical concepts were weaved into the themes of food and shelter by connecting them with science, history, geography and food studies. An alternative assessment using their prototype was crafted to create an authentic scenario for students to exhibit their skills and knowledge in mensuration and scales. This allowed the school to make students' learning relevant and authentic and to show meaningful connections within the discipline and across disciplines.

35645   11:45-12:15 | Room: Prokofiev Hall (2F)
A Study on Education to Enhance Optimism Utilizing Communication Board Games
HyeYeong Gim, Kangwon National University, South Korea
Seol-Ri Ryu, Sogang University, South Korea
SeoungHo Ryu, Kangwon National University, South Korea

This study verified the effects of enhancing optimism by utilizing communication board games with university students. Since optimism is closely related to grade, self-efficacy, a sense of achievement, the importance of enhancing optimism was emphasized. However, previous studies supported such optimism in terms of temperament traits of individuals or educate optimism with specific environments or subjects. Accordingly, this study intends to investigate a means of practical education that can enhance optimism utilizing games in a more casual environment based on the research of Seligman (1990), which claimed that the optimism can be learned regardless of temperaments. In Study1, a pre-test (t1) and a post-test (t2) were conducted in order to measure the changes in optimism(n=24). For 1 hour a week for 10 weeks, a communication board game that can induce optimistic thinking was devised and played based on the ABCDE model. As a result, the level of optimism increased by approximately three times from M=-4.7(t1) to M=12.8 in t2(p<.001). In Study2, a control group(n=22) was added with the experiment group(n=21) to measure optimism using the same method as Study 1. The level of optimism in the experiment group was M=-2.4(t1) and in the control group was M=-4.0(t1), which displayed pessimism in both groups. However, it increased by five times to M=11.5(t2) in the experiment group (p<.001), whereas there was no difference in the control group. The effect of promoting optimism utilizing communication board was confirmed empirically through individual interviews with participants.

Wednesday Session II
10:45-12:45 | Rooms: Prokofiev Hall & Schumann Hall (2F)

35801   12:15-12:45 | Room: Prokofiev Hall (2F)
Using the Concept of Fashion to Link Diverse Programs
Andrew Reilly, University of Hawaii at Manoa, USA
Loriena Yancura, University of Hawaii at Manoa, USA
Youngjin Bahng, University of Hawaii at Manoa, USA
Douglas Vincent, University of Hawaii at Manoa, USA

Departments housed in US land grant agricultural colleges often have the unenviable and difficult task of justifying their existence as collaborative entities that complement each other. Programs like fashion design and merchandising, family resources, and agricultural sciences have historic roots with seemingly little relevance to each other in today's academic milieu. Putting politics aside, educators in such programs are tasked with developing cross-disciplinary curriculum that can address the linkages between individual programs yet still educate students for careers in their respective fields. This conceptual paper demonstrates how the concept of fashion is relative to many of the disparate disciplines found these colleges. Fashion is often described as a temporal trend illustrated with a bell curve; an item or behavior is adopted in increasing frequency until a saturation point is reached as adoption declines, and is most frequently applied to appearance behaviors and modes of dress. This paper seeks to apply the concept of fashion to areas other than appearance and dress in order to demonstrate its usefulness for studying other topics, as well as describing how programs with diverse curricula can be linked together. Specifically, we look at fashion in adoption of specific breeds of dogs as pets and farming practices in the United States.

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Wednesday Session II: 10:45-12:45
Room: Schumann Hall (2F)
Primary & Secondary Education
Session Chair: Niken Kusuma Hapsari

35337   10:45-11:15 | Room: Schumann Hall (2F)
The Role of Indonesian School in Singapore in Developing Students' Patriotic Character
Novitasari Saronik, Indonesia University of Education, Indonesia
IIM SITI Masyitoh, Indonesia University of Education, Indonesia

Globalization brings changes in many aspects of Indonesian life including some Indonesian residents who lived in foreign countries such as Singapore. Singapore is a meeting place of various foreign cultures directly or indirectly. The clash because of globalization and foreign cultures are feared can affect the nationalism of Indonesian in Singapore, especially children. School is one of the parties which plays a role in implementing character education so that children have strong patriotic spirit. Therefore, this study aimed at identifying the role of Indonesian School in Singapore in developing students' patriotism. The method used in this research was qualitative method. Data obtained through observation, interviews, and documentation. The findings indicate that Indonesian School in Singapore had a role in cultivating the patriotic soul of students through some methods: the integration of the school culture, the integration of subjects, and various self-development activities. The study recommending that: 1) The methods applied by the school in improving the students' patriotic character can be used as a positive example in the implementation of character education; 2) The role of the school need to be supported by cooperation of the student's family and the government because its success can bring some positive impacts for Indonesia and Singapore.

35144   11:15-11:45 | Room: Schumann Hall (2F)
Relationship between Teacher's Interpersonal Communication Skills and Students' Achievement in Science at Primary Schools in Sidoarjo
Duhita Savira Wardani, State University of Surabaya, Indonesia

This study aims to determine the relationship between interpersonal communication abilities of teachers and learning achievement students. The study used quantitative research methods conducted at Primary School (PS) in Sidoarjo. The population in this study were students PS Sidoarjo district in academic year 2014/2015. The sampling technique used was 100 students. The technique of collecting data using questionnaires and documentation. Methods of data analysis using statistical analysis of the correlation of product moment. The results of this study shows that the achievement of science subjects PS Sidoarjo has an average of 81.12. and there are three students who score below 75. The results of this study also indicate that learning achievement subjects of science influenced by interpersonal communication skills of teachers. The relationship between the two variables is positive means of mutual support. The higher the interpersonal communication skills of teachers, the higher learning achievement in the subjects of science and vice versa. If the interpersonal communication skills of teachers lower the learning achievement of science subjects will also be lower.

34467   11:45-12:15 | Room: Schumann Hall (2F)
Keep Smile Book: An Instrument of Students' Affective Evaluation
Muhammad Hanif, University of Sebelas Maret, Indonesia

This study aims to describe the use of "Keep Smile Book" as an instrument of students' affective evaluation and factors affecting its implementation. "Keep Smile Book" is a diary consists of students' book and teachers' column. This book combined observation and self-assessment technique of evaluation. The students actively involved to assess themselves by a cute way of putting an emoticon sticker on a diary. Descriptive qualitative design was used in this study to explore the phenomena. The research subject are 88 students and 3 teachers of

Wednesday Session II
10:45-12:45 | Room: Schumann Hall (2F)

the fourth to sixth grade of SD Negeri 1 Piji Kudus. The data are gathered through documentation and interview. The result of this study showed that "Keep Smile Book" was valid and eligible to use as students' affective evaluation shown by low-margin score between students' and teachers' given. It also give a choice to the teacher to adopt such kind of self-evaluation on affective domain. By understanding the criteria and having a happy activity, students respectively encouraged to perform noble behavior. The constraint laid on the time consumption in filling the book but the students' involvement contributed to the success of the implementation.

34305   12:15-12:45 | Room: Schumann Hall (2F)
The Impacts of Neglecting Affective Assessment in Indonesian Schooling System
Niken Kusuma Hapsari, Indonesia Endowment Fund for Education (LPDP), Monash University, Australia

An ideal instructional activity need to be assisted and finalized by a balanced assessment of cognitive, psychomotor, and affective domain, to get the most out of it. Those assessments need to go hand-in-hand because they are interrelated. However, teachers around the globe tend to pay less attention to the affective assessment and frequently fail to assess it. This phenomenon also happened in the context of Indonesia. The obligation of implementing the affective assessment is written in Indonesian national curriculum. Nevertheless, various studies found that it is not applied by teachers in Indonesian schools. Ignoring the affective domain in assessment can be dangerous since it is proven that the affective domain is beneficial for students' academic success and for helping teachers to understand students' behavior and interest. Based on that background, this paper is challenged to investigate the effect of ignoring affective assessment in Indonesian schooling system. This study is conducted by implementing the mixed method – combining literature review and survey, targeting teachers across Indonesia by using questionnaire. It found that there are three effects of ignoring the affective assessment in Indonesian schooling system, they are: teachers find it hard to understand students' interest; students' academic achievement is negatively affected; and controlling students' behavior is getting more complicated.

Wednesday Session III
13:45-15:15 | Room: 501 (5F)

Wednesday Session III: 13:45-15:15
Room: 501 (5F)
Education: Social Justice & Social Change
Session Chair: Kate McCabe

34648   13:45-14:15 | Room: 501 (5F)
Women's Roles in the Series Desperate Housewives: *A Feminist Perspective*
Cholawat Prawalpatamakul, Khon Kaen University, Thailand
Suban Keowkanya, Khon Kaen University, Thailand

Desperate Housewives, created by Marc Cherry and aired on the ABC channel for eight seasons, can be considered a representation of gender, specifically femininity, on the television (Bignell, 2008). Its plot focuses on the lives of 4 women (Bree, Lynette, Gabriel & Susan) who represent the internal struggles of the average woman, such as disempowerment, restrictions, and the confusing relationships of modern women in society (Morgan, 2007; Coward, 2006; Sayeau, 2006). Although feminist movement emerged and passed through lots of phrases, it is still skeptical whether the women in the society, to be specific the 4 female protagonists who portrayed the traditional housewives struggled from making their own choices, and how the society reacted to them. Therefore, the purpose of this study is to critically analyze the women's roles in the series by using Feminist Theory as a lens. Season eight of the series was selected since it is the latest and shows the conclusion of all the characters. The results of the analysis showed all aspects of women's roles which reflected the feminist theory in many ways.

33149   14:15-14:45 | Room: 501 (5F)
Identifying Factors Affected Motivational Achievement of Woman Lecturer in Several Private Colleges in Balikpapan
Mardatillah Wahab, STIE Madani, Indonesia

Indonesian women nowadays have grown much better than years ago, especially in education which is proven by many Indonesian women have become lecturers. Women, like men, also have the equal chance to be the best especially in the side of education as lecturer. The objective of this research is to find out which needs that affect the motivational achievement, so that it will be useful for any educational decision makers, mostly in the area of Balikpapan, also as reference to anyone who has the same attention to educational matters and reference to other researchers. This research is a descriptive quantitative research, done in several private colleges in Balikpapan. The number of research subject is 40 people derived from women lecturers, permanent and temporary lecturers. Before doing the data analysis, the researcher maintained the validity and reliability test and finally the multiple regression analysis. The multiple regression analysis is done to find out the regression coefficient both for the free variable (X) and chained variable (Y), partial correlation for each free variable, result for F Test and T Test, and last for probability for each variable. The result of the research is that all variables of needs simultaneously affected the motivational achievement of women lecturers in colleges sin Balikpapan. This result is shown from the score of F-count which is 9,740 and it means that there are 97, 40% significance influence. The biological and self-actualization variables have the dominant influences to the motivational achievement of women lecturer in colleges in Balikpapan, compared to other variables taken in the research.

Wednesday Session III
13:45-15:15 | Rooms: 501 & 503 (5F)

IAFOR Scholarship Recipient
34766   14:45-15:15 | Room: 501 (5F)
Arts-Based Inquiry and the Treatment of Cancer and How These Events Inform Teaching Practice
Kate McCabe, Simon Fraser University, Canada
Renata Aebi, Simon Fraser University, Canada

This presentation of sound and visual art, and (spoken and written) poetry offers opportunities to increase perspectives into the embodied experience of the competitive spaces in which we live and learn. This installation-like presentation provides opportunity to engage in the process of undergoing treatment for breast cancer through the following arts-based research modalities: a poetic inquiry into personal responses to facing diagnoses, treatment and coming to healing; a piece of visual art depicting a translucent bust made from Japanese washi and the investigation of sounds that underscore radiation therapy in the treatment of cancer. We invite participants to wonder about their lived experiences with sounds and objects of the world and how these reflections can guide careful deliberations about how the medicalization of bodies can be understood and praxis redefined in the lived sensory experience of a diagnosis and treatment of major illness, specifically cancer. The exploration calls us to wonder what we invite and what we shut out of our learning experiences. This investigation led the researchers to think carefully about the sounds and things of classrooms. Paying attention to sounds and things awakened us to the relational nature of the material world and called us to ask questions about how we might invite students to think about the enfolding of life in the classroom.

<div align="center">✱✱✱</div>

Wednesday Session III: 13:45-15:15
Room: 503 (5F)
Student Learning, Learner Experiences & Learner Diversity
Session Chair: Ailsa Goh

34512   13:45-14:15 | Room: 503 (5F)
Introducing Service-Learning Through Discipline-Based Approach to Exposure Trips
Noelle R. Flores, Ateneo de Manila University, The Philippines

Holistic development of students as individuals is one of the central aims of many institutions of higher education. In Ateneo de Manila University, undergraduate students undergo a four-year formation program so they develop into well-rounded individuals belonging to a local and global society. On freshman year, students undergo Introduction to Ateneo Culture and Traditions (InTACT) to help them transition from basic to higher education. Community building and social orientation are among key areas of InTACT. These are highlighted by exposure trips to institutions catering to marginalized communities to give freshmen opportunities to be aware of social issues and be informed of ways to get socially involved. Since 2013, the discipline-based (DB) approach to exposure trips has been implemented in InTACT. Students have gone to institutions like health centers, government offices and small-medium sized enterprises, pertinent to their chosen discipline. Such approach hopefully enables students to experience social involvement in the context of their discipline. The exposure trips are evaluated in the year-end student survey of InTACT. Using the thematic analysis, this paper aims to document the students' take on their exposure trips since the DB approach was implemented. The DB approach to exposure trips serves as introduction not only to other formation programs but also to service-learning, which is a pedagogical approach mostly used in their discipline. InTACT is about introductions and the exposure trip does what it should: to introduce service-learning and lead the youth towards a deeper understanding of their social responsibility.

33655   14:15-14:45 | Room: 503 (5F)
The Influence of Lecturer Performance Index Toward Student Achievement Index
Kartini Rahmatillah, STIE Madani Balikpapan, Indonesia

Good lecturers brings good students. The result of student achievement is determined by the lecturer performance. This study aims to determine lecturer performance seen from student achievement index for 1 (one) semester and focused on lecturers nurturing a certain course. This research is expected to contribute information of reducing lecturer shortcomings and improving lecturer performance seen from student perception. This observational research was conducted in STIE Madame Balikpapan by distributing questionnaires to all students of 2011–2012 class. Data were analyzed using regression analysis, descriptive statistics and statistical tests. Lecturer Achievement Index (LAI) showed an average of 2.867 with a standard deviation of 0.39015 with minimum value of 1.46 and maximum value of 3.91. The average value of LAI is still below 3.0 indicates shortfall in lecturer performance in STIE Madame Balikpapan. Student Achievement Index (SAI) showed an average of 3.1186 with a standard deviation of 0.73075 with a minimum value of 0.40 and a maximum value of 4.00. The average value of SAI is above 3.0 indicates student achievement of STIE Madame Balikpapan which has been ideal. SPSS output display models of summary magnitude R Square (R2) was 0,137, this means 13.7% of the variation of SAI can be explained by the variation of LAI. Based on SPSS output display, for the unstandardized beta coefficient value, the variable of LAI is significant, which can be seen from LAI significance probability of 0.000 (below 0.05). Then it can be concluded that LAI influence SAI significantly positive.

Wednesday Session III
13:45-15:15 | Rooms: 503 & 505 (5F)

35525   14:45-15:15 | Room: 503 (5F)

Exploring the Impact of Positive Teacher Language on Student Engagement

Ailsa Goh, National Institute of Education, Nanyang Technological University, Singapore
Carol Tan, National Institute of Education, Nanyang Technological University, Singapore
Cher Chong Tan, Academy of Singapore Teachers, Ministry of Education, Singapore

At-risk students are diverse in their learning and psychological needs. They exhibit a wide range of maladaptive behaviours such as negative affect and low motivation. Frequently, they are also low in self-esteem, academic self-efficacy and self-concept. However, at-risk students had reported that a key contributing factor to their failure was the lack of close teacher-student relationships, as shown by teacher apathy, low teacher expectations, and lack of warmth, care and support from the teachers. To these students, relationship matters in student engagement and achievement. There is also growing consensus that quality relationship between students and their teachers play a critical role in motivating and engaging students. Teachers' relationships and interactions with their students are factors which can contribute either to a positive developmental change in their students or potentially inhibit their students' developmental process. From this perspective, teacher and student's interpersonal communications embody the relational capacity of the classroom to promote positive development. That is, the behavioural expression of teachers with their students in the classroom is an important factor fostering learning and development within the classroom. In this presentation, we will discuss a research study in Singapore to evaluate the impact of a teacher professional development programme on Positive Teacher Language to improve teacher-student relationships and to engage at-risk students. The Positive Teacher Language approach focuses on the words teachers use when talking to students, the intention behind the words' use, how words are being delivered, and how teacher language shapes student perception.

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Wednesday Session III: 13:45-15:15
Room: 505 (5F)
Adult & Lifelong Learning
Workshop Presentation

35683

Blended/Low-Residency Graduate Education in Japan and the USA: The Importance of In-person Sessions in Building of Learning Community

Karen Lynden Campbell, Goddard Graduate Institute, USA
Paul D. Mcgrath, Nagoya Gakuin University Graduate School, Japan

As purely online and low-residency/blended (distance) education continue to inform strategic planning in many universities (and K-12), so concerns about the relative value of online or face-to-face education persist. The past few years have seen slight increases in reported student satisfaction/learning outcomes with low-residency/blended education but those tracking data appear ambivalent about the validity of self-reported data (Allen & Seaman, 2015). Forms of blended education vary greatly in pedagogy, the extent of in-person instruction, and combinations of computer mediated technologies – such that generalizing from findings seems nigh on impossible. Our focus is on non-traditional/working adult learners. We will briefly sketch the structures of blended education in two different institutions (Nagoya Gakuin University Graduate School of Foreign Languages and Goddard Graduate Institute), and their different pedagogies (or andragogies), but then focus on how even limited in-person interaction has been shown to enhance learners' sense of shared culture, community, motivation, self-direction and course completion. We'll then ask how our learning might be applied to regular face-to-face education and possibly increase retention in purely online formats (Ali & Leeds, 2009; Weil Ed., Teaching Transformation, 2017; McGrath & Campbell, 2016/17). We will also address cultural differences/similarities that can be drawn upon to help forge learner bonds, intellectual collaboration, and contribute to both learners' engagement in dialogue and their persistence. Participants will be invited to engage with materials/strategies and share their experiences or questions.

Wednesday Session III
13:45-15:15 | Room: 506 (5F)

Educational Change Through Technologies
Session Chair: Yiu-chi Lai

34730   13:45-14:15 | Room: 506 (5F)

Factors Affecting Student Satisfaction and Achievement in Graduate Online Learning. An Indonesian Case
Suciati, Universitas Terbuka – Indonesia Open University, Indonesia

Student satisfaction in attending online learning programs determines retention and program completion. As a distance education university, Universitas Terbuka, Indonesia, offers both hybrid format of learning, incorporating face-to-face and online learning, as well as fully online learning program. Retention turns out lower for the fully online programs than the hybrid mode of learning. Program satisfaction seems to be a factor influencing retention. This study investigates student readiness, measured by self efficacy and self regulation, and its effect on student satisfaction. The respondents consists of 59 graduate students from various parts of Indonesia. The results showed a positive and significant effect of students' self-efficacy and self-regulation on satisfaction (.56 and .61 respectively). An in-depth explanation was provided in regards to the contextual factors related to access of information and communication technology available in Indonesia.

34477   14:15-14:45 | Room: 506 (5F)

Influence of Interactive Statistics Demonstration Apparatuses on the Interest of High School Students to Pursue Career Path in Statistics
Maria Azucena Lubrica, Benguet State University, The Philippines
Joel Lubrica, Benguet State University, The Philippines
Marycel Sajise, Benguet State University, The Philippines

After manipulating interactive statistics demonstration apparatuses, Year 10 students indicated that they had a high level of interest as well as a high level of curiosity regarding these apparatuses. Their exposure to these apparatuses had a high positive effect on their interest to pursue a statistics-related career path. Further, the students claimed that their academic performance can be enhanced, should these apparatuses be used in their statistics lessons. In general, they rated the interactive statistics demonstration apparatuses as "high". These results are based on self-reports of 51 participants who were asked, through a questionnaire, to give their views after their exposure to the apparatuses. There were no significant differences in the levels of interest and curiosity, extent of effect on interest to pursue a statistics-related career path, extent of possible effect on academic performance, and the overall rating, when participants were grouped according to sex. Similarly, there were no significant differences along these when participants were grouped according to their intended career path (whether statistics-related or not). It is recommended that opportunities to expose high school students to interactive statistics demonstration apparatuses be given, so as to attract these students to statistics or statistics-related career paths. Moreover, high school teachers are encouraged to utilize interactive statistics demonstration apparatus in their statistics classes so that the academic performance of their students can be enhanced.

34656   14:45-15:15 | Room: 506 (5F)

Flipping the Classroom: Changing the Pedagogy of Teacher Education
Yiu-Chi Lai, The Education University of Hong Kong, Hong Kong

The pedagogy to be examined in the study is called "flipped classroom" which emphasizes flipping the directed instructions to online lectures but having group activities in classes. This approach is widely promoted around the world in recent years. However most studies conducted on flipped classroom are still mainly on the design principles and the implementation process. The assessment issues involved in a flipped classroom still need to be investigated. The study aimed to investigate these assessment issues in flipped classroom approach. The study was conducted in the teacher education courses taught by the researcher. The student teachers in his classes were invited to participate. During a directed study week, learners were asked to learn from different online materials prepared by the course lecturer according to their online pre-test results. Learners would attempt an online post-test after learning at their own pace and time. Thus, both learners and course lecturer would be informed of participants' learning outcomes conveniently and quickly. To consolidate learners' knowledge, they would also apply their recently acquired knowledge to solve authentic problems in groups when they met in class where the educator could provide more support to those learners who did not do well in the post-test. After completing a case, data analysis would be carried out. The findings would inform the design and implementation of assessment strategies in the case followed.

Wednesday Session III

13:45-15:15 | Room: Prokofiev Hall (2F)

Wednesday Session III: 13:45-15:15
Room: Prokofiev Hall (2F)
Student Learning, Learner Experiences & Learner Diversity
Session Chair: Yiran Wang

35455   13:45-14:15 | Room: Prokofiev Hall (2F)
How Does a Speaker Maintain Her Local Language in a Multilingual Speech Society? A Case Study of a Sasak Girl Staying in Central Java
Nurun Hidayati, Indonesia Endowment Fund for Education, Sebelas Maret University, Indonesia

It is generally known that some people can live in one place for their entire live, while some others do not. In line with this condition, moving to a new place affects their lives, including their language. In regard to this situation, this paper aims to find out how a Sasak girl maintains her local language in a multilingual speech society. This study was conducted by using qualitative study in the form of a case study. The data were collected through observation, recording, and interview while interactive models (data reduction, data display, and drawing conclusion or verification) were used to analyze the data. At the end, the findings and discussions were also reviewed.

35175   14:15-14:45 | Room: Prokofiev Hall (2F)
Vietnam's National Foreign Language 2020 Project after 9 Years: A Difficult Stage
Thuong Nguyen, National Chengchi University, Taiwan

Vietnam has been witnessing many changes in learning language, and the National Foreign Language 2020 project is the latest breakthrough that delves into brand-new advances to improve effectively the quality of English language learning and teaching across all school levels in Vietnam. After nine years, this innovation has attracted considerable public attention and feedback from those concerned. On November 16, 2016, Mr Phung Xuan Nha, Minister of Education and Training, admitted that the National Foreign Language scheme for the 2008–2020 period had failed. However, there is no debate on why the project could not be completed within the defined period. This paper aims to discuss how it has failed by analysing the Vietnam national high school graduation examination results from Ho Chi Minh City's high schools as a case study. In addition, it incorporates findings from an observation of 3 English classes in Dao Son Tay High School that was conducted to provide first-hand evidence for this discussion. Through the analysis and observation, the study finds major obstacles that affect students' performance: the misuse of L1 in class, the unbalanced teaching time for 4 language skills, the lack of teacher-student interactions and the shortage of English teaching equipment. It then concludes that there is still unevenness in teachers' ability as well as teaching environments among schools. Moreover, the design of teachers' lesson plans is still in an unimproved way.

34533   14:45-15:15 | Room: Prokofiev Hall (2F)
Living or Surviving in an Intercultural Context: A Study on Transformative Learning of UK and Chinese Universities
Yiran Wang, University of Edinburgh, UK

Based on in-depth interviews of 14 UK international students in Chinese higher education institutions and 19 Chinese international students in UK higher education institutions on their Master or PhD degrees, the findings revealed that through exposure to a new cultural environment, a student can gain from the diverse transformative perspectives in both academic and social areas. These findings apply to participants who succeed in completing their studies and to those who drop out. International students experienced transformative learning because of diverse factors contributing to the fostering or impeding of these transformation, but the major contributing factors include culture shock, different educational conventions, and personal characteristics. This study makes a number of contributions to the existing literature and research on the theory of transformative learning, and on the comparative study of Western and Eastern international students. It extends the very limited number of studies on UK students in China and Chinese PhDs in the UK. The paper concludes by suggesting how education providers might improve their services and manage further development of international higher education.

Wednesday Session III

13:45-15:15 | Room: Schumann Hall (2F)

Professional Concerns, Training & Development
Workshop Presentation

34004
Effecting Change in Learning and Teaching in Higher Education: A Communities of Practice Approach
Dawn Johnson, Xi'an Jiaotong-Liverpool University, China
Henk Huijser, Xi'an Jiaotong-Liverpool University, China
Jianmei Xie, Xi'an Jiaotong-Liverpool University, China
James Wilson, Xi'an Jiaotong-Liverpool University, China

The concept of Communities of Practice has been around since Lave and Wenger (1991) first coined the phrase, and it has been adopted in a variety of higher education contexts (e.g. Viskovic, 2007; Chalmers & Keown, 2006; Boud & Middleton, 2003; McDonald, 2014) as a model for professional development and lifelong learning. Wenger, McDermott and Snyder (2002, cited in McDonald et al., 2012, pp. 4–5) define Communities of Practice as "groups of people who share a concern and who deepen their knowledge and expertise in this area by interacting on an ongoing basis – [As they] accumulate knowledge they become informally bound by the value that they find in learning together. Over time . . . [they] become a community of practice." The expectation is that this model will be well suited to the context of XJTLU, which is characterised by staff from a wide variety of educational backgrounds, and a relatively high staff turnover. Thus, establishing 'communities of practice' it is expected to firstly develop shared understandings of teaching in a transnational context, and secondly to develop as sense of belonging at XJTLU, thereby potentially increasing the likelihood that staff stay longer at the university. Thus, it can be seen as part of a significant institutional change process with a specific focus on a transnational and interdisciplinary context in China. This workshop will involve explanations of the research process taken at XJTLU and then inviting participants to evaluate the application of such an approach in their own teaching and learning context in order to effect change.

Closing Session

15:30-16:00 | Room: 504 (5F)

Closing remarks from members of the conference Organising Committee.

Virtual
Presentations

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33676

Customer Orientation Ensure Organization's Flexible Response to Keep Sustainability

Ya Fen Chen, National Cheng Kung University, Taiwan
Hsi An Shih, National Cheng Kung University, Taiwan

Global competition forced education organizations to rethink about providing better service to their customers. Many firms and public sectors have adopted business process reengineering (referred BPR) to enhance their competitiveness, but not all of them succeeded. We interviewed four state university administrative departments (two in the United States and two in the United Kingdom) that had gone through successful reengineering programs, and derived some principles together with a strategic framework to account for the consistency of their administrative strategies and business processes. Compared with private sectors, public sectors are hesitated to change mostly because of their staff members' resistance to change. Previous researches have indicated that: staff members' customer-orientated mindset could help to transfer the organization's climate, which is taken as an important factor for customer satisfaction and organizational sustainability. In public organization, applying information technology (referred IT) to BPR not only improved the operation efficiency and reduced cost, but also helped for cross-unit integration and communication and could reduce staffs' resistance. Based on the four individual case studies, we proposed: Under customer-orientation perspective, BPR together with the help of IT and flexible functional organization structure could be implemented in universities operations successfully. Customer-orientated mindset could motivate staff to stand from customers' position and with the help of IT, the communication between the university staffs and customers could be faster and more efficiently. Besides, flexible organization structure facilitate organization's coordination. However, how to direct staff members' mindset towards customer-oriented is another important issue in our future research.

33783

Impact of a Virtual Program Support to Overcome Barriers of Perceived Teacher Support and Use of Technological Resources

Luis Fernando Martinez-Sarmiento, Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá, Colombia

In developing the virtual accompaniment program, it was possible to overcome the limitations that the student self-imposed to the request for support by the teacher and resistance to the use of technological resources in the development of the subjects. The study presented below, aims to establish how they can present a pedagogical proposal that using a virtual environment strengthens the perception of support from teachers and the use of technological tools, as two of the greatest barriers of educational inequality into the classroom. The study was quantitative and descriptive. The methodology used was a quasi-experiment, in which two similar groups of subjects, each of 38 students, belonging to the program Finance and Foreign Trade, second semester, linked to the University Foundation of the Chamber of Commerce of Bogota were taken where the questionnaire on perceived teacher support Butler and Shibaz (2008) and a series of questions about the use of technological tools was applied before and after the program of virtual accompaniment, where the applied instruments showed an Cronbach's alpha higher than 0.9, denoting the reliability of the instruments. It was established that students who received the accompaniment, demonstrate significant variations in the perception of support from teachers and the use of technological tools. In the study, a comparison of means was applied by means of the t student test, showing variations in the levels of significance, so the group receiving the present program modification in the aspects analyzed.

34463

E-Kankor: Opening New Vistas of Higher Education Through an Innovative Intelligent Tutoring System

Hamidullah Sokout, Kabul Polytechnic University, Afghanistan

Passing the entrance examination to a university is a major step in one's life. Kankor is the nationwide tertiary entrance examination in Afghanistan. Since the score on the Kankor Assessment Test determines the student's academic future, it is highly recommended to do some test preparation so that the score and consequent placement reflect the student's ability. However, due to poverty and lack of public awareness, Afghanistan severely lacks sufficient resources for providing entrance test preparation facilities. Keeping the aforementioned in mind, web-based test preparation systems offer greater flexibility than the conventional systems, as they can be accessed online anytime. In addition to using easily found practice materials, an online test preparation system is the most efficient, dynamic and relatively cheap method to prepare students for the entrance test. In this study, I have proposed the design of a web-based test preparation system, known as e-Kankor, to help high school students learn university standards and give them the tools to pass the university entrance examination on the first try. e-Kankor is a student-focused educational environment designed to increase pass rate success. To measure success in my system, I have done several evaluations with real users. The major goal behind this study was to conduct long-term longitudinal study and make difference between capital high schools and provincial high schools on three main aspects: i) usability, ii) pedagogical and iii) psychological. The evaluation demonstrated that the e-Kankor system will serve the needs of students effectively.

Virtual Presentations

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35698

Ethical Leadership Competencies for Revitalizing Moral Learning in Higher Education

Kanog-on Rungrojngarmcharoen, Assumption University, Thailand
Joseph Purayidathil, Assumption University, Thailand

Moral and ethics courses are widely provided in higher education institutions; yet, they are taught by ineffective teaching methods. So, this paper is mainly to explore ideal practices of ethical leaders for revitalizing moral learning in higher education. The research method was based on a qualitative approach. The researcher reviewed books and articles on education encompassing the four pillars: 1) core values; 2) instructional strategies; 3) curriculum development approaches; and 4) moral assessment methods from 1965 until 2016. There were altogether 130 printed and online sources used. From the data analysis, the first pillar, core values were human (58%), social (40%) and political (2%). Respect (26%) ranked first in human values, responsibility (18%) in social values and patriotism (2%) in political value, respectively. For the second pillar, participatory teaching methods ranked first (65.3%). The method that was considered effective was group discussion (44.6%). However, passive teaching method constituted 34.7% and the method under this category ranked first was lecture (15.7%). For the third pillar, process approach ranked first (48%), praxis approach (33%) and product approach (19%). The last pillar, formative assessment was considered to be most effective for moral education, comprising 79% while summative only 21%. Institutional leaders play major roles in revitalizing how moral education should be taught, curriculum be developed, assessment be carried out. The paper recommends strategies of how institutional leaders should implement to enhance quality education of morality and ethics in higher education.

35444

The Use of Video-Based Instruction in Higher Education: Impact on Knowledge Gain

Naseer Ahmed, Al Ghurair University, UAE
Mohammad A Anwar, Al Ghurair University, UAE
Nishat Ahmed, Al Ghurair University, UAE
Abdelrahim M Al Ameen, Al Ghurair University, UAE

The present study aims to investigate the effectiveness of video-based instruction in a course entitled "Environmental Studies" to impart environmental knowledge among undergraduate students. The pretest-posttest assessment method was employed to obtain the scores before and after showing a video on a selected environmental theme to three different class sizes consisting of 9 (small class size), 19 (average class size), and 34 (large class size) students enrolled in three different semesters. The students enrolled in these classes were of varying demographics i.e. nationality, age and gender. The gains in student knowledge were determined using a two-tailed paired t-tests and effect size was analyzed using Cohen's d. Students in all three classes demonstrated knowledge gain. The difference in pretest-posttest score in the small class was highest (24.2%) using two-tailed paired t-test: $t(8)$, $p < 0.005$ with a very large effect size (Cohen's $d = 2.52$). The differences between the pretest-posttest scores for the average class size was 23.9% ($t(18)$, $p < 0.001$, Cohen's $d = 1.65$) and for the large class size was 17.9% ($t(33)$, $p < 0.001$, Cohen's $d = 1.06$). The data demonstrates that all three classes gained knowledge by video-based instruction method in the environmental course and the knowledge gain has a positive correlation with the size of the class.

35055

Linking Supply on Demand of Indonesia Human Resource in Science and Technology on Perspective Black Swan Phenomenon

Indri Juwita Asmara, Indonesian Institute of Sciences, Indonesia
Elmi Achelia, Indonesian Institute of Sciences, Indonesia
Maulana Akbar, Indonesian Institute of Sciences, Indonesia
Muhammad Tasrif, Institut Teknologi Bandung, Indonesia

This paper discusses how the influence of the phenomenon of black swan in the development of human resource on science and technology (HRST) in Indonesia. The Black Swan phenomenon is highly improbable that is unpredictable and carries a massive impact. In fact, Indonesia was predicted to become a developed country in 2025 with GDP growth conditions in 2025 reaching 9%. While the government is implementing policy that is linking the labor supply on demand through Indonesian National Qualification Frameworks (KKNI). Both of these issues become the background of black swan phenomenon. Indonesia HRST model has developed by System Dynamics, with this approach black swan scenario and reference scenario could be compared. The model has main structure that is supply and demand sub models. Simulation models use to absorb the phenomenon black swan through targeted GDP growth scenarios as well as link and match that assumes that the average waiting time to get a job of HRST is 3 months. HRST model are particularly vulnerable to KKNI policy. It means that to be a developed country, Indonesia should prioritize a policy in qualifying HRST supply on labor market, taking into account the effectiveness of link and match program which has been running at the moment.

Introducing IAFOR's Academic Grants & Scholarships

IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. From spring 2017 IAFOR is offering travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

Who can receive an IAFOR grant or scholarship?

Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships will be awarded based on availability of funds from IAFOR and will vary with each conference.

How are recipients of an IAFOR grant or scholarship selected?

The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

How can I apply for an IAFOR grant or scholarship?

If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process.

For more information please visit
www.iafor.org/financial-support

Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...
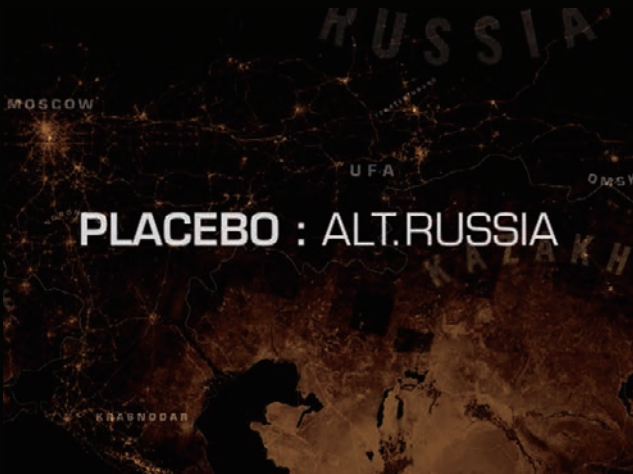
Top left: Did news coverage create the man or did the man create the news coverage? Professor Gary Swanson discusses the rise of Donald Trump at at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016). Professor Swanson is the former Hansen Endowed Chair in Journalism and Distinguished Journalist-in-Residence at the University of Northern Colorado. He has received more than 75 awards for broadcast excellence including three EMMYs. **Top right:** Internationally recognised specialist in human rights, sexuality and culture Professor Baden Offord chairs a Featured Panel on Social Movements and Critical Pedagogy at The Asian Conference on Cultural Studies (ACCS2016).

Above left: Grand Prize Winner of the IAFOR Documentary Film Award 2016, *PLACEBO: ALT. RUSSIA* – a documentary which explores the alternative cultures that are present within Russia's major cities, directed by Charlie Targett-Adams and announced at The Asian Conference on Film & Documentary 2016 in Kobe, Japan. **Above right:** Speaking on contemporary issues in journalism, Professor Richard Roth of Northwestern University, USA, delivers his Keynote Presentation at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016).

Below left: Silent film pianist Mie Yanashita prepares to perform an improvisational soundtrack to the film *What Made Her Do It?* after presenting on the same topic at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016) in Kobe, Japan. She has accompanied more than 600 silent film screenings in Japan and throughout the world, and has played in the UK, Germany, Italy, Thailand, Korea, and Malaysia. **Below right:** The One String Suma Goto Preservation Society perform. The history of the single string version of the suma goto dates back to the 11th century. Played during the Sake Tasting Workshop at The Asian Conference on Language Learning 2016 (ACLL2016).

Above: IAFOR places great value on the local community and aims to ensure our delegates can experience Japan's culture through a packed and exciting programme of events. IAFOR conferences offer delegates a diverse, informative and thought-provoking range of activities and experiences, such as taiko drumming.

Below left: An image from the series *Life After Injury* by Ukrainian photojournalist Alexey Furman, Grand Prize Winner of the 2016 IAFOR Documentary Photography Award. "With this project I would like to raise awareness on a growing number of war veterans in Ukraine." Winners were announced at The European Conference on Media, Communication & Film (EuroMedia2016) in Brighton, England. The award's theme corresponds to the theme of the conference, which in 2016 was "justice". **Below right:** Traditional Awa Odori dance performance at ACAH/Librasia2016 in Kobe, Japan. The International Academic Forum is proud to be based in Japan, and we organise a number of events throughout the year that showcase the best of Japanese culture, ranging from the raw power of the taiko drums to the understated beauty of the tea ceremony, from martial arts demonstrations by world class masters to hands-on calligraphy workshops by university clubs and haiku workshops by leading poets.
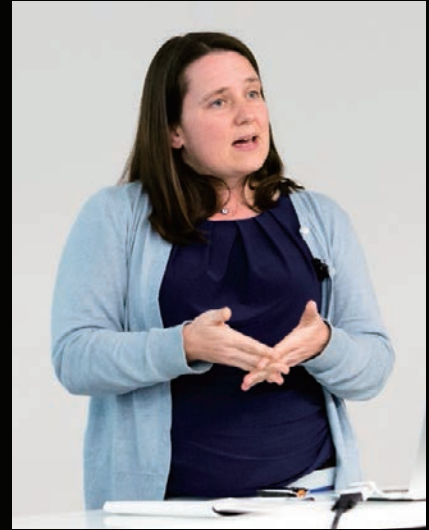
Top left: John Nguyet Erni, Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University, poses questions about new sovereignty, human rights and humanitarian discourse in a Keynote Presentation at The Asian Conference on Asian Studies (ACAS2016) entitled "Negotiating 'Refuge': Humanitarianism for the 'Included-outs'". Professor Erni has published widely on international and Asia-based cultural studies, human rights legal criticism, Chinese consumption of transnational culture, gender and sexuality in media culture, youth popular consumption in Hong Kong and Asia, and critical public health.

Top centre: At The Asian Conference on Cultural Studies (ACCS2016), Professor Koichi Iwabuchi chairs a Keynote Panel on social movements and critical pedagogy. Koichi Iwabuchi is Professor of Media and Cultural Studies and Director of the Monash Asia Institute in Monash University, Australia, and his main research interests are media and cultural globalisation, multicultural questions, mixed race and cultural citizenship in East Asian contexts.

Top right: Dr Amy Szarkowski delivers an interesting Featured Panel Presentation on disability and disability issues in Japan at The Asian Conference on Asian Studies (ACAS2016). Dr Szarkowski is a psychologist in the Deaf and Hard of Hearing Program at Boston Children's Hospital and an Instructor in the Department of Psychiatry at Harvard Medical School, USA.

Below left: Dr James McNally of the University of Michigan, USA, is Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. As AGen2016 Featured Speaker & Conference Co-Chair, he delivers a Featured Presentation on the individual and societal benefits for caregivers to elderly family members. Professor McNally is is Vice-President of The International Academic Forum (IAFOR).

Below centre: Professor Jun Arima, of the Graduate School of Public Policies, University of Tokyo, Japan, gives a Keynote Presentation on the significance of the Paris Agreement in the history of climate negotiation, its major points and Japan's action, at The Asian Conference on Sustainability, Energy and the Environment (ACSEE2016).

Below right: As Keynote Speaker at The Asian Conference on Aging & Gerontology (AGen2016), Professor Hiroshi Ishida discusses social survey data sets and data-archiving activities in Japan and introduces the Social Science Japan Data Archive (SSJDA).
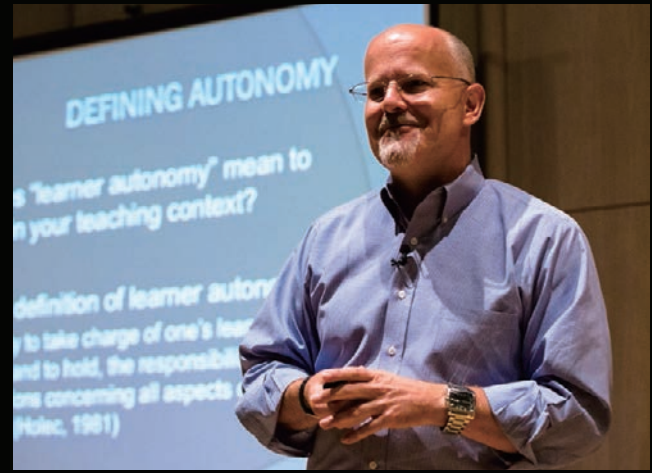
Top left: As a Keynote Speaker, Professor Stephen Ryan of Japan's Waseda University, lectures on "Diverging approaches and converging goals" at The Asian Conference on Language Learning (ACLL2016). **Top right:** In his Featured Presentation at the same conference, Richmond Stroupe of Soka University in Tokyo, Japan, discusses enhancing learner autonomy in Japan through teachers' professional development.

Above left: During the annual haiku workshop at The Asian Conference on Literature, Librarianship & Archival Science (LibrAsia2016), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2016 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, reads world-famous haiku.

Bottom left: Internationally renowned pianist and former Fulbright scholar Marusya Nainggolan gives a captivating performance to ACAH2016 delegates. Marusya Nainggolan graduated from the Jakarta Institute of Arts, Indonesia, and received a Bachelor of Music from the New South Wales Sydney Conservatory, Australia, followed by a Master of Music Art at Boston University, USA. **Bottom right:** Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University and ACAH2016 Plenary Speaker, explores justice and literature in the classroom by investigating the claim that teaching literature means teaching social justice.

Above left: At The IAFOR International Conference on the City (City2016), renowned critic and theorist Professor Bill Ashcroft of the University of New South Wales, Australia, gives a Keynote Presentation on the concept of the Transnation. **Above centre:** Alonso Carnicer, a news reporter at TV3, the Catalan Television channel, and Keynote Speaker at City2016, discusses his Catalan Television documentary, "Shanty towns, the forgotten city", which tells the story of impoverished settlements in Barcelona. **Above right:** Novelist, playwright and poet Gloria Montero, Global2016 Featured Speaker, delivers a talk entitled "Filling in the Lonely, Empty Places" at The IAFOR International Conference on Global Studies (Global2016).

Below left: Speaking on the dialectics of communication, Professor Svetlana Ter-Minasova of Lomonosov Moscow State University, Russia, presents during the Plenary Session at The European Conference on Psychology and the Behavioral Sciences (ECP2016). **Below right:** Dr Eddie Bruce-Jones of Birkbeck College School of Law, University of London, UK, explores the tensions and possibilities inherent in interdisciplinary work at the junction of the legal, the social-scientific and the literary, in his Keynote Presentation at The European Conference on the Social Sciences (ECSS2016).

Bottom left: Dr Amy Azano, Keynote Speaker at The European Conference on Education (ECE2016), gives an animated presentation entitled "Leveraging Place and Moving Toward Glocalized Learning". **Bottom right:** At The European Conference on Language Learning (ECLL2016), Professor Jean-Marc Dewaele, Keynote Speaker, argues that these non-linguistic benefits of language learning are illustrations of multicompetence.

Above left: Professor Sanja Bahun of the University of Essex, UK, addresses the part played by the arts, and literary art in particular, in transitional societies, in a Keynote Presentation at The European Conference on Literature & Librarianship (LibEuro2016). **Above right:** In her role as ECAH2016 Keynote Speaker, Professor Anne Boddington of the College of Arts and Humanities, University of Brighton, UK, explores the idea of the "stained glass ceiling", by examining the challenge of achieving effective intersectionality through gender and ethnic inequalities.

Below left: Toshihiko Sakaguchi, EBMC2016 Keynote Speaker and Director-General of JETRO London, gives a talk entitled "Japanese Economy and Business Opportunities" during the Plenary Session of The European Business & Management Conference (EBMC2016). **Below right:** At The European Conference on Politics, Economics & Law (ECPEL2016), Professor Michael Clarke, Keynote Speaker and Former Director General of the Royal United Services Institute, discusses the way in which the essential rules of international politics were formed and those states and societies that shaped them.

Bottom left: In a Keynote Presentation on reducing fear, increasing confidence and reaching the students who think that learning is an ordeal, Ken Wilson, a teacher trainer, and published author of a large amount of ELT materials, outlines how some simple group and game activities can serve as confidence builders for students at The European Conference on Language Learning (ECLL2016). **Bottom right:** Jared Baxter, ECAH2016 Keynote Speaker and Vincent van Gogh researcher, presents on "Vincent van Gogh's Symbolist Art" at The European Conference on Arts & Humanities (ECAH2016).

Above left: Yukio Satoh gives his Keynote Presentation entitled "Shifting Strategic Balance and Asian Security" at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016). Former Permanent Representative of Japan to the United Nations and former ambassador of Japan to Australia and the Netherlands, Yukio Satoh is now based at the Japan Institute of International Affairs, Japan. **Above right:** Current President of the Asian Political and International Studies Association (APISA) Professor Brendan Howe welcomes delegates to the The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), held jointly with APISA's tenth annual congress in Osaka, Japan.

Below left: In a Keynote Presentation at The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016), Professor Jun Arima, based at the Graduate School of Public Policy, University of Tokyo, Japan, speaks on Asia's energy outlook. Professor Arima was Director General of the Japan External Trade Organization (JETRO), London, UK, and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI) in Japan from 2011 to 2015. **Below right:** Keynote Speaker Xingzui Wang, Executive Vice President of the China Foundation for Poverty Alleviation, addresses delegates at the Plenary Session of The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016) on fighting poverty in China.

Bottom left: Michael Alfant, President Emeritus of the American Chamber of Commerce in Japan and Group President and CEO of Fusions Systems Group, headquartered in Tokyo, listens attentively during the Plenary Session of the The Asian Business & Management Conference 2016 (ABMC2016) in Kobe, Japan.

Bottom right: At IAFOR's Kansai-based conferences the arts and culture of Japan are frequently showcased as part of the programme. Conference attendees at The Asian Conference on Technology in the Classroom 2016 (ACTC2016) had the opportunity to gain knowledge and practical experience in the art of the Japanese green tea ceremony, with an informative demonstration and workshop given by local artisans.

Above left: Addressing delegates at The Asian Conference on Education 2016 (ACE2016), Dr Peter McCagg gives a Keynote Presentation entitled "International Liberal Arts: Meeting Japan's Higher Education Needs in the Global and Digital Era". In his talk he identified dimensions of the university experience in Japan that can and need to be strengthened in order to create coherence and integrity in students' intellectual experiences. Dr McCagg is the Vice President for Academic Affairs of Akita International University, Japan.

Above right: In her Keynote Presentation, Professor Insung Jung of the International Christian University, Japan, examines the ways MOOCs are being used by individual learners and university systems, and their impact on access, quality and cost in higher education, at The Asian Conference on Society, Education and Technology 2016 (ACSET2016).

Below: Professor Grant Black (**below top left**), Vice-President of The International Academic Forum (IAFOR), chairs a Featured Symposium entitled "The Globalisation Process for University Education in Japan" at The Asian Conference on Education 2016 (ACE2016) in Kobe, Japan. The symposium aimed to integrate education theory and research with the context of long-term social processes in order to address policy reform and structural change in Japanese universities, and contributors included Dr Fumiko Kurihara of Chuo University (**below top middle**), Dr Maria Gabriela Schmidt of the University of Tsukuba (**below top right**), Dr Yasuo Nakatani of Hosei University (**below bottom left**), Dr Yukiko Mishina of the University of Tokyo, Japan (**below center middle**) and Dr Reiko Yamada of Doshisha University (**below bottom right**), all based in Japan.

In January 2017, The IAFOR Hawaii Conference Series 2017 was held at The Hawai'i Convention Center, Honolulu, Hawaii, USA, as two consecutive events on the themes of "East Meets West: Innovation and Discovery" and "Educating for Change".

Top left: Professor William G. Staples of the University of Kansas, USA, speaks on "Everyday Surveillance: A Case Study of Student Information Systems" at IICSSHawaii2017. Professor Staples is well known internationally for his work in the areas of social control and surveillance. **Top right:** In her Keynote Presentation at IICSEEHawaii2017, Dr Jaimey Hamilton Faris of the University of Hawaii at Manoa, USA, introduces the audience to the concept of "liquid archives". Her academic writing focuses on issues of global trade networks and systems, environmentalism and sustainability in contemporary art, especially in the Asia-Pacific context.

Below left: Featured Presenter Donna McIntire-Byrd discusses eco-diplomacy and water conservation at IICSEEHawaii2017. Donna McIntire-Byrd serves as Chief of the Energy & Sustainable Design Unit for the US Department of State Bureau of Overseas Buildings Operations. **Below right:** In a Keynote Presentation, Dr Linda Furuto of the University of Hawaii at Manoa, USA, addresses the audience at IICEHawaii2017 on the topic of "Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections".

Bottom left: Professor Curtis Ho of the University of Hawaii at Manoa, USA, sits on a Featured Panel that explored how we educate for positive change, striking a balance between the need to challenge while also respect and preserve local and indigenous cultures and their languages, at IICEHawaii2017. **Bottom right:** In a Featured Presentation at IICTCHawaii2017, Dr Kristin Palmer discusses the use of open educational resources (OER) and massive open online courses (MOOCs). Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia, USA.

Above: Aunty Kehaulani Lum and Uncle Bruce Keaulani of the Living Life Source Foundation, Hawaii, demonstrate a traditional Hawaiian greeting at IICEHawaii2017.

Below left: Distinguished psychologist Professor Michael B. Salzman of the University of Hawaii at Manoa speaks as part of a Featured Panel on "Aloha as a Way of Being: Hawaiian Perspectives on Learning" at IICEHawaii2017. **Below right:** Dr Xu Di, also of the University of Hawaii at Manoa, addresses the audience as part of the same IICEHawaii2017 Featured Panel. Dr Di's recent publications focus on bridging Eastern and Western philosophy for educational practices.

Bottom left: Professor Ken Urano, Featured Speaker at IICLLHawaii2017, presents on the topic of "Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan". Professor Urano is a member of the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students.

Bottom right: In a Featured Presentation on statistics in the cognitive/risk era, award-winning research scientist and innovator Dr Nathaniel Newlands of the University of Victoria, Canada, discusses the increasingly critical role statistics plays in unravelling the complexity of our world at IICSSHawaii2017.

The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE, as an interdisciplinary event on the themes of "Educating for Change" and "East Meets West: Innovation and Discovery".

Top left: Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, gives a compelling Keynote Presentation at IICEDubai2017 on "Interdisciplinary Education for Innovation and Change". Professor Hall is Vice-President of IAFOR.
Top right: IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of "Education: A Supertanker in an Ocean of Change and Innovation", discussing change in education from a number of different perspectives.

Below left: In a Featured Presentation at IICEDubai2017, Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Aloul is Professor and Department Head of Computer Science and Engineering, as well as Director of the HP Institute at the American University of Sharjah, UAE. **Below right:** As a Featured Speaker at IICEDubai2017, Dr Sufian Abu-Rmaileh of UAE University, UAE, presents on "Leadership Skills & Styles for Successful Administrators". Dr Abu-Rmaileh is President of TA Toastmasters and former President of TESOL Arabia.

Bottom left: In a lively Featured Presentation at IICSSDubai2017, Dr Virginia Bodolica, American University of Sharjah, UAE, discusses "Managing for Innovation and Sustainability: Lessons from the Gulf Region", illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men's College, UAE, gives a Featured Presentation as part of IICEDubai2017 on educators' productivity, sharing the results of a research project investigating how the most productive TESOLers "fit it all in" and attain the ever-elusive work-life balance.

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& Reviewers

A-Z Index of Presenters

A-Z Index of Presenters

A-Z Index of Presenters

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We are grateful for the time, effort and expertise donated by all our contributors.

Upcoming Events

www.iafor.org/conferences

Kobe, Japan, 2017

March 30 – April 2, 2017
The Asian Conference on Arts & Humanities 2017
(acah.iafor.org)
The Asian Conference on Literature 2017
(librasia.iafor.org)

June 1–4, 2017
The Asian Conference on Cultural Studies 2017
(accs.iafor.org)
The Asian Conference on Asian Studies 2017
(acas.iafor.org)
The IAFOR International Conference on Japan & Japan Studies 2017
(iicj.iafor.org)

June 8–11, 2017
The Asian Conference on the Social Sciences 2017
(acss.iafor.org)
The Asian Conference Sustainability, Energy & the Environment 2017
(acsee.iafor.org)
The Asian Conference on Aging & Gerontology 2017
(agen.iafor.org)

October 19–22, 2017
The Asian Conference on Education 2017
– includes The Asian Undergraduate Research Symposium 2017
(ace.iafor.org)

October 27–29, 2017
The Asian Conference on Media & Mass Communication 2017
(mediasia.iafor.org)

Brighton, UK, 2017

June 30 – July 2, 2017
The European Conference on Education 2017
(ece.iafor.org)
The European Conference on Language Learning 2017
(ecll.iafor.org)

July 4–5, 2017
The European Conference on Psychology & the Behavioral Sciences 2017
(ecp.iafor.org)
The European Conference on Ethics, Religion & Philosophy 2017
(ecerp.iafor.org)

July 7–9, 2017
The European Conference on the Social Sciences 2017
(ecss.iafor.org)
The European Conference on Sustainability, Energy & the Environment 2017
(ecsee.iafor.org)

Upcoming Events
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Brighton, UK, 2017 (cont.)

July 11-12, 2017
The European Conference on Arts & Humanities 2017
(ecah.iafor.org)
The European Conference on Media, Communication & Film 2017
(euromedia.iafor.org)

Barcelona, Spain, 2017

July 14-16, 2017
The IAFOR International Conference on the City 2017
(city.iafor.org)
The IAFOR International Conference on Global Studies 2017
(global.iafor.org)

Hawaii, USA, 2018

January 4-6, 2018
The IAFOR International Conference on Education – Hawaii 2018
(iicehawaii.iafor.org)
The IAFOR International Conference on Language Learning – Hawaii 2018
(iicllhawaii.iafor.org)
The IAFOR International Conference on the Social Sciences – Hawaii 2018
(iicsshawaii.iafor.org)
The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2018
(iicseehawaii.iafor.org)

Dubai, UAE, 2018

Dates TBA – Schedule Subject to Change
The IAFOR International Conference on Education – Dubai 2018
(iicedubai.iafor.org)
The IAFOR International Conference on Language Learning – Dubai 2018
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