

**2019 5th International Conference on Education and
Training Technologies
(ICETT 2019)**

**2019 5th International Conference on Learning and
Teaching
(ICLT 2019)**

Seoul, South Korea

May 27-29, 2019

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Welcome Remarks

On behalf of IEDRC, we welcome you to Seoul to attend 2019 5th International Conference on Education and Training Technologies (ICETT 2019) and 2019 5th International Conference on Learning and Teaching (ICLT 2019). We're confident that over the three days you'll get theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, profitable and sustainable communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in Education and Training Technologies.

We hope that your work and that of your institution or company will be enhanced both by what you learn and by those with whom you connect over the next 3 days. Our field is enriched by the dialogue among colleagues from around the world which occurs during presentation sessions as well as informal conversations. We hope this is a memorable, valuable, and enjoyable experience!

On behalf of conference chair and all the conference committee, we would like to thank all the authors as well as the program Committee members and reviewers. Their high competence, their enthusiasm, their time and expertise knowledge, enabled us to prepare the high-quality final program and helped to make the conference a successful event. We hope that all participants and other interested readers benefit scientifically from the proceedings and also find it stimulating in this process. Finally, we would like to wish you success in your technical presentations and social networking.

Once again, thanks for coming to this conference. We are delegate to higher and better international conference experiences. We will sincerely listen to any suggestion for improvement and we are looking forward to meeting you next time.



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Conference Venue

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Best Western Premier Gangnam Hotel is a city business hotel. This environmentally friendly hotel is located in a superior location, adjacent to the Jiangnan District and the railway station. It is only 3 kilometers from the subway, bus and train stations, 4 kilometers from the COEX shopping mall and 6 kilometers from the magnificent Hanjiang River.

In the elegant environment, guests can experience the luxury, enthusiasm and thoughtful service. The guest room is brightly decorated with modern facilities. In such a relaxed atmosphere, guests can enjoy its comfort and convenience. Guests can go to the restaurant to enjoy fine wine and delicious food, and even the most critical taste will be greatly tempted by all kinds of delicious food.

◆ Transportation

- KAL limousine - Terminal 1 Platform : 3B, 4A Terminal 2 Platform : 17, 18, 19 (Interval: 15~20 minutes) No. 6703 - From Incheon International Airport - To Samjung Hotel & BEST WESTERN PREMIER Gangnam Hotel
- Subway from - Incheon International Airport - 70 minutes / 62 km - Gimpo Airport - 40 minutes / 24 km
- Subway to - Shinnonhyun Station(Line 9) Exit 3, 5 minutes walking distance - Eunju Station(Line 9) Exit 1, 5 minutes walking distance

Also, the hotel provides shuttle bus which is chargeable. For more information about the bus service, please download KAL Limousine Bus Service [Incheon Airport form Korea].

Instructions for Presenters

Onsite Registration

- 1) Please print your registration form before you come to the conference.
- 2) You can also register at any time during the conference.
- 3) Certificate of Participation can be collected at the registration counter.
- 4) Your paper ID will be required for the registration.
- 5) The organizer won't provide accommodation, and we suggest you make an early reservation.

Oral Presentation

- 1) Devices Provided by the Conference Organizer:
- 2) Laptops (with MS-Office & Adobe Reader)
- 3) Projectors & Screens
- 4) Laser Sticks
- 5) **Materials Provided by the Presenters:**
- 6) Power Point or PDF Files (Files should be copied to the conference laptop at the beginning of each session)
- 7) **Duration of each Presentation (Tentatively):**
- 8) Regular Oral Presentation: 15 Minutes of Presentation, including Q&A
- 9) Keynote Speech: 40 Minutes of Presentation, including Q&A

Poster Presentation

Materials Provided by the Conference Organizer:

The place to put poster

Materials Provided by the Presenters:

Home-made Posters

Maximum poster size is A1

Load Capacity: Holds up to 0.5 kg

Best Presentation Award

One Best Oral Presentation will be selected from each presentation session, and it will be awarded after each session.

Dress Code

Please wear formal clothes or national representative clothing.

Important Note:

The time slots assigned in the schedule are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

Introductions for Publications

All accepted papers for the Seoul conferences will be published in the proceedings and journals below.

2019 5th International Conference on Education and Training Technologies (ICETT 2019)



Accepted papers will be published in the International Conference Proceedings Series by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by EI Compendex. The proceedings volume will also be submitted for potential indexing to SCOPUS and Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science). ISBN: 978-1-4503-6602-1

2019 5th International Conference on Learning and Teaching (ICLT 2019)



International Journal of Information and Education Technology (**IJET**), which is an international academic open access journal which gains a foothold in Singapore, Asia and opens to the world.

ISSN: 2010-3689

DOI: 10.18178/IJET

Abstracting/Indexing: EI (INSPEC, IET), Electronic Journals Library, Google Scholar, Crossref and ProQuest



International Journal of Learning and Teaching (**IJLT**), which is a scholarly peer-reviewed international scientific journal published quarterly, focusing on theories, systems, methods, algorithms and applications in Learning and Teaching.

ISSN: 2377-2891(Print); 2377-2905(Online)

DOI: 10.18178/ijlt

Abstracting/Indexing: Google Scholar; Crossref; IndexCopernicus, etc.

Introductions for Speakers

Keynote Speaker I

Prof. Jin Wang

Valdosta State University, USA



Jin Wang is a Professor of Operations Research in the Department of Mathematics at Valdosta State University, USA. He received his Ph.D. degree from the School of Industrial Engineering at Purdue University in 1994. His research interests include Operations Research, Stochastic Modeling and Optimization, Supply Chain Management, Monte Carlo Simulation, Computational Finance, Portfolio Management, and Applied Probability and Statistics. Currently, he is working on Big Data and Data Mining fields. He has more than 28 years collegiate teaching experience in the field of quantitative methods and statistics at Purdue University, Florida State University, Auburn University, and Valdosta State University. Dr. Wang has been active in professional research activities. He has authored articles for publication in referred journals and conference proceedings. He has been active in INFORMS, IIE, and the Winter Simulation Conference and invited to give presentations, organize and chair sessions at national meetings. He has participated as a principal investigator in several research projects funded by federal and industrial agencies, including the National Science Foundation, General Motors, and the National Science Foundation of P.R. China. He was invited as a panel member at the National Science Foundation Workshop. Dr. Wang also served as a consultant for financial firms. His analytical Monte Carlo method using a multivariate mixture of normal distributions to simulate market data has made a great impact in education and the finance industry. This algorithm was selected as a graduate-level research project topic for many schools, such as, Columbia University Management Department, Carnegie Mellon University Economics and Finance Department, Tilburg University in Holland, Technische Universitaet Munich in Germany, Imperial College in London. This method was also implemented in many financial companies, such as, Zurcher Kantonal Bank, IRQ, Zurich Switzerland, Klosbachstrasse, Zurcher, Switzerland, Norsk Regnesentral in Norway, Cutler Group, L.P., Altis Partners (Jersey) Limited, Windham Capital Management, LLC.

Speech Title: Applying Data Science in Higher Education Administration

Abstract: How can we improve the college undergraduate retention rate? This study is to investigate the association between the college retention rate and the predictors through a real college data set. An inferential model is needed to discover important predictors, so the corresponding strategy can be designed and adjusted to improve the retention rate. Meanwhile a predictive model is also needed to identify these at risk students who need help with lower retention probability. Logistic regression modeling technique is used to discover the major predictors. In addition to students' fundamental English and Math assessments, we discovered that the number of events students involved is an important predictor for improving the college retention rate. Detailed modeling techniques, data preparation, model assumption, selection, diagnostic, and validation are discussed.

Keynote Speaker II

Prof. NG Shun-Wing

University of Saint Joseph, Macau



Prof. Ng Shun Wing is currently Professor and Coordinator of the Programme of Master of Education at the University of Saint Joseph, Macau. He is also Adjunct Professor of Department of Education Policy and Leadership (EPL) at the Education University of Hong Kong (EdUHK). Previously, Prof. Ng was Head of EPL and Programme Coordinator of the Master of Education and Doctor of Education at the EdUHK. He graduated from the Chinese University of Hong Kong and completed his Master Degree in the University of Nottingham, UK. He received his PhD in Education from the University of Exeter, UK. Prof. Ng was the Programme Leader of the Training Programmes for Aspiring Principals, Newly Appointed Principals and Experienced Principals from Hong Kong, Mainland China and Asian countries. He has been working collaboratively with the Hong Kong Education Bureau, the Work Bank, Korean Education Development Institute, universities in Macau, Asia-Pacific and China and other educational foundations regarding research projects and continuous professional development programmes for principals and teachers. Prof. Ng has published three books and more than a hundred refereed articles in international journals and book chapters regarding education policies, international education, educational change and reform, home-school relations and citizenship education. He has been invited by many editors of international journals as reviewer and is the editorial board member of Teacher Development and Education Journal. He has been invited as external examiner for PhD and EdD dissertations by University of Western Australia, University of Nottingham, University of Bristol, University of Saint Joseph, Macau, The Open University of Hong Kong and The Chinese University of Hong Kong. His article entitled "Rethinking the Mission of Internationalization of Higher Education in Asia-Pacific Region" in the journal of Compare was awarded the Annual IISE Best Article 2013 by the Institute for International Studies in Education (IISE) of University of Pittsburgh, USA. Prof. Ng's research interests include social class influence on education, parental involvement in school education, education policy and change, higher education, school leadership, teacher education and citizenship education.

Speech Title: Teacher Balkanization: Does Leadership Matter?

Abstract: With the implementation of school-based management (SBM) in Hong Kong, important aspects of governance are delegated to parents, principals and teachers. The process of including parents to participate in school, aiming at achieving the institutional goal of partnership, emerges as a far more complicated process than expected. Moreover, the externally imposed innovation of parental involvement does indeed exert influence on teachers' value orientations, creating a significant impact on school cultures. This keynote aims to introduce an interpretive study which identified three balkanized groups of teachers with different ideological orientations in times of change. The first group consisted of those who supported and welcomed parental involvement whereas the second one was composed of those who showed resistance to change and would eventually isolate themselves from this imposed innovation. The third group of teachers, a majority, did not withdraw from change and needed to be provided with incentives and support for implementation of change. Teacher balkanisation is detrimental to implementation of change as it may lead to poor communication and coordination among teachers.

To manage teacher balkanization in times of change, the school leaders' personal beliefs and their early intervention strategies are of paramount importance. Data from interviews and observations suggested that whether parental involvement could be effectively implemented depended on the result of the 'wrestling' process arising from demarcation of teachers' ideological orientations within a school. The notion of 'wrestling' refers to the assimilation process in which teachers' various ideological orientations are mutually influencing or contradicting one another in the school context. Due to the effect of assimilation, a dominant value which will facilitate or impede educational change will eventually appear. To conclude, prior to initiating change, teachers should be provided with sufficient professional development training in specific areas. It is not the quantity of professional development programmes that matters. Rather, what is important is the focus and quality of such programmes designed to help teachers address the innovation directly and effectively.

Keynote Speaker III

Prof. Tang Siew Fun
Curtin University, Malaysia



Professor Tang Siew Fun is a Professor and Dean, Learning and Teaching at Curtin University Malaysia. She has strong credibility as a Dean, Learning and Teaching, an impressive track record of strategic leadership and management at a senior level and proven experience in the area. Professor Tang holds a doctorate in Educational Management, Planning and Policy and has a proven record in educational leadership with great contribution in driving innovative and pioneer teaching and learning initiatives. She prides herself leading the way towards transforming the teaching and learning landscape in the country. Her work has evolved from being a passionate excellent teacher to an effective educational leader, shifting the paradigm for the teaching profession in ensuring student success. Her previous employment was with Taylor's University, having spent 18 years holding various academic and administrative positions. Prior to that, she taught at other public and private universities in Malaysia and worked with two multi-national companies. Under her leadership, Taylor's University has re-defined student learning for better academic outcomes and being at the forefront of transformational teaching and learning. She was the Conference Chair for Taylor's Teaching and Learning Conference, an international conference, for five consecutive years since 2013. Professor Tang is a teacher developer who has always been in touch with the teachers she developed and creates valuable experiences for them. Her major research work focuses on teaching engagement evaluation processes and design, student holistic development, and innovative teaching practices. She is noted for her personal and professional efforts to develop lecturers, as she believes "students learn successfully if teachers teach successfully". She also believes that all students deserve an education that will challenge, inspire and prepare them to become better citizens as well as for a better future. She was appointed as an assessor panel with the Malaysian Qualification Agency (MQA) since 2012.

Speech Title: Disruptive Innovation and Digital Shift in Learning and Teaching

Abstract: Disruptive innovations and digital revolution have dramatically changed the way people live and shifted the paradigm how learning takes place. The workplace and its jobs are also quickly being altered and we will soon be only as good as the skills we possess. While the changes to hardware and software of technology garnered the attention of many, there is an urgent need to steer this transformation, and it involves talent. The present higher education curriculums may not adequately meet the needs of developing future ready graduates as well as life skills. It is imperative that higher education must be redesigned to focus on future works and life skills that ensure our graduates can readily take on tasks which have not yet been envisioned. Universities are transforming their curriculum and the way they teach and assess, to prepare future ready graduates. The use of disruptive technologies in education should empower learning in order to promote active learning and strengthen collaborative, creative, and evaluative skills among the students. To transform, a workforce that is ready to face a future of digitization and technological innovation needs to be built. We can no longer implement the same pedagogy with old mind-sets to tackle new issues. The role of universities in future-proofing our graduates must be taken on with a greater sense of urgency to ensure we are not left behind.

Keynote Speaker IV

Prof. Yixun Shi

Bloomsburg University of Pennsylvania,
USA



Yixun Shi, Professor of Mathematical and Digital Sciences at the Bloomsburg University of Pennsylvania, USA. He earned his Ph.D. from the University of Iowa in USA, and has been a faculty at Bloomsburg University of Pennsylvania since 1992. His research areas include mathematical modeling and applications in finance and management, numerical optimization, applied statistics, and mathematical education. He is also serving as the editor-in-chief of two mathematics journals and one education journal.

Speech Title: Strategies in Teaching College General Education Mathematics Classes

Abstract: In United States, as well as in a number of other nations, university and college have a set of required General Education Classes for undergraduate students to take. The purposes of general education are to help develop students' ability to think critically and communicate clearly, to let students have an entire university experience, to assure broad exposure to areas of study beyond the major, and to gain a deeper understanding of the world. However, many students come to general education classes with low interests, see those classes as a burden instead of benefit. All they want is to pass those classes and get done with them.

In order to change the behaviors of students, we need to raise student interests in these classes. This presentation proposes two strategies in teaching general education mathematics classes: (1) teaching the mathematics subjects through applications and examples that most students may like to see, such as games, and (2) teaching the mathematics subjects within the contents of students' major study fields so that students feel that the class is relevant. In this presentation, I will give a few examples of applying those strategies in teaching general education mathematics classes.

Conference Agenda

May. 27, 2019

(Note: May. 27, 2019 is only for onsite Registration, but on May 28, 2019, the registration is also open outside the conference room, all the conference rooms are on the **B1 Floor**)

Lobby of Diamond-- B1 Floor	10:00-17:00	Registration & Conference Materials Collection
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May. 28, 2019 (Morning)

Opening Remark 09:00-09:10 Diamond Room		Prof. Jin Wang Valdosta State University, USA
Keynote Speech 1 09:10-09:50 Diamond Room		Prof. NG Shun-Wing University of Saint Joseph, Macau Speech Title: Teacher Balkanization: Does Leadership Matter?
09:50-10:10		Coffee Break & Group Photo
Keynote Speech 2 10:10-10:50 Diamond Room		Prof. Tang Siew Fun Curtin University, Malaysia Speech Title: Disruptive Innovation and Digital Shift in Learning and Teaching
Keynote Speech 3 10:50-11:30 Diamond Room		Prof. Yixun Shi Bloomsburg University of Pennsylvania, USA Speech Title: Strategies in Teaching College General Education Mathematics Classes
Keynote Speech 4 11:30-12:10 Diamond Room		Prof. Jin Wang Valdosta State University, USA Speech Title: Applying Data Science in Higher Education Administration
12:10-13:00		Lunch Venue—Restaurant (2nd Floor)

May. 28, 2019 (afternoon)

Time	Venue	Session
13:00- 16:00	Emerald Room B1 Floor	Session 1 Topic: Special Education and Education Training 12 papers
	Sapphire Room B1 Floor	Session 2 Topic: E-Learning Technology and Platform 12 papers
	Jade Room B1 Floor	Session 3 Topic: Educational Research and Assessment 12 papers
15:50-16:20	Coffee Break	
16:00-19:15	Emerald Room B1 Floor	Session 4 Topic: Teaching Model and Method 12 papers
	Sapphire Room B1 Floor	Session 5 Topic: Educational Policy and Management 12 papers
	Jade Room B1 Floor	Session 6 Topic: Teaching Scheme and Design 12 papers
19:00	Dinner Venue—Restaurant (2nd Floor)	

Authors' Presentations

Session 1

Topic: Special Education and Education Training

Time: 13:00-16:00

Venue: Emerald Room

Session Chair: Yan Kang

Capital Normal University, China

Co-Chair: Assoc. Prof. Deepanjali Mishra

KIT University, Bhubaneswar, India

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

13:00-13:15 Opening Speech	<p>Tracking Changes in Pre-service EFL Teacher Cognition during Initial Teacher Education Yan Kang and Xiaoyan Rong Capital Normal University, China</p> <p>Abstract—Understanding pre-service teachers' cognition change is critical for teacher educators. Drawing from the findings of a 1.5-year longitudinal study in China, this paper tracked both the content and the process of change in 4 pre-service EFL teachers over the course of their learning in an initial teacher education program and answered the following research questions: (1) Do the participating pre-service teachers' cognition change over the course of learning in the program?? If yes, how do they change? (2) What factors lead to the changes in teacher cognition?</p> <p>Using a qualitative case study method, the researchers collected data from interviews, weekly journals, and lesson plans and classroom observations during the teaching practicum. It has been found that the participating teachers have exhibited different degrees of changes in four aspects of teaching cognition concerning foreign language teaching methods, teaching language knowledge, teacher roles, and textbook and teaching materials. The processes of change included awareness, relabeling, consolidation/confirmation, elaboration, re-ordering, linking-up, disagreement and reversal. The factors that have contributed to the changes included pre-service teachers' self-regulated learning, important others and teaching context.</p> <p>It has been concluded that pre-service teachers constructed new knowledge based on their previous ideas about teaching and learning which came mainly from their personal histories. Over the course of learning, the teachers have been reviewing, assessing and testing their previous theories while making sense of the new theories. During the process, they adjusted their personal theories by either assimilating the new input into their previous ideas or accommodating their previous ideas to the new input.</p>
13:15-13:30 MY0005	<p>Tablets in School: What are the Impacts on Student with a Learning Disability? Thierry Karsenti and Julien Bugmann University of Montreal, Canada</p> <p>Abstract—At a time when new technologies are increasingly present in society, it is important to scrutinize the benefits and challenges of their use in school settings. The purpose of this paper is to examine how tablets can contribute to the academic success of students in so-called special education. We present the findings of a study of 54 students in the province of Québec with a learning disability that identifies the benefits of using tablets—more specifically, iPads—in a special education context. The paper also addresses the challenges that students and teachers alike must overcome.</p>

13:30-13:45 MY0018	<p>The Development of Storytelling Multimedia Book for Promotion of the Moral and Ethics for Hearing Impaired Students Piyaporn Techaraungrong Chandrakasem Rajabhat University, Thailand</p> <p>Abstract—The intention of the study was to develop a storytelling multimedia book for promotion of the moral and ethics skills for hearing impaired students. The concept of the research was based on the 5 steps of ADDIE MODEL: 1) analysis, 2) design, 3) development, 4) implement, and 5) evaluation. For data collection the use of storytelling electronic book with 15 hearing impaired students was chosen as method. The data analyses were based on the mean percentage and standard deviation.</p> <p>The results of the study indicated about the storytelling electronic book for promotion of the moral and ethics for hearing impaired students evaluated by experts. The values determined by experts were $m = 4.53$, $s = 0.58$ which referred to very good, 1) the design of learning was average ($m = 4.3$, $s = 0.58$), 2) the design of multimedia was average ($m = 4.6$, $s = 0.50$) and 3) interaction design ($m = 4.55$), $s = 0.61$). After test, the researcher interviewed 15 hearing impaired students, individually, and analyzed the results of word frequencies. The students described the using of storytelling electronic book for promotion of the moral and ethics adjectives such as “interesting,” “amazing” and “fun.” While the others described feeling happy about the storytelling electronic book: “I am happy to learn from stories”, “I had fun when I learned these stories.” In terms of content of story, hearing impaired students responded that they understood the content and excited that it was “easy” to understand and the program could interact with user and computer too.</p>
13:45-14:00 MY0037	<p>Importance of Women Folklore in Education: An Analysis with Reference from Past to Present Jyotirmayee Ojha, Deepanjali Mishra and Mangal Sain KIT University, Bhubaneswar, India</p> <p>Abstract—Folklore studies have become an important aspect of teaching. All of us have grown up listening to stories of great kings, queens, prince and princess. It has been passed on since generations and will be continued to be told to our future generations also. Women hold an important place in Indian folklore. There are many instances of their galore, bravery and are embodiment of strength. At the same time they have walked hand in hand with male rulers in the battlefield. For example Kaikeyee, the second wife of King Dashrath of the very famous Indian epic The Ramayana. Some have fought wars alone like Rani Laxmibai of Jhansi. It must not be forgotten that for many years, fieldwork was done by men who were biased by the social defenses of their sex (Gasouka, 2006). Looking into the importance of folklore and its impact on the audience, It is included in many course curriculum across the globe. Therefore this paper attempts to make an overview of the concept of Folklore and its impact of education. Simultaneously, it would make an analysis of women folklore through an in-depth analysis of the character portrayal of few famous women in Indian folklore from past to the present.</p>
14:00-14:15 MY0022-A	<p>Human Error Prevention Training Using Eye Tracking Technology Ziho Kang University of Oklahoma, USA</p> <p>Abstract—Human error was the decisive factor that led to one of the greatest disasters, the Deepwater Horizon drilling rig explosion costing a financial loss of approximately sixty billion dollars. Eye tracking analysis was conducted to investigate how human operators detect anomalies presented on the display and how the results might be used to enhance training. Machine learning algorithms were applied to associate the visual scanning patterns with anomaly detection performances. The results showed substantially different visual scanning patterns among the participants that were grouped based on anomaly detection performances. The results</p>

	shed light on using eye tracking analysis for developing effective visual scanning strategies for training.
14:15-14:30 MY0036	<p>Multi-mouse Single Display Groupware Game & Animation Developed based on the Construction of Effective Exploration Digital Game based Learning Activities to Enhance the Autism Disorder Social Interactive Behaviors</p> <p>Shing Ling Wu, Meng Hsiang Hsu, Ching Tien Shih and Shu Chen Hsu National Kaohsiung University of Science and Technology, Taiwan</p> <p>Abstract—This study aims to develop a Multi-mouse Single Display Groupware (MMSDG), also a single display screen, which can display multiple mouse control multiple cursors based on the control of cross-platform game animation learning activities. Starting from exploring and making the connotation of learning more interesting, providing educational activities to explore autism disorders through experience, interaction by the experienced team, problem solving, communication and trust and other virtual environments course, improve social interaction skills.</p>
14:30-14:45 MY0045	<p>The Efforts to Improve Communication Skills Especially“ Asking Something” Through T-Motech in Multi-Handicapped Children</p> <p>Rianti Novtasari Indonesia University of Education (Universitas Pendidikan Indonesia), Indonesia</p> <p>Abstract—This study originated from problems in special school, the problem was a multi-handicapped child who had problems communicating especially in asking for something (specifically in asking for food, drinking, dolls and wants to go to the toilet. This study aims to prove communication skills in asking can be improved through T-MOTECH media on multi-handicapped children (X) .This study used the experimental research of Single Subject Research (SSR), with AB design and data analysis techniques using graphical visual analysis. Subjects were multi-handicapped children of class 1 SLB N. The results of this study indicate that, the ability of multi-handicapped children (X) in communicating requests for food, drink, dolls and wants to go to the toilet. At the beginning of the baseline condition (A) the observations were carried out 6 times with a mean level of 46.7%, at the intervention condition observations were carried out 8 times with the mean level 86.9%, so it can be concluded that the hypothesis was accepted because of children's communication skills in asking for food, drinking, dolls and toilets in multi-handicapped children can be improved with T-MOTECH media.</p>
14:45-15:00 MY0059	<p>Chinese-style Off-campus Education: Thoughts and Confusions on the Popularity of After-school Training Institutions</p> <p>Xianli Zhu Beijing Normal University, China</p> <p>Abstract—This paper mainly about the current situation and faced problems of off-campus education in China. There is no doubt that education should adapt to nature, the mental and physical development of the students. However, most of Chinese after-school training institutions are carrying out the exam-oriented courses crazily, which ignores the differences of individuals, the rules of their mental and physical development, and their study interests. Various factors have an important influence in this phenomenon, such as the educational system, educational needs of every family and the atmosphere created by the training institutions. As a result, most people are accustomed to judging the future achievements of adolescents simply by predicting their test scores, linking the needs of education with the good jobs and high incomes rather than self-realization. The Education Evaluation System has gradually simplified, and young people have gradually become their test scores. People involved in this phenomenon feel</p>

	more and more anxious about score and time, it has caused many problems in Chinese education.
15:00-15:15 MY2030-A	<p>Impacts of Peer Review in College Students' Decision-Making in English Writing XiaoYan Rong and Yan Kang Capital Normal University, China</p> <p>Abstract—Feedback, as the leading factor that helps students with the drafting and revisions in writing process, has been long considered an important element in second language writing teaching. In particular, peer-review, which views writing as a cognitive process, has drawn great attention in EFL teaching recently. This paper aims at exploring the focus of assessment during the peer-review process, figuring out how peer-review impacts college students' decision-making process in English writing. Qualitative data, including students' written feedback in peer review, interviews, and "think-aloud" data that documents students' decision-making process in reviewing peers' feedback and revising process were collected from a group of junior English major students in China; specifically, when they were drafting argumentative essays. Findings indicate that peer-review were equally influential in terms of impacting students' decision-making in revising process, with more focus on micro aspects (language) and less on macro aspect (structure). Also, it shows that peer-review plays a reflexive role in impacting the reviewers. They constantly reflect the problems they figured out in peer review when they were revising, which covers both macro and micro aspects. It is hoped that this research could contribute to a more comprehensible peer-review framework to assist college English writing teaching.</p>
15:15-15:30 MY2012-A	<p>The Role of Teacher Training Programs in Enhancing in- and Pre-service Teachers' Self-perceived Competence in Working with Children with Diverse Needs and Backgrounds Mari Nislin and Henri Pesonen The Education University of Hong Kong, Hong Kong</p> <p>Abstract—Although globally increasing inclusive educational arrangements require that teachers have the abilities and skills to identify and use appropriate strategies to support children with various needs and backgrounds, yet there is a shortage of research addressing how well different teacher training programs (e.g. early childhood education, classroom teacher training) can develop skills for students to support all children.</p> <p>In our study, we sought to determine pre-service and in-service teachers' self-perceived competence in catering the diverse needs of all children and whether teacher education training programs offer a solid theoretical and practical foundation to fulfill their expectations and needs.</p> <p>Data was collected with an electronic survey measuring self-perceived competence in working with children with diverse needs and backgrounds (e.g., disabilities, family related drug abuse) and open-ended questions regarding expectations on teacher preparation programs. Participants were 58 in-service and 29 pre-service teachers studying at the University of Helsinki. Participants' self-perceived competence was analysed using quantitative analysis methods and qualitative analysis were used to draw examples of student perceptions of the teacher training programs.</p> <p>Participants reported more self-perceived competence in dealing with children of drug-related family abuse and less competence with severe disabilities, which was also confirmed by our qualitative data.</p> <p>To conclude, teacher education programs may not fulfill needs and expectations of current student teachers. Our results can be utilized in planning the appropriate content for special teacher training that accounts the needs of teacher students as well as the demands of the practical teaching work.</p>

15:30-15:45 MY2035	<p>Determining Students' Learning Outcomes in Basic Education: A Proposed CPD for Teachers Cecilia J. Sabio, Monaliza M. Manalo and Florinda G. Vigonte Bulacan State University, Philippines</p> <p>Abstract—This paper concerns the learning outcomes of the students' in basic education in the subjects Science and Mathematics as a basis for a proposed Continuing Professional Development (CPD) for teachers in Diliman Elementary School (DES) in the Philippines. It employs document analysis of the Mean Percentage Score (MPS) of the National Achievement Test results for a five-year period from 2013-2018. Results show that learning outcomes in Science per Grade/Level is increasing as reflected by their mean of 78.82, 80.22, 81.01, 81.71, 81.92, and 82.30 respectively but per school year, the result was generally declining. For Mathematics, learning outcomes vary. It can be noted that there is an increase in performance for Grades I, II, IV and V. However, learning performance for Grades III and VI decreases. As per School Year (SY), learning outcomes in Mathematics reported a diminishing pattern, aggregate performance decreases as the year progresses. It can be safely concluded from the results of the study that learning outcomes in basic curriculum is declining as time advances. A Continuing Professional Development (CPD) Plan was proposed and highly recommended for implementation.</p>
15:45-16:00 MY2037-A	<p>Kindergarten Teachers' Understanding of Children's School Readiness Vina Adriany and Euis Kurniati Universitas Pendidikan Indonesia, Indonesia</p> <p>Abstract—The notion of school readiness is highly important, particularly for kindergarten children. This concept has been used to assess the extent to which the children are seen to be ready for entering primary school. The current form of school readiness assessment has been widely criticized because of its emphasis on the cognitive aspect only. Another critique has been directed to the fact that the assessment is seen to be culturally bias because it uses the norm of children in the West. This research aims to explore the complexity of the notion of school readiness from kindergarten teachers' perspective. The research adopts a case study approach. Three teachers from three different kindergartens in Bandung, Indonesia were selected as participants for this research. Using, post-development theories, findings of this research yields the extent to which the concept of school readiness is highly influenced by developmental psychology. Psychology as a subject knowledge has operated on power knowledge relations and hence it has power to categorise children on the basis of who is considered to be developmentally ready and who is not. The findings also reveal that the emphasis on the cognitive development might be predicated on the parents' aspiration for the children's future success. The findings call for reconceptualization of school readiness so that it does not put certain children into the "other".</p>
15:50-16:20	Coffee Break

Session 2**Topic: Educational Policy and Management****Time: 13:00-16:00****Venue: Sapphire Room****Session Chair: Assoc. Prof. Felix W.H. Chan**

University of Hong Kong, Hong Kong

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

13:00-13:15 Opening Speech	Professional Legal Education in Hong Kong: Issues and Challenges in the Global Environment Felix W.H. Chan University of Hong Kong, Hong Kong Abstract —The Law Society and Bar Council of England appointed a Committee (chaired by Lady Marre) to review the future of the English legal profession. Upon consultation, a report titled “A Time for Change” was released in 1988. The past three decades have witnessed remarkable progress and major changes in this arena. The impact of this report on the Hong Kong legal profession merits further discussion and debate. For the academic stage, the report recommended the teaching of a sufficient knowledge of substantive law and an ability to spot legal issues to formulate a persuasive and cogent argument on a question of law. For the vocational stage, the report focussed on developing a framework of knowledge of ethical and professional standards. The present study comprises an in-depth literature review and a critical analysis of various sources of secondary data relating to the legal education and the legal profession in Hong Kong. It is argued that the framework of “one country, two systems” brings not only new challenges, but also unique opportunities in the development of legal pedagogy in a highly engaging and global environment.
13:15-13:30 MY0028	Enhancement of Study Motivation Model by Introducing Expectancy Theory HyunKi Min , Eiji Kamioka, Khaironi Yatim Sharif and Tan Xuan Phan Shibaura Institute of Technology, Japan Abstract —Educational systems aim to help students discover their talents and develop a passion for learning. Hence, it is supposed that the education systems facilitate the efforts to motivate students. Hence, it is crucial to model students’ motivation to develop such a motivation in a concerned educational system. However, to date, there are limited number of works reporting on motivation model in this area. In this light, most of previous works have showed that students are evaluated only by the students’ test scores, not by students’ attitudes or behaviors. On the other hand, companies have modeled the motivation based on employees’ behaviors as explained by “Expectancy Theory” and have implemented it into a system called “Reward and Punishment”. In fact, the implementation at companies has shown a great influence in improving employees’ skills as they are motivated by all other employees. Hence, this research focused on modeling students’ motivation by students’ attitudes or behaviors. The reward and punishment are then used to comprehend this model. Thus, rather than by test scores, students will be evaluated by students’ attitudes toward positive attitudes rather than negative attitudes. It is expected that appropriate reward and punishment for modeling motivation will improve students’ motivation. For this reason, this paper proposed to construct an evaluation criterion by modeling students’ motivation towards positive attitudes and behaviors. Students’ attitudes will be evaluated and formulated into a motivation model. This model then will be tested in a normal existing classroom with a scenario using reward and punishment. Applying reward and punishment to existing classroom systems is expected to motivate students in improving their attitudes and behaviors.

13:30-13:45 MY2016-A	<p>Driving Tacit and Explicit Knowledge Sharing - an Empirical Investigation in the Hong Kong Higher Education Sector Peggy M L Ng, Man Fung Lo and Irene Szeto The Hong Kong Polytechnic University, Hong Kong</p> <p>Abstract—Hong Kong is moving steadily towards a knowledge-based economy where knowledge is a vital source and main driver of long-term economic growth. University is a place for academics and students to share and learn knowledge freely. Knowledge is an important institutional resource for creating sustainable competitive advantages in higher education contexts. Higher education institutions, like other organizations, create, share, apply and manage knowledge systemically to achieve better quality education objectives. Knowledge sharing is recognized as a source of innovation and value creation in higher education institutions. It enables academics to exploit and explore new and existing knowledge to establish institutions' intellectual capital. Thus, effective knowledge sharing among academics has become increasingly important for higher education institutions. However, the willingness to share knowledge among academics is becoming a critical management problem. It is necessary for higher education institutions to encourage academics' willingness to share knowledge and foster their knowledge-sharing behaviour. This study has adopted an intention-based approach using the Theory of Planned Behaviour (TPB) as the basis to identify the key factors influencing academics' behaviour to share tacit and explicit knowledge in the Hong Kong higher education context. A postal self-administered questionnaire survey will be used in this study and data will be collected from 150 academics of different higher education institutions in Hong Kong. The findings of this study will inform the senior management of higher education institutions of Hong Kong how best to increase academics' knowledge sharing intentions; thus, tacit and explicit knowledge behaviour will be encouraged among academics. This study will also assist policy makers of respective institutions develop strategies to foster knowledge sharing behaviour among academics.</p>
13:45-14:00 MY1035	<p>Pre-Servise Teachers's Reflective Practices through Teaching Practicum e-Portfolio Ista Maharsi Universitas Islam Indonesia, Indonesia</p> <p>Abstract—This paper aims to identify the issues raised by pre-service teachers of English language education program during their teaching practicums as reflected in their e-portfolios. Nine student teachers' e-portfolios were selected based on the comprehensive, elaborative, and complete information provided in the e-portfolios. The e-portfolios include all their teaching practicum's documents for six-month period (lesson plans, teaching media, peer observation reports, and self-teaching reflection). E-portfolios were created using Google Sites which can be published and accessed by peers and lecturers. Data were collected from their reflective e-portfolios and relevant documents (lesson plans, the researcher's observation notes, and teacher's feedback on students' teaching practicum). Results indicate that four main issues were raised—theory-practice reflection, teaching preparation, classroom management, and evaluation of the teaching practicum including the lesson learned.</p>
14:00-14:15 MY3014-A	<p>Enhancing Sense of Belonging for Students with Autism Spectrum Disorder during Higher Education and Transition to Employment Henri Pesonen, Marc Fabri and Timo Lorenz University of Helsinki, Finland</p> <p>Abstract—Sense of belonging refers to the extent to which an individual feels personally included, accepted, respected and supported. It is a basic human need and lack of it can cause serious ill effects, for example, depression. Individuals with Autism Spectrum Disorder (ASD)</p>

	<p>are entering higher education at an increasing and unprecedented rate. Students with ASD often have often difficulties in feeling belongingness due to three areas in which they mainly differ from those without ASD: social skills/interactions, behavioral rigidity/interests, and language/communication. Creating inclusive environments in which these students can optimally feel a strong sense of belonging (which is related to higher academic achievement and improved employability, for instance) has proven to be challenging.</p> <p>This study examines the sense of belonging for students with ASD during higher education and transition from higher education to employment. Students' experiences and reported challenges in experiencing belongingness, as well as and higher education staff's experiences and challenges in supporting students will be studied.</p> <p>Data collection is currently taking place and will be completed by April 2019. The purposefully sampled data consists of interviews with students with ASD (N = 25-40) and staff (N = 25-40) from Finland, The United Kingdom, France, Germany and The Netherlands. Narrative methods of analysis will be utilized.</p> <p>The initial analysis of the data collected so far reveals that higher education staff is lacking in supporting students with ASD. Further, students feel loneliness, and often fail to gain employment after graduation. Preliminary results will be discussed in detail during this presentation.</p>
14:15-14:30 MY2031-A	<p>University Students' Perceptions of Mid-course Evaluations as a Means for Learning and Teaching Enhancement Patrick Leung and Carly Ng The University of Hong Kong, Hong Kong</p> <p>Abstract—Obtaining feedback from students on their satisfaction with the course and the teacher at the end of each course (i.e., end-of-course student evaluations) has become a regular practice in many higher education institutions around the world. Such evaluations are believed to provide valuable evidence regarding teaching and course quality; hence, teachers are encouraged to reflect on the comments to improve and enhance learning and teaching (e.g., Golding & Adam, 2016). However, the summative nature of this kind of end-of-course feedback leaves little room for real and timely improvement to take place, for no adjustments can be made until the course is run again next time, which, unfortunately, will be attended by another group of students. As a result, mid-course evaluations have been proposed to mitigate the shortcomings (e.g., Sozer, Zeybekoglu, & Kaya, 2019). Yet, unlike end-of-course evaluations which have been widely researched on, little is known about mid-course evaluations.</p> <p>This presentation addresses this gap by exploring how undergraduates of different disciplines and years of study at a public university in Hong Kong perceive mid-course evaluations. A study, using both qualitative and quantitative means, was conducted among 120 students from 3 different academic literacy courses. Using interview quotes to illustrate survey findings, we will report on the various issues pertaining to students' perceptions of mid-course evaluations, such as likes and dislikes, perceived purpose, and desired outcomes. Future research directions and pedagogic implications, including what should be focused on and how best mid-course evaluations can be conducted, will also be discussed.</p>
14:30-14:45 MY2027	<p>Assessing Elementary School Teachers' Performance Using CBPAST and IPCR: A Five Year Trajectory Report Cecilia Junio-Sabio and Monaliza M. Manalo De La Salle Araneta University and University of the City of Manila, Philippines</p> <p>Abstract—This descriptive research is about the performance of Elementary School Teachers in Diliman Elementary School in San Rafael Bulacan. Using a secondary data on the actual results of Competency-Based Performance Appraisal System (CBPAST) and the Individual</p>

	<p>Performance Commitment Review (IPCR) performance assessment tool which are both government prescribed forms/tools for public school teachers in the Philippines, the researcher will show a five-year trajectory report (from 2013-2018) on the actual performance of elementary school teachers. Findings revealed that the public school elementary teachers generally yielded a “Very Satisfactory” rating in CBPAST and IPCR during the five year period. Since the two instruments (i.e. CBPAST and IPCR) are both self-assessment tools, it is recommended that a more subjective performance assessment tool be utilized like those that involves participation of the students and the immediate superior of the concerned public school teachers.</p>
14:45-15:00 MY2053-A	<p>Teaching Digital Marketing Skills to Korean Engineering Students in English as a Medium of Instruction Alin Kang LMN Communications Institute, South Korea</p> <p>Abstract—Students whose English is not their mother tongue are faced with having to take classes in English as Medium of Instruction (EMI) as EMI has become a global phenomenon in higher education institutions. In Korea, engineering students’ communicative competencies have been particularly challenged as they not only struggle with communication skills but also struggle with the English proficiency. The present study examined the effectiveness of teaching digital marketing skills to engineering students. A total of 161 students participated in the study. The variables were: 1) demographic variables, 2) fluency, 3) accuracy, 4) communicative competence, 5) marketing syntax and message and 6) other variables such as completing all course requirements and submitting the assignments by the due dates. The present study examined the effect of instructional intervention on students’ digital marketing skills. Students’ audio and video files containing their digital marketing information were collected prior to the instructional intervention. Students were taught ways to improving fluency, accuracy, communicative competence as well as developing marketing syntax and message. After the instructional intervention, the participants’ audio and video files were collected again to examine the effect of instruction. The results showed that students who followed the instruction and completed all course requirements have improved their marketing skills more than those who did not. Furthermore, students who didn’t improve their marketing skills were students who 1) showed too much confidence about their communication skills; 2) did not follow the instructions; or 3) simply lacked English skills. The implications of the findings are further discussed.</p>
15:00-15:15 MY1007	<p>The Effect of Environmental Complexity on the Quality of Accounting Information Systems: Integration, Flexibility and Accessibility Dimensions Meiryani Azhar Susanto and Jajat Sudrajat Bina Nusantara University, Indonesia</p> <p>Abstract—The quality management accounting information system will produce quality management accounting information. Environmental complexity can improve the quality of management accounting information systems. This study aims to measure how much influence the environmental complexity on the quality of management accounting information systems on the quality of management accounting information systems. This study uses a survey method, is descriptive and verification, carried out on the analysis unit of the company owned by the state-owned enterprises in Indonesia. For the purpose of data analysis using SEM-PLS. the results of the study show that environmental complexity influences the quality of management accounting information systems.</p>

15:15-15:30 MY1042	<p>The Development of Construction Business Management Model with ICT Napak Voratitipong, Teerawut Boonyasopon and Preeda Attavinijtrakarn KMUTNB, Bangkok, Thailand</p> <p>Abstract—The purpose of this research is to development of construction business management model with ICT that will be a guide line to enable construction company to use ICT improving the delivery of their products or services with efficiency and on time. The research methodology consisted of three steps. First, Investigate the current situation and elements involving construction business management with ICT in Thailand by In-depth interviews were conducted with eight experts one by one. Second, a questionnaire survey was conducted with 150 respondents (from 15 companies each company 10 respondents). Data were scored on a 1 to 5 rating scale and analyzed using frequencies, percentages, means and standard deviations. The respondents reported having experienced a moderate level of usage ($\bar{x}=3.25$, S.D.=1.03). and a less usage level of problems ($\bar{x}= 2.49$, S.D.= 0.99). while the demand usage of ICT for construction business management for planning, organizing, commanding , coordinating, and control overall there was a high demand ($\bar{x}= 3.67$, S.D.=0.99), ($\bar{x}= 3.51$, S.D.=1.15), ($\bar{x}= 3.42$, S.D.=1.17), ($\bar{x}= 3.83$, S.D.=0.83).and ($\bar{x}= 3.79$, S.D.=0.94) respectively. Finally, the researchers interviewed with fifteen experts on in the field of construction business and information technology through the focus group discussion from which a content analysis was done as part of defining a framework for a desirable development of construction business management model with ICT.</p>
15:30-15:45 MY1038	<p>Globalization and World Citizenship Education Liu Huan Beijing Normal University, China</p> <p>Abstract—Globalization has become the characteristics of the times, and the trend of globalization is irreversible. This has set new requirements and new orientations for citizenship, that is, global citizens with global consciousness and world vision and the ability to actively participate in global affairs. To cultivate qualified global citizens, this has given a new mission to civic education, and world civic education has emerged. The world civic education has received increasing attention and attention. At the same time, it has also been challenged and challenged by schools of thoughts such as anti-Western centralism and ethnocentrism. In the face of these challenges and challenges, world civic education must implement fairness, justice, democracy, and respect for tolerance. And the principles of safeguarding national characteristics, and effectively implementing human rights and humanitarian education, global awareness and global responsibility education, international understanding education, and multicultural education.</p>
15:45-16:00 MY3031-A	<p>Experiencing Glocal Citizenship: Perspectives from Jamaican ELTs in Japan Nadine Nicole Muschette The University of Hong Kong, Hong Kong</p> <p>Abstract—Jamaica inherited English from its colonial history. This makes Jamaican graduates eligible for recruitment for English Language Teaching (ELT) roles in global regions such as Asia, where English is taught as a second or foreign language in countries such as Japan. Very little has been recorded of their experiences, especially how they negotiate their Afro-Caribbean ethnicity, Jamaican nationality, their legal status as residents in Japan with their glocal citizenship i.e. contributions to local and global issues. This study investigates the glocal citizenship experiences of Jamaican ELTs in Japan. It seeks to develop an inventory of glocal competencies from their critical reflections and assess whether and how a Glocal Citizenship Education in ELT professional learning intervention impacts their lives and work in Japan. The theories of coloniality and capital as well as discourse on global</p>

	<p>competence and English as an International Language (EIL) serve as foundation for an ethnographic action research approach to survey Jamaicans about their perspectives on GCE, facilitate GCE in ELT sessions and observe whether the HKU sessions impact the way they live and serve as ELTs.</p> <p>This presentation is a discussion of preliminary findings from the survey using the Coloniality-Capital framework to critically examine how being Jamaican impacts ELTs experience and enactment of glocal citizenship. The study adds the voices of Jamaicans in Japan to scholarly discourses and the findings could be used to develop GlCE courses for in-service ELTs.</p>
15:50-16:20	Coffee Break

Session 3**Topic: Educational Research and Assessment****Time: 13:00-16:00****Venue: Jade Room****Session Chair: Assoc. Prof. Sumalee Chanchalor**

King Mongkut's University of Technology Thonburi, Thailand

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

13:00-13:15 Opening Speech	<p>The Effect of Feedbacks on Web-Based Learning Modules for Vocational Students Sumalee Chanchalor, Kanyuma Jitjumnong and Preeyapus Phooljan King Mongkut's University of Technology Thonburi, Thailand</p> <p>Abstract—The objective of the research was to study the effects of feedbacks on achievement of vocational students who learned “Circuit Analysis by Mesh Current Method.” Students received the feedback as they learned the modules on web-based. The treatment variable was four types of feedback. The sample was 68 first year students in vocational collage. They were divided into four groups. Six modules of learning and tests were developed. The modules were commented by experts for quality. The test was trial with 20 students. The reliability was KR20 = .97. Each group received learning module on web together with one type of feedback. The data was collected and analyzed by two ways analysis of variance (Two ways ANOVA). It was found that the score of each group on post-test increased more than pretest significantly. Group 1 who received feedback as explanation before test and private displayed gain the highest score. Group 4 who received the explanation after test and public displayed received the least gain score. Feedback on difference time showed effect on their score significantly but method of display the result showed no effects significantly.</p>
13:15-13:30 MY2042	<p>The Factors Enhance the Strength of Students' Computer Self-Efficacy in a Computer Classroom Yuwarat Srisupawong, Ravinder Koul and Jariya Neanchaleay The Office of National Broadcasting and Telecommunication Commission, Thailand</p> <p>Abstract—The success in computer courses is influenced by the levels of students' beliefs in their computer abilities (computer self-efficacy). Low level of computer self-efficacy (CSE) may affect to student's attention, engagement, and achievement in computer courses. Teacher feedback is one of the important factors helping students boost their CSE. The interaction with teachers influences students' intrinsic motivation and computer abilities. This study was to explore the influence of teachers' feedback in the computer classroom environment. The different types of teachers' feedback affect the different levels of students' CSE. An individual computer project was given to students. Data collection with pre-test and post-test design was used to capture students' changing perceptions of learning at the beginning and end of the computer course. The final sample was 105 high-school students in Thailand. A survey measured 8 items of abilities feedback, 5 items for general praise, 9 items for negative feedback, 5 items for CSE, and 24 items for SE Sources. Results from regression analysis revealed that SE source of social persuasions influenced by the ability feedback, along with general praise, and negative feedback respectively was the strongest predictor to predict students' CSE. The result highlighted not only teacher feedback can help students strengthen their CSE but also link with students' psychological needs in a computer classroom.</p>

13:30-13:45 MY0074	<p>Youth Perception of Civic Literacy-Based Education in Millennial Era Dahlan and Sapriya Indonesia University of Education, Bandung, Indonesia</p> <p>Abstract—Millennial era is closely associated to the rapid growth of information and communication technology. This phenomenon becomes concerning because of the negative effects it might cause in variety aspects of life, such as people’s way to communicate and to socialize. Thus, this study aims to investigate how the youth perceives civic literacy-based education in millennial era. Descriptive analysis with qualitative approach is employed as the method of the study. The result shows that it is absolute for the young generation as the successor of the nation to possess basic knowledge about civic literacy as a fundamental guidance to block off negative influences from information and communication technology in this millennial era.</p>
13:45-14:00 MY0012	<p>The Analysis and Research Prospects of Single-Sex Education Shamil Sheymardanov Kazan federal university, Russia</p> <p>Abstract—Single-sex education of girls and boys causes a lot of controversy and disagreement in the scientific and educational environment. Some see him as a return to medieval order, in times of the degraded position of women and the trampling of human values. Others see it as a step into the future, a progressive innovation that incorporates the positive experience of the past and the latest data from the human sciences. Some scholars see separation as a panacea for all the ills of today's youth. But, so or not, it is necessary to study in perspective, expanding and deepening your knowledge about this interesting phenomenon of today's pedagogy.</p>
14:00-14:15 MY0057	<p>The Problem Of Over Education in Terms of PhD Programs in Turkey Esra Nur Akpunar, Nusret Kудay and Yasin Akyildiz Sakarya University, Turkey</p> <p>Abstract—The aim of this study is to determine the awareness and opinions of PhD students regarding”over education” problem. In the scope of the study, screening model was conducted on a total of 105 students from various universities in Turkey. The data collected by the questionnaire were analyzed by descriptive statistical techniques. The results of the analysis of the data are as follows: PhD students are partially aware of the problem of overeducation and perceive this as a problem of employment and education. PhD students have a moderate job concern. This concern is higher in women and married people. After graduation, many PhD students are considering working at public institutions and working as academicians. Half of these students do not agree to work in a job that is not suitable for their level of education, and most of them think that they will suffer from such a situation. Students' concerns and thoughts may be a sign that Turkey will experience over education problem in near future.</p>
14:30-14:45 MY0058	<p>Investigation of Middle School Students’ Attitudes To STEM In Terms of Different Variables Gamze Kırılmazkaya Harran University, Turkey</p> <p>Abstract—The purpose of this study is to explore middle school students’ attitudes toward STEM education. This research was carried out to determine middle school students’ attitudes towards STEM on the basis of several variables to reveal the relationship between them. It is a descriptive study in the survey model. In this study, Science, Technology, Engineering, and Mathematics (STEM) Survey, designed by Guzey, Harwell, and Moore was administered. The scale is a 5-likert type scale consisting of four sub-scales, that is, “social and personal implications of STEM”, “learning of mathematics and science and the relationship to STEM”,</p>

	<p>‘learning of engineering and the relationship to STEM’ and ‘learning and use of technology’ science” and 24 items. Participants of this study were selected based on convenient sampling from five schools in a city, in Turkey. A total of 550, 5th through 8th graders in the academic year of 2017-2018, was participated in the study. STEM attitude levels of students analyzed according to some variables. The indepentent samples groups t test and one way analysis of variance (ANOVA) were used in the analysis of the data obtained in the study. According to the research results, a majority of the students had positive attitudes towards STEM education. There were no significant differences in students’ STEM attitudes in gender and pre-school education. It was determined that the students' towards STEM education were improved as the level of parents education increased.</p>
14:45-15:00 MY1022	<p>Students’ Anxiety in Indonesian EFL Public Speaking Class: A Quantitative Research Anggara Jatu Kusumawati and Fella Sufa Fauzia Universitas Islam Indonesia, Indonesia</p> <p>Abstract—Language anxiety in English Foreign Language (EFL) classroom may appear in students’ speaking performance. It influences their achievements due to their lack preparation or minimum language competence. This study investigates the correlation of the students’ anxiety and students speaking performance. There were 51 participants of the research from Public Speaking Class, Department of English Education, Universitas Islam Indonesia. The data were taken from the result of questionnaire Foreign Language Classroom Anxiety Scale (FLCAS) and the public speaking score. They were analyzed using SPSS to investigate the correlation. The statistical data of Pearson shows a correlation which is $r = 0.363$ with significance 0.09 ($p < 0.05$).</p>
15:00-15:15 MY1023-A	<p>ICT Competencies of Public Secondary School Teachers Mark Lito B. Gallano Department of Education, Regional Office VIII, Government Center, Palo, Leyte, Philippines</p> <p>Abstract—The purpose of this study was to assess the personal characteristics of selected public secondary school teachers of Tacloban City, their perceived ICT capabilities of the school where they teach, and their ICT competence. These variables were examined to find relationship with the level of ICT competence of the respondents using eta correlation and Pearson r to test the null hypothesis at 0.01 α level. Descriptive correlational method through survey questionnaires was employed. Stratified random sampling was utilized to identify a total of 239 participating teachers. The findings reveal that the respondents perceive their schools to have satisfactory capability in ICT, integration of ICT in the curriculum is satisfactorily implemented, and administrative and technical support to teachers in using ICT is also satisfactorily provided. The technical infrastructure, however, is perceived to be only partially sufficient, while Internet access is even less sufficient. The respondents perceive that they are still developing the competencies that are needed to utilize ICT in teaching. Specifically, the respondents are experienced teachers in terms of technology operations and in the social and ethical aspects of ICT, but are still developing in terms of pedagogical and professional aspects of ICT in teaching. Tests of correlation showed that younger, male, new, lower-ranked, trained, and technology-confident teachers tend to be more competent in ICT. And, the respondents who teach in a school which is more capable in ICT in terms of infrastructure, access, support, and curriculum integration, tend to be more competent in ICT. An ICT competency-based computer literacy program proposal is presented as a recommendation to the Department of Education, Tacloban City Schools Division.</p>

15:15-15:30 MY1024	<p>Measuring Learning Outcome and Students' Satisfaction in ELT (E-Learning against Conventional Learning) Elena A. Golubovskaya, Elena V.Tikhonova and Nataliia M. Mekeko RUDN University, Russia</p> <p>Abstract—In this paper, we report on the experiment aimed to identify the way e-learning influences academic outcome and student satisfaction in ELT and their correlation. The authors are engaged in professional master education and targeted their study at the control and experimental groups. The former included F2F learners who regularly attended conventional English classes while the latter was made up of distant learners who allowed to study online instead of attending lessons.</p> <p>The findings reveal that despite the experimental group participants' lower academic outcome, their student satisfaction somewhat exceeded the control group measurements. It thus may be concluded that electronic education can be used as an effective tool to enhance motivation, though should not be mistakenly treated as a self-sufficient way to replace the traditional English classroom.</p>
15:30-15:45 MY1044	<p>Over Education as a Problem of Higher Education Curriculum Burhan Akpunar, Ender Özeren and F.Selim Erdamar Harran University, Turkey</p> <p>Abstract—In recent years, the rate of access to higher education has increased dramatically in Turkey. Considering these figures, it can be predicted that this rate will continue to rise. Although this case provides many advantages in the medium and long term, it is also a source of a significant problem. This problem is "over education" problem. Over education problem, which arises as a result of the failure of the employment and labor market to keep up with the expansion in higher education, seems to occupy the educational and economic environment a lot. Over education problem is at least as challenging the unemployment. There are many reasons and dimensions of over education problem, which is complex and troublesome. One of those dimensions is the one which is related to education, employment and labor force planning. This study addresses the over education problem in the dimension of education and particularly in the context of higher education curricula. In the study, in order to come up with a solution to the problem in question, we suggest the higher education to adopt a labor and market-oriented model rather than a school-oriented one as a whole and recommend to revise the higher education curriculum according to the labor market. Moreover, we analyze the practices such as "Clinical Model", "Intern Engineering" and "7+1" within over education context. As a result of the documentary analysis, we argue that Turkey can alleviate over education problem by adopting a market-oriented higher education model.</p>
15:45-16:00 MY0003	<p>Assessing the Attitudes of Students to Sustainability: A Comparison between Two Universities M. Mujiya Ulkhaq, M. Faiz Aji Prakoso, Verana K. Sari, Lia Maduma and M. Haikal Hazazi Diponegoro University, Indonesia</p> <p>Abstract—There has been a rising of international attention in the role of higher education in promoting sustainability. As consequences, several universities have integrated sustainability into their curricula, research, programs, projects, partnerships, and assessments. However, those sustainability programs will never be obtained without cooperation from all stakeholders. Students, as the biggest stakeholders are considered to play an important role in supporting campus sustainability. This research tried to compare the attitudes of students related to campus sustainability in two universities. Five dimensions, i.e., campus sustainability, environmental information, students' sustainability involvement, university's role in sustainable development, and university's self-representation as a green university are used in this research. A case study was conducted in two universities that located in Semarang, Indonesia.</p>
16:00-17:00	Coffee Break

Session 4
Topic: Teaching Model and Method
Time: 16:00-19:00
Venue: Emerald Room

Session Chair: Prof. Tang Siew Fun
 Curtin University, Malaysia

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

16:00-16:15 MY0013	<p>How Should I Act in a Technology-Integrated Instruction?: A Case of English as a Foreign Language (EFL) Teachers Anisatul Karimah Indonesia University of Education, Indonesia</p> <p>Abstract—In this digital era, teachers are demanded to have the capability to cope with what is called as digital native students. One of ways to approach them is by incorporating technology into instructional process. Technology has been proven to be beneficial in classroom context despite several accompanying challenges. While most research focuses on beliefs, practices, challenges, benefits, and opportunities of technology-integrated instruction, this research highlights the shifting roles of English as a foreign language (EFL) teachers while integrating technology in their teaching. Data collected from interview and lesson plans analysis generate information on technology-based learning activities in EFL classroom and the shifting roles of teachers within technology-integrated instruction. Respondents manage to identify challenges they face while integrating technology in EFL classroom as well while at the same time they offer solutions to those problems respective to their contexts.</p>
16:15-16:30 MY0021-A	<p>Improving Learning Performance by Implementing Universal Design For Learning (UDL) Pedagogy in Higher Education Ziho Kang University of Oklahoma, USA</p> <p>Abstract—Universal Design for Learning (UDL) is a pedagogy that provides flexible, diversified, and rich curriculum for all students to improve their learning performance. UDL principles have been mostly implemented into K-12 Science, Technology, Engineering, and Math (STEM) education, and we lack research on whether the principles can significantly improve the learning performance in higher education. An experiment was held to investigate whether the UDL principles, especially those related to information representation principles, can significantly increase learning performance of college students. Mixed methods analysis was conducted by combining the student's exam scores and survey answers. The results indicate that the students who learned using the UDL-inspired materials scored higher and preferred the UDL-inspired materials over the traditional materials. The results show promise in expanding the UDL pedagogy in higher education.</p>
16:30-16:45 MY3011-A	<p>Enhancing Student Learning in a Blended Learning Environment Min Kok Seet National University of Singapore, Singapore</p> <p>Abstract—The purpose of the research is to examine the effectiveness of learning technique for improving students' learning in a blended learning environment. Blended learning combines face-to-face and technology-mediated instruction to create a variety of learning environments for enhancing students' learning. The growing importance of blended learning can be seen by the increasing popularity and adoption of this approach to instruction in higher education across</p>

	<p>the globe. However, there are possible downside of watching videos in isolation as students may develop misconceptions, misinterpretations, or a lack of deeper understanding of the content. A main concern in blended learning implementation is the transition from traditional classroom learning to one which requires students to undertake out-of-class independent learning and take ownership of their own learning. The study seeks to explore potential factors which might hinder the effectiveness of the blended learning approach and examines the efficacy of employing learning technique for study and instruction which could be implemented to enhance the learning outcomes of students who are engaged in blended learning. The findings from this study will help to inform our understanding of learning technique which students can employ to enhance their learning in a blended learning environment.</p>
16:45-17:00 MY3018-A	<p>The Effect of Video Analysis and Modeling (VAM) Method on the Academic Performance of Students in Physics Exedy C. Lampara and Joel T. Maquiling Mother of Mercy Academy, Philippines</p> <p>Abstract—Experiential learning has been used in Physics class in the form of experiments and demonstrations to make the subject appealing to the students. This method of teaching evolves over the time because of the integration of technology. In this study, experiential learning aided with new a technology called video analysis and modeling (VAM) is utilized. This method involves smartphones and computer software in the Physics experiments. VAM has been used in sports, transportation, and security systems. However, there is little knowledge on the effect of VAM in education, specifically in Physics education. This study aims to determine the effect of VAM as tool in teaching Physics. It aims to know the effect of VAM on the academic achievement of students in Physics. This study was implemented in a private school in Surigao del Sur for four weeks and utilized two groups, the Non-VAM group and VAM group. Each group has thirty-five Grade 9 students. The results show that the mean post-achievement score of VAM group is significantly higher compared with the Non-VAM group ($p=0.001$). The mean achievement score of Non-VAM had increased by 44.71%. On the other hand, the mean achievement score of VAM group had increased by 78.67%, which is 33.96% higher.</p>
17:00-17:15 MY2051-A	<p>Designing Cultures: The Exploration of National Monuments with Design Thinking Jesvin Puay-Hwa Yeo Nanyang Technological University, Singapore</p> <p>Abstract—Through the use of design thinking approach, the paper aims to explore the research and interpretation processes of transforming three-dimensions structures (national monuments) into two-dimensions designs in the area of visual communication design. Employed the 4-step design thinking process (Investigating, Designing, Producing, and Analysing and evaluating), 20 design students would asked to experience their chosen national monument through capturing and reflecting the poetics of human condition rather than being efficient with utility. In the process, students had explored in depth and the usual understanding of design practice is questioned. Several questions were raised as focus points of the researching and designing processes, along with a shift from how one-person experience the building to focusing on how others would experience, interpret and react. Questions included: How can the experience be reproduced? Can it be manipulated or enhanced? Can the structures be translated into objects that evoke a specific emotion? Or even went beyond the boundaries of the building to create socially focused graphic design. At the end of the 13-week course, students had formulated relevant questions that triggered interesting design solutions and outcomes, which included two award-winning designs: ‘The Mnemonics Kit’ (The Undergraduate Award) and ‘Deciphering the Chinese Character’ publication (Crowbar Award). The paper will focus on the research and analysis processes to demonstrate how the original designer intended the object to be used. As well as reflection of the real usage and interaction from the user’s point of view leading to the prototypes.</p>

17:15-17:30 MY1016-A	<p>The Academic Achievement of Physics Students Using Context-based Teaching Approach Marvice Joyce C. Villa and Joel T. Maquiling Philippine Science High School – Main Campus, Philippines / Ateneo de Manila University, Philippines</p> <p>Abstract—A context-based approach class starts with a real-life context in which the students are familiar with. Then, from the given context, the physics concept will be drawn out. This approach enables the student to find the topics meaningful and see the relevance of the lessons to their daily lives. This study aims to determine the effect of context-based teaching approach on students’ academic achievement in Physics. The participants were the grade 9 students in one of the public schools in Quezon City during the school year 2017-2018. Two randomly assigned groups of students were used in the study, namely the traditional group (TG, n=44) and the context-based approach group (CBAG, n=44). The pretest scores, grades in Physics 8 and OLSAT scores were used in matching the two groups. The posttest scores were the basis for determining the academic achievement of the students after the instructions. The independent samples t-test was used to determine any significant difference between the posttest scores and normalized gain scores of the two groups. Moreover, the paired t-test was used to analyze the posttest scores within the group. The result of the paired t-test revealed that both groups’ mean scores improved significantly. However, the result of the independent samples t-test revealed that the CBAG’s mean score and normalized gain score were significantly higher than that of the TG, hence, the CBAG performed better than TG. The results of this study imply that the academic achievement can be improved using context-based approach in teaching Physics to Grade 9 students.</p>
17:30-17:45 MY0055	<p>An Empirical Study of Micro-class Based “Flipped Classroom” in Civic Education Yi Qin, Wei Zheng and Guonian Wang China University of Geosciences, China</p> <p>Abstract—Civic education in higher education curriculum has been highlighted since the 18th CPC national congress held in 2013 in China. With the popularization of modern educational technologies in Chinese colleges and universities, it is imperative that new pedagogical methods be developed to provide quality civic education to higher education students. This paper sought to discover descriptive data on practical applications of micro-class based “flipped classroom” in civic education. We tested whether this mode, which encourages students to connect course materials to educational technology, will help students experience more positive academic emotions, less anxiety and boredom, produce better self-regulated learning strategies with higher lecture engagement than they do in traditional classrooms. In a randomized field experiment with college students, we found that micro-class based “flipped classroom” mode, which encouraged students to make connections between what they were learning in their civic education course and technological environment, increased students’ positive academic emotions with better self-regulated learning strategies. The results have implications for the development of civic education curriculum. Additionally, it provides recommendations for how these descriptive data can be used to transform and improve the incorporation of education technologies into the civic education.</p>
17:45-18:00 MY0019	<p>The Students’ Intrinsic and Extrinsic Motivations to Engage with Digital Learning Games Adriana Caterina Camilleri and Mark Anthony Camilleri University of Malta, Malta</p> <p>Abstract—A relevant literature review suggests that today’s children are increasingly immersing themselves in ubiquitous technologies, including interactive media and digital games. Therefore, this research uses valid measures to investigate the primary school students’ motivations toward playing educational games, at home and at school. The study was carried</p>

	<p>out amongst year-3 students in a small European state. The findings reported that there were strong correlations between the students' perceived usefulness of the educational games and their behavioral intention to use them for their learning. The results also indicated that there was no significant relationship between the perceived ease of gameplay and the children's enjoyment in engaging with the school's digital games. To the best of our knowledge, there is no other study in academia that has explored the children's technology acceptance, normative pressures and their intrinsic motivations to use digital learning games in the context of primary education. Therefore, this contribution opens future research avenues, as this study can be replicated in other contexts.</p>
18:00-18:15 MY3006-A	<p>Creative Classroom and its Impact on Learning Engagement and Lecturers' Teaching Competency: A pilot study at Monash University Malaysia Catherine Lin Yen Yew, Cai Lian Tam, and Amudha Kadirvelu Monash University Malaysia, Malaysia</p> <p>Abstract—The impact of classroom layouts has often been overlooked within the goal of improving education quality in Malaysia. This pilot study investigated the preference of classroom designs among Malaysian university students and lecturers, and its impact on students' learning engagement and lecturers' teaching competency. It is hypothesized that creative classrooms with well-designed and educationally supportive classroom attributes will produce higher layout satisfaction, higher impact on learning engagement, and higher impact on teaching competency compared to the rigid and standardized attributes of traditional classrooms. A sample of 47 postgraduate students (male = 8, female = 39) and four lecturers (male = 1, female = 3) were recruited from the Masters of Professional Counselling course in Monash University Malaysia. Participants rated their satisfaction, impact on learning engagement, and impact on teaching competency for eight attributes (classroom space, colour, comfort, flexibility, portability of technology, acoustics, visibility, and interior ambience) in a creative and a traditional classroom. Results showed that students reported higher satisfaction towards the creative space, comfort, and interior ambience; lecturers showed indifference in satisfaction between both classroom settings. No significant impact of classroom attributes on the students' learning engagement was observed. Lecturers showed no significant difference of impact of classroom attributes on their teaching competency between the two classroom settings. However, students perceived their lecturers having higher teaching competency in the creative classroom setting. The findings contribute beneficial knowledge regarding impactful classroom attributes as a starting point towards constructing future creative classroom layouts for Malaysians.</p>
18:15-18:30 MY3013-A	<p>The Science Textbook in Grades 4-6 - Students' Potential for Coherent Meaning Making and Teachers' Selection and Use of Textbook Miriam Nylander Malardalen University, Sweden</p> <p>Abstract—Language and learning are regarded as being closely associated. According to different studies, the Swedish schools display a tendency towards a lower degree of equivalence, and unsatisfactory results in science subjects and reading comprehension. The presentation will describe my dissertation project. With few other studies addressing textbooks in the Swedish elementary school, the downward trend in languages and sciences results stand out. To what extent do textbooks and the use of textbooks affect these results? The dissertation examines and relates textbooks and teachers' use and views of the textbooks in their classrooms. Text analysis is in the foreground but will be linked to interviews with teachers. A main questions asked is: What potential for coherent meaning making, in terms of verbal language and multimodality, does the science- textbook offer the students in elementary school? This question will be answered through analyses of parts of two textbooks commonly used in</p>

	<p>Swedish classrooms. A sociosemiotic and multimodal perspective will be applied. The theoretical framework and analytical tools are obtained from, amongst others, Halliday & Matthiessen (2014) and Kress & van Leeuwen (2006).</p> <p>Early results indicate that the two textbooks both present a placing of certain elements that can be seen as difficult to interpret for the students. A pattern of interaction between the science-related images/languages and the more everyday images and use of language is also visible. Different scientific phenomena's are explained by relating them to objects and situations that the students are likely to have encountered.</p>
18:30-18:45 MY3017-A	<p>Curriculum Development in Blended Learning Narae Jung Nanyang Technological University, Singapore</p> <p>Abstract—Blended Learning, which combines the strength of the face-to-face learning and online learning, has been widely applied in the field of education with advances in technology. The purpose of this study is to show how the university Korean language curriculum is developed in blended learning environment, and to investigate how to improve the curriculum in blended learning. The blended Korean curriculum consists of 12hours of online learning and 36hours of face to face learning. The online learning is divided by two sections; pre-class vocabulary learning and post-class eAssingment. Students click the picture and listen to the audio file to learn vocabulary online before the face to face class, and do their homework online after the face to face class. The survey was conducted after a semester of Korean language course in blended learning at the university in Singapore. The result of the post-course survey shows that students have positive attitudes towards blended learning, and 93% of students like to see more of this type of course delivery, which has both online and face-to-face learning activities. However, a number of improvements were found from responses to an open-ended question. Based on these findings, this paper put forward suggestions on developing curriculum for foreign languages in blended learning environment.</p>
18:45-19:00 MY1028	<p>Mathematical Thinking towards an Efficient Approach to Problem Solving Situation Genalyn L. Capelo Isabela State University, Philippines</p> <p>Abstract—The confines of my study catered to developing thinking of learners to develop in them the efficiency towards problem solving situation. My experience and the same experience of my fellow teachers in Mathematics reveal that a number of students have the feeling of anxiety in the subject, a matter which has alarmed me on how to get across this situation. This is of crucial importance if our objective of developing student's proficiency in their logical-mathematical skills is to be attained. After all it is said that the product of education are quality educands.</p> <p>The salient features of my study focused on the difficulties surfaced at in learning the subject, the factors that deter in learning the subject, the learning enhancement activities, and the strategies implemented to make learning feasible and convenient.</p> <p>These problems as responded in the investigations, reveal of derivation and application of formulae-rules and principles to a problem under study, and weaknesses in understanding in the regrouping of numbers. Tracing out what factor are affective of these difficulties, student factor came out dominant.</p> <p>Strategies make learning easy and convenient. It also enables learners to better internalize facts and concepts nurtured in them. Several strategies were cited but what came out dominant was on determining appropriate solutions and approaches. This is certainly the entry-point towards gainful learning. It is thus imperative for teachers to be cognizant of what incites learners to go into a more commitment to learning not only to the maximum but also to the optimum.</p>
19:00	Dinner-----2nd Restaurant

Session 5
Topic: Educational Policy and Management
Time: 16:00-19:15
Venue: Sapphire Room

Session Chair: Assoc. Prof. Yixun Shi
 Bloomsburg University of Pennsylvania, USA

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

16:00-16:15 MY3035	<p>Programmable Logic Controller (PLC) Protected Transformer Banking Trainer Kit for Electrical Engineering Education Blondie Sanchez, Anthony Minoza and Jayson Loreto Caraga State University – Cabadbaran Campus, Philippines</p> <p>Abstract—This research will bridge the gap between theoretical concepts of transformer banking and its actual operation without risking the safety of the students as well as the initiating personnel for the laboratory exercises. In electrical engineering, the concept of transformers is very essential to the success of engineering students. Thus, learning the basic of transformers should be taught properly in universities. However, the danger of dealing with high voltages in a range of 220 Vac and above should be taken seriously. To solve this problem, a Programmable Logic Controller (PLC) will be integrated into the system. Programmable Logic Controller (PLC) is an industrial solid-state computer that monitors inputs and outputs and makes logic-based decisions for automated processes or machines. The integration of PLC into the configuration of any transformer banking served as the protection system. Students will be able to learn on how to configure four (4) different types of transformer banking, namely, (a) delta-wye; (b) wye-delta; (c) delta-delta; and (d) wye-wye. The interconnection of the system made possible with the aid of relays. The problem with transformer banking is whenever students misconfigured the connection there is a big chance of damaging the equipment and hurting the user. With this trainer, the equipment is being protected along with the user. The trainer developed in this research will be a good equipment to fully grasp the concept of transformers and best way for the students to expand their knowledge towards electrical engineering.</p>
16:15-16:30 MY1039	<p>Instructional Scaffolding to Stimulate Students' Involvement during Synchronous Online Learning Intan Pradita, Ista Maharsi and Willy Prasetya Universitas Islam Indonesia, Indonesia</p> <p>Abstract—This study aims at describing the implementation of instructors' scaffolding in synchronous online discussion, and observing the students' engagement in accordance to the course. This research is self-observational study that involved 18 students in online discussion. Data were obtained from the screenshot of synchronous online discussion, and the transcription of online discussion recording. The instructor employed Canvas Instructor as the platform. Thematic analysis was used in this study, and the findings suggested that the model of instructor scaffolding during synchronous online learning could be in the form of contingency, fading, and transfer responsibility. In this study, contingency plays an important role that makes the students' involvement during fading activities are more engaging. Transfer responsibilities activities were found less in the synchronous online learning in the form of task instruction for the offline meeting.</p>

16:30-16:45 MY1013	<p>Disaster Readiness and Risk Reduction Students' Academic Achievement in a Web-based Learning Platform Leah Mae B. Enero, Rene Juna R. Claveria and Cornelia C. Soto Batasan Hills National High School, Philippines</p> <p>Abstract—Second Life (SL) is an online virtual world with pedagogical applications such as digital storytelling, role-playing, and community engagement. As a web-based learning platform, Second Life, has already gained the attention of educators around the globe, however, this has not been explored yet in the local educational setting. In an environment where an efficient and effective transfer of learning is becoming a challenge amidst technological advancements, this study proposes the use of Second Life as a web-based learning platform in delivering classroom instruction for senior high school students aging 16-17 years old. This study aims to identify the effect of using Second Life in the academic achievement of the learners. The respondents were from a city-funded local university involving two sections comprised of 30 students each with similar cognitive ability, where one of the groups used the traditional approach and the other used Second Life as a learning platform. In this study, the computed mean value for the non-SL group is 20.10 and 29.93 for the SL group. Based on the level of proficiency, this showed a significantly higher post-academic achievement with 77% of the SL group as compared to the 0% of the non-SL group in terms of the frequency of students at the outstanding level. The delivery of classroom instruction may be challenging but incorporating technology as a part of the 21st century learning will be an advantage to both the teacher and the students.</p>
16:45-17:00 MY0034	<p>Students' Perspectives on the Use of TMS Model in Teaching Dance, Indonesia Andi Dwi Resqi Pramana and Triyanti Nugraheni Universitas Pendidikan Indonesia, Indonesia</p> <p>Abstract—TMS model is a newly developed model that is adapted for state schools in Indonesia. TMS is a model that combines the concepts of Technology, Metacognitive, and Somatic in dance learning so that students are able to be independent and to learn by moving and doing. In line with this purpose, the present study aims at exploring students' views regarding TMS Model. This study investigates how junior high school students' views on the use of e-learning through TMS model. The participants of the study were nine students. In this study, qualitative method was used by conducting semi-structured interview. The results revealed that the use of TMS model provides positive results in learning activities according to students' views. The use of TMS model can increase the productivity of learning, help teachers to streamline the efficiency of learning time, be easy to carry, assist obtaining concrete information and allow students to be independent. In addition, by using somatic techniques, the students do specific movements that require less effort for more efficient movement result.</p>
17:00-17:15 MY0053	<p>Design and Development of e-Warisan Senibina Portal: A Web-based Knowledge System for Architectural Virtual Heritage Data and Heritage Education Yun Yi Tan, Ahmad Rafi Mohamed Eshaq, Siti Noraishah Musa and Aliff Afiq Mohd Anuar Universiti Sains Malaysia, Malaysia</p> <p>Abstract—e-Warisan SENIBINA is suggested as a one-stop information center for the virtual reality reconstruction of Traditional Malay Muslim Architecture in Peninsular Malaysia to assist documentation and enhance the experience of learning architectural heritage. It is developed as an attempt to serve as the knowledge repository for architects, historians and other researchers in the field that offers compilation of digital information and visualization options. This paper presents the development of a web-based knowledge system for nineteen buildings that are built before the Malaysian independence. Also presented in this paper are the findings and lessons learned from the development of the system.</p>

17:15-17:30 MY0054	<p>21st Century Learning Skills: The Investigation of Indonesian Students' Perspective on the Use of Duolingo as Language Learning Strategy Andi Amalia Sabila and Wawan Gunawan Universitas Pendidikan Indonesia, Indonesia</p> <p>Abstract—This study investigates how Indonesian students' views towards duolingo application, whether the Indonesian students use the duolingo application as their language learning strategy or not. This study is aimed at analyzing the students in Indonesia use duolingo regarding e-learning in the 21st century learning. This study relies on interviews with five Indonesian students who have duolingo application. The analysis shows the students in Indonesia use duolingo as their language learning strategy. There are several reasons underlying the students' answer. This analysis is significant for students to realize that language learning strategy is very important and technology will continue to grow. They need to realize that to master target language, they need to choose language learning strategy that's suitable for them.</p>
17:30-17:45 MY0075	<p>ARTitser: A Mobile Augmented Reality in Classroom Interactive Learning Tool on Biological Science for Junior High School Students Mary Joy H. Ramos and Benilda Eleonor V. Comendador Polytechnic University of the Philippines, Sta. Mesa Manila Philippines</p> <p>Abstract—The authors implemented an Augment Reality (AR) to develop a mobile application called ARTitser that was utilized for Junior High School students as a supportive tool to learn Biological Science. The said application runs in iOS that integrates AR technology education which may help the teachers in facilitating delivery of the daily lessons using a realistic representation of objects for a better learning experience. It may also assist the teachers to monitor the performance of the students when using AR lesson. Moreover, the students may enjoy ARTitser application because they will see 3D objects associated to biology lesson. Based on the result of the survey, the respondents highly recommended the ARTitser with a grand mean of 4.52 which is highly acceptable. Thus, the said tool can be implemented in the Junior High School students which may motivate as well as improve the performance of the students.</p>
17:45-18:00 MY0081	<p>Virtual Reality as a New Opportunity in Geography Education: From the teachers' perspectives in Korea Daeheon Cho and Bo Ae Chun Catholic Kwandong University, Korea</p> <p>Abstract—The purpose of this paper is to present the necessity and possibility of geospatial virtual reality (VR) in secondary education of Korea from teachers' perspectives through development and application of professional development program (PDP). Recently, the emergence of information technologies, such as virtual cities, digital globes, and virtual explorations open a new horizon for teaching and learning geography. This is, geospatial VR offers realistic 3D learning environments and provides immersive, engaging, and interactive experiences and virtual tours. Despite the opportunities of geospatial VR, there is still a lack of research on the PDP for teachers who apply it to the actual classroom. Therefore, this study developed a teachers' PDP based on the demand survey and expert advisory. After applying 15 hours of the PDP, we collected and analyzed data using the satisfaction questionnaires and focus group interviews with regard to the obstacles that teachers found in the PDP with VR and suggested several possible solutions from the viewpoint of teachers.</p>
18:00-18:15 MY1014-A	<p>Augmented Reality (AR) Teaching and Learning: Students' Biology Attitude Lyka D. Lamoste, John Oliver P. Distor and Catherine Genevieve B. Lagunzad Rizal Technological University, Philippines</p>

	<p>Abstract—One of the most powerful forms of contextual mobile learning is Augmented Reality (AR). It brings a remarkable potential to complement information with the use of computers and mobile devices. It offers opportunities to expand the borders of the classroom to create new dimensions in mobile learning and to increase the students' connection to the real world and to the concepts being learned. With Augmented Reality (AR) learning finding its place in the field of education and its potentials to improve students' learning performance and attitude, this study aims to determine the effect of AR in teaching and learning towards the students' biology attitude. An attitudinal survey instrument, CLASS-Bio, which consists of 31 Likert-scale statements, was adopted to measure the students' attitude towards biology education and inquire a range of perceptions that vary between experts and novices thinking-like beliefs before and after the intervention. Two groups were classified into traditional and AR learning groups, each with 32 students. Both groups received the same classroom instructions except that the AR group used AR applications through their mobile devices. The students' responses from the attitudinal statements were further analyzed per categories on how they view the discipline of biology in terms of enjoyment, likelihood of making connections to the real world, problem solving skills (reasoning, synthesis and application, strategies, and effort), and conceptual connections. This is to reveal interesting aspects of student thinking and to determine the category that may have greatly influenced their overall learning attitude. Results showed an improvement in their Biology attitude's overall post-attitudinal scores for both traditional and AR learning group however, there was a change in percentage of statements for which students agrees with the experts' response. Both groups shifted to more expert-like beliefs. However, most students in augmented reality learning group have greater frequency at 50% to 60 % favorable response while in traditional learning group has only 40% to 50 %. This indicates that augmented reality learners show significantly positive impact on the students' attitude. Also, normalized gain score analysis revealed that AR learning group (= .6137, =.09754) had a statistically significant higher post-attitudinal scores than the traditional learning group (= .4625, = .08883) with a p-value of < 0.001 at 0.05 level of significance.</p>
18:15-18:30 MY1032	<p>Students' Perception on SQ3R Method in Reading Comprehension with the Help of Technology: A Study in EFL Classroom Anggara Jatu Kusumawati Universitas Islam Indonesia, Indonesia</p> <p>Abstract—This study is aimed to know the students respond the use SQ3R method in reading comprehension with the help of technology. This traditional method combined with some activities using technology in the pre-, during-, and post-reading activities. All of them were the steps to increase students' understanding. The survey was conducted to 105 Indonesian EFL learners who enrolled a reading classroom. The result of the survey indicates that the majority of students stated that the method of SQ3R combined with technology is beneficial for them to achieve their goal in reading.</p>
18:30-18:45 MY3037-A	<p>Students' Pronunciation Assessment and Instruction: Adopting Automatic Speech Recognition (ASR) Wenqi Xiao and Moonyoung Park The Chinese University of Hong Kong, Hong Kong</p> <p>Abstract—As communicative approach became the dominant language teaching method, pronunciation has generated renewed research interests and attention (Morley, 1991). However, pronunciation was avoided in teaching practices (MacDonald, 2003). The teaching reluctance was due to the fact that teachers were unsure where to start, and were troubled with meeting learners' individual needs, and lack of teaching methods (Brown, 1992, Claire, 1993, Fraser, 2000, and Derwing and Munro, 2015, Foote et al., 2011). Meanwhile, we notice that as</p>

	<p>automatic speech recognition technology (ASR) is integrated with mobile software, mobile-assisted pronunciation training (MAPT) holds its potential in pronunciation assessment and learning. This study attempts to approach pronunciation-teaching difficulties faced by teachers. Diagnostic assessments integrating human rating with ASR-supported evaluation are conducted to present students' pronunciation weaknesses and strengths. Upon identifying the error types and frequencies, instruction contents are developed. Instruction priorities and attention are apportioned by referring to theoretical perspectives. MAPT software is employed for off-class practices. By comparing pronunciation performance before and after instruction, the study implies that while pronunciation weaknesses still existed, errors, prioritized for instruction, tended to be less frequent, which shed some lights on the usefulness of applying theoretical notions. Interviews reveal that students' pronunciation awareness has improved. Another implication of the study is that MAPT software could be used as a supplementary tool for pronunciation evaluation and self-learning.</p>
18:45-19:00 MY1029	<p>Linking Attitude and Achievement in Chemistry Donabel Ariza Dumelod Isabela State University, Philippines</p> <p>Abstract—It is the goal of the Philippines to make students globally competitive. With this goal the country must strengthen its science education system. This study was conducted to determine the profile, attitude and achievement of the 3rd year high school students at Cauayan City National High School-Research Annex. A total of 42 students participated in this study. A standardized questionnaire adapted from International General Certificate of Secondary Education (abbreviated as IGCSE) was used for the achievement of students in Chemistry. Encompassing both descriptive and correlational designs, the results obtained were analyzed using frequency and percentage, t-test and Pearson r. Statistical package aided the computation of the statistical parameter. Analyses of data revealed that:(1) respondents had moderately favorable attitude in Chemistry subject; (2)their Chemistry achievement was fair; (3) attitude and Chemistry achievement had changed when grouped according to sex and age (4) and there was no significant relationship between the attitude and achievement of students in chemistry.</p>
19:00-19:15 MY2026-A	<p>An Analysis of Teacher Questions and Student Responses in English Guided Reading Lessons Lee Soo Mi and Elisa Monteiro University of Saint Joseph, Macau</p> <p>Abstract—This study explored questioning practices adopted by primary teachers while facilitating English guided reading lessons in a primary school in Macau. A case study research design was used to examine interactions between teacher questioning and related student engagement. Observations were conducted in eight primary school English classrooms to measure observable aspects of student cognitive engagement during guided reading instruction. Audio recordings and notes were taken during class observations. Post-lesson observations were followed with interviews with each teacher. The data gathered from the observations and interviews were transcribed, coded and analyzed. Results indicated that lower primary grade teachers used more factual type questions than upper primary grade teachers. Upper primary grade teachers focused more on conceptual type question; however, responses from students did not always reveal high order cognitive engagement. Implications for classroom practice, teacher education, and professional development are discussed.</p>
19:00	Dinner-----2nd Restuarant

Session 6
Topic: Educational Policy and Management
Time: 16:00-19:00
Venue: Jade Room

Session Chair: Prof. NG Shun-Wing,
 University of Saint Joseph, Macau

*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

**After the session, there will be a group photo for all presenters in this session.

16:00-16:15 MY0024	<p>Teaching Multiculturalism on Grass Root Society: An Experience from Sunda Wiwitan Community in West Java, Indonesia Rakhmat Hidayat State University of Jakarta, Indonesia</p> <p>Abstract—Sunda Wiwitan is one of the indigenous religions in West Java, Indonesia. It is spread in some regions in West Java. Sunda Wiwitan is rooted from local belief system based on Sunda culture and beliefs. As an indigenous religion, it is different from official religions acknowledged by the national government. Even though Sunda Wiwitan is a minority religion in the society, the followers could live together with other religions and it becomes a part of the diverse communities. They build the social interaction with Islam community, the majority community in Indonesian society, as well as with the Christian community. However, as an indigenous community and as Indonesian citizens with social-cultural rights, Sunda Wiwitan community always negotiates cultural diversities with the state and other societies. This paper aims to discuss two fundamental things including how the teaching multiculturalism based on experience the Sunda Wiwitan community as an output of negotiation of cultural diversity is, and what the basic philosophy of multiculturalism from the Sunda Wiwitan community is? This study was conducted in Cigugur village (Kuningan Regency) and Susuru hamlet (Ciamis regency) by employing a qualitative method which is interpretative and holistic. The data were gathered through in-depth interviews, observation and library research. In-depth interviews were conducted to local figures of Sunda Wiwitan, Sunda Wiwitan residents and young people in the Sunda Wiwitan community.</p> <p>This research draws three major conclusions. First, there are historical influences guiding their interaction as well as their behavior in society. Their ancestors teach the followers with the basic philosophy called sawarga which means family. This is an expression of understanding the teachings they believe in: all human beings are siblings even they have different religion and culture. Second, the multiculturalism they have practiced since long ago integrates elements of the local beliefs inherited by their ancestors, the Sunda Wiwitan in West Java particularly in Cigugur village and Susuru hamlet. Third, teaching diversity students in the school gave the insight and basic values regarding the social tolerance and contributing to our empirical understanding of the social and cultural diversities in the Indonesian archipelago.</p>
16:15-16:30 MY2009-A	<p>Assessing "Now" or the "Future"?-Designing Teaching and Learning Activity to Empower Students' Ownership Glos Ho Hong Kong Baptist University, Hong Kong</p> <p>Abstract—In an undergraduate Integrated Marketing Communications course taught at the Hong Kong Baptist University, the traditional requirement of marketing plan was replaced by a studentcentred social media project that was designed based on Kolb (1984)'s experiential learning cycle through active experimentation (plan), concrete experience (do), reflective observation (observe) and abstract conceptualization (think). A total of 100 students in teams developed promotional videos on Facebook to promote one of the global issues - 17 Sustainable Development Goals (SDGs) set by United Nations. Students monitored their</p>

	<p>campaign for 3-weeks with the option to improve the results or leave it as it was. The performance and simulation assessment method advocated authentic execution and impact analysis with self-reflection of the learning process. Students were required to demonstrate their level of competence and knowledge by carrying out a real-life social media campaign, so as to capture not only the results of the campaign but also the process they used to execute the task and solve the problems within. It was evident in selected focus groups that not only students were intrinsically motivated to wean off their dependence on professors, the authentic learning experiences created in the projects have allowed students to demonstrate creativity and empathy for others. By assuming complete ownership of their respective campaigns, students were intrinsically motivated to learn the intricacies of video shooting and social media management. The students celebrated achievements as well as failures, which are skills and attributes necessary to succeed in the 21st century.</p>
16:30-16:45 MY2021	<p>Designing an Academic Skills Bridging Course for University Freshmen Jing Hua Ye Cork Institute of Technology, Ireland</p> <p>Abstract—In the academic landscape, the dissertation of knowledge is of great importance to research-active academics. Yet the majority of students do not possess the necessary skills to effectively convey ideas in written format. Besides the lack of academic writing skills, plagiarism is another problem rife in academia and is rarely acknowledged. This problem is worsening with the increasing availability of technology. Apart from these two major problems, students often find that mastering mathematical problem-solving skills is arduous and leaves them without the confidence to complete math-intensive courses in their institution. Solid academic skills build a strong foundation for students' futures. Hence, a rigorous official preparation programme is needed to boost the educational attainment levels of disadvantaged groups of students. This paper charts the development of such a programme, entitled the Certificate in Academic Skills. A systematic approach, based on the backward design model, was utilized to develop this new programme, and resulted in the development of a programme capable of being delivered to all stakeholders. The CIPP model was used to evaluate this new curriculum. Based on this evaluation, we are confident that this vocational certificate will meet its intended goals and stand up well to further examination and scrutiny.</p>
16:45-17:00 MY0061	<p>Toward Creative Convergence: A Free Learning Semester Class with Mobile Device 'Making an Ecological Map of our School Yard' Bo Ae Chun and Hae Ja Heo Catholic Kwandong University, Korea</p> <p>Abstract—In South Korea, the recently revised national curriculum is not irrelevant to the trend of global education reform, which focuses on competency-based education, creative convergence, and free learning semester system. In this light, the purpose of this study is to present a convergence education model by integrating STEAM, and creative problem solving (CPS) approach as a learning method, which is coined CPS-based STEAM. Following the principles and process of the creative convergence model, a series of the instructional module was developed and applied to a 7th-grade classroom of free learning semester in a middle school, South Korea. After completing 15 units of CPS-base STEAM class, students' reflection journals were analyzed with Atlas.Ti. Results show that while participating 'making an ecological map of our schoolyard' project students were able to cultivate consilience thinking by converging knowledge, attitude, and skill of science, technology, engineering, arts, and mathematics. Also, they were able to actively explore and solve problems in the real world.</p>

17:00-17:15 MY2041	<p>Comparison Study of Student's Learning Achievement between the Flip Classroom with and without Group Management Kanyuma Jitjumnong and Surachai Suksakulchai King Mongkut's University of Technology Thonburi, Thailand</p> <p>Abstract—Lecturers in universities normally use lectures as a primary teaching method. This teaching style has one drawback; it cannot respond to individual differences. A flipped classroom, on other hand, is an instructional strategy that allows students with different learning styles to learn together. It gives students a chance to study class materials, e.g., online lessons, videos and other appropriate media, as their suitable times and places in advance before the class. Then the students come in the class to do activities provided by lecturers to practice higher skills. However, in this method, students must take more responsibility for themselves, both in and outside the classroom, and therefore some students may not be able to complete the in-class activities on time. Therefore, in this research, a group management technique was applied with the flipped classroom method. The technique was divided students into a small group of 3 people in which students with the highest GPA in the class acting as tutors and mentors for the groups they belong to. The objective of this research was to compare the learning achievements between the flipped classrooms with and without group management applied. The sample group used in this research was 24 second-year undergraduate students in the Department of Electrical Education, Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi who enrolled in ECE 101 Digital Circuit Design class in the academic year 2018. The comparison result showed that the learning achievements of the students in the flipped classroom with the group management ($\bar{x} = 12.46$, $SD = 1.69$) was higher than the normal flipped classroom ($\bar{x} = 8.83$, $SD = 2.60$) with statistically significance at 0.01 levels.</p>
17:15-17:30 MY2028	<p>The Effect of Willingness to Participate in Family Value to Intergenerational Learning Program among College Students Yu Jen Lin and Tai-Fen Chen Tunghai University, Taiwan</p> <p>Abstract—The Purpose of the study aimed to know college students' willingness to participate in family value to intergenerational. To investigate college students' willingness, the researcher designed the questionnaire after reviewed related literature. The questionnaire's reliability and validity were established through item analysis and factor analysis of the pilot study. A private university students were invited to complete the questionnaire.</p> <p>The researcher purposive sampled the college students to complete the questionnaire. Six hundred and sixty-eight questionnaires were collected. The researcher used descriptive statistics, standard mean deviation, on-way ANOVA, contingency coefficient, and multiple regression analysis to analysis the data. Five research findings of the current study were (1) College student's family value were tended to be traditional especially in the domain of family value but tin the domain of gender role was more modern. (2) In family value, significant differences were found in different gender and school years. (3) College students were lacked of knowledge about intergenerational learning program. (4) In the willingness of taking intergenerational learning program, significant differences were found in different genders, school years, and family types. (5) College students' family value and their willingness of participation intergenerational learning program were positively correlated.</p>
17:30-17:45 MY2023	<p>A Study on the Effects of Children's Attitude Toward elder by Intergenerational Programs Meng-Chieh Chao Ching Kuo Institute of Management and Health, Taiwan</p> <p>Abstract—This study explored the effect on the changes of children's attitude toward elder, after both had participated in the intergenerational program, by quasi-experimental design with</p>

	<p>the pretest and the posttest. The intergenerational program took 8 weeks. The participants were 54 children from kindergarten in Taipei. The study of children's attitude toward the old people shows the findings as follows:</p> <p>a) The fact that children live with grandparents have effect on the affection of children toward the elders.</p> <p>b) Intergenerational program increased the children's social and physical cognition in older people.</p>
17:45-18:00 MY2024	<p>Parental Involvement Strategies Vis-à-vis Academic Performance of Junior High School Students in Mathematics Avelina M. Aquino, Cecilia J. Sabio, Florinda G. Vigonte and Nerinissa R. De Leon De La Salle Araneta University, Philippines</p> <p>Abstract—This study covered 237 students of Angat National High School in Taboc, Angat, Bulacan - Philippines particularly the students of Junior High School department for the 2nd Grading Period of the Academic Year 2017-2018. This was delimited to 40 percent sample randomly chosen from the population of 581 junior high school, and the 237 parents of the total student respondents. Descriptive correlational method of research was utilized in this study with questionnaire as the main instrument for gathering data. Academic performance was quantified using the grade point average of students in Mathematics. 23 students or 9.7 percent were in the “advanced proficiency level in Mathematics. Generally, the overall performance of the students in Mathematics may be described as “approaching proficiency. The results of analysis of variance revealed and F-ratio of .990 with associated probability of $p=.422$ which reveals that the parental involvement strategies like mentoring, parental involvement initiatives, awarding scheme and achievement recognition affect the academic performance of the students in Mathematics but not to a significant extent. Since the associated probabilities of the coefficients were found to be higher than the significance level set at .05, it was found to be non-significant. The null hypothesis is sustained. Conclusions were drawn and recommendations were offered.</p>
18:00-18:15 MY0071	<p>The Effects of Accent on English Listening comprehension in Freshman Students Studying English Business at Phetchabun Rajabhat University Jeerapan Phomprasert and Ma'ayan Sarah Margaret Grace Phetchabun Rajabhat University, Thailand</p> <p>Abstract—Listening is recognized as one of the most difficult skills in language acquisition and has been the least researched of all four language skills (Vandergrift, 2007). This has meant listening skills haven't been targeted by teachers and are viewed as a “somewhat neglected and poorly taught aspect of English” (Osada, 2004). This study investigates the English listening ability and the effect of accent on freshman student's ability to comprehend spoken English. The sample group used for this study comprised of 33 students from the Business English Major at Phetchabun Rajabhat University. The results of this study showed that the freshman students studying Business English had a listening ability below the originally expected threshold as well as revealing that students received higher percentages of correct answers when tested using Australian and British accents and lower results when tested using American accents. The results were then analyzed according to the student's backgrounds and exposure to various accents. Correspondingly the results from this study can be used to develop awareness and improve the techniques used to ensure students acquire better English listening abilities and improve the precision and effectiveness of both teaching and learning.</p>
18:15-18:30 MY2046	<p>The Strategic Roles of Students in Computer-Supported Learning Amic G. HO The Open University of Hong Kong, Hong Kong</p>

	<p>Abstract—In the past decade in education, many schools were encouraged to apply various technologies in teaching and learning. Different computer applications and online platforms were recommended. However, some of the schools still have difficulties in applying computer system. Most students just think that the application of computer in learning limited to download the weekly-notices and other teaching material. This understanding reflected that there are insufficient computer applications were adopted in the general curriculum. Some scholars proposed that influenced by the technological development, the fully functioned computer applications and online platforms would change the approaches and roles of education in the future. Various technologies were applied in the case of entirely making use of computer applications and online platforms. Students can share their thoughts and ideas, question. They investigate as well as process information based on their sharing. At the same time, the teacher leads his students to learn. Teachers' roles are essential to be the facilitator and students take active roles. However, limited further understanding of how the role of teachers and students changed were explored. The aim of this study is to investigate the strategic roles of students in Computer-Supported Learning. The trends of the students and teachers roles will be analysed. These changes would develop a more concrete understanding of the influence of computer applications and online platforms of education in the future.</p>
18:30-18:45 MY1037	<p>Research on the Representation of Employees' Job Burnout on Large-scale festival Activities Shu Zhang and Ying Ning Wuhan Business University, China</p> <p>Abstract—Due to their remarkable economic and social benefits, festival activities were increasingly attached importance by local governments and relevant enterprises. However, large-scale festival activities had significant benefits, their time of duration was much longer than that of general festival activities. And then in the process of short work with high intensity, whether would the employees who took part in festival activity produce Job Burnout? If Job Burnout occurred, what would be representation of Job Burnout and whether did it have differentiation with that occurred in routine work? The paper would conduct analysis by taking the 10th China (Wuhan) International Garden Expo as an example, attempt to analyze representation of employees' job burnout in Garden Expo.</p>
18:45-19:00 MY1030	<p>Leadership Capability and Performance of the Socio Cultural Affairs Officers of the State Universities and Colleges (SUCS) in Region2, Philippines and Its Implication to Education Irmalyn R.Alejandro Isabela State University, Philippines</p> <p>Abstract—In attaining the organizational goals effectively and efficiently, the Leadership capability of the heads of office must be strengthened, monitored and evaluated. Hence, the researcher was interested to measure the leadership capability and performance of the socio cultural affairs Officers in Region 02, Philippines. The study utilized the descriptive-correlational method of research. The respondents involves in this study are the Socio Cultural Affairs officials and coaches of four State Universities and Colleges in Region 02. Results show that the level of implementation of academic policies and admission requirements are directly linked to leadership behaviors of the socio-cultural directors. Furthermore, it was identified that the most reported problems in the office of the socio cultural affairs officers are lack of time for practices and inadequate budget. In view of these facts, the head or the director of socio cultural affairs must also possess technical, human and conceptual skills so that they can easily perform duties and responsibilities through advance educational and advance educational attendance to national conference and seminars along management, administration and specific task on socio-cultural affairs/activities.</p>
19:00	Dinner-----2nd Restaurant

Poster Presentations

MY0026	<p>An Exploratory Study of MOOCs Adoption in Indonesia Arfik Nurhudatiana, Adilla Anggraeni and Sukma Putra Bina Nusantara University, Indonesia</p> <p>Abstract—Massive Open Online Courses (MOOCs) are beneficial to society by providing access to quality courses at very affordable fees. Despite their popularity, the MOOC participation rate in Indonesia is still very low. In addition, little is known about the adoption of MOOCs in Indonesia. This study explored MOOC adoption in Indonesia by investigating attitudes, awareness and the experience of working adults in Indonesia with MOOCs. Data was collected from 85 respondents, with 31 respondents having some experience with MOOCs. It was found that although the respondents generally had positive attitudes towards MOOCs, many of them were not familiar with MOOCs. The respondents who were familiar with MOOCs mostly held professions in the information technology and education fields. Lastly, MOOC users highlighted time management and commitment as the two most important factors which determined successful participation in a MOOC.</p>
MY0052	<p>Research on Establishment of the theoretical Model of Innovative Entrepreneurship Education System in Colleges and Universities of China Bo Zhou Kunming University of Science and Technology, China</p> <p>Abstract—Through decades of development, innovative entrepreneurship education in colleges and universities of China has stepped from the preliminary exploration stage characterized by piecemeal development into the deepening stage characterized by systematic pushing. However, colleges and universities still currently face an uncertainty over the basic concept of innovative entrepreneurship education and a lack of theory and strategy for systematic pushing. To deepen development of innovative entrepreneurship education in this new era, based on clarification of related concepts, constructs a theoretical model of innovative entrepreneurship education system. This model clears the goal of innovative entrepreneurship education which is cultivating innovative entrepreneurial talents through the way of classification, puts forward the fundamental mission of innovative entrepreneurship education which is enhancing students' core competencies of innovative entrepreneurship, and elucidates the educational concept and model of "classification cultivation" which includes "comprehensive coverage", "organic integration", "systematic cultivation", "Classified guidance"</p>
MY2039-A	<p>Foreign care workers in dementia care facilities: A study using text data mining Miwa Yamamoto, Yoko Miyoshi, Junko Yoshimura, Sachiko Matsui, Yasuko Maekawa and Kiyoko Tokunaga Tottori University, Japan</p> <p>Abstract—Purpose: The present study aimed to explore studies on elderly dementia care provided by foreign care workers in dementia care facilities through PubMed searches and text data mining analysis. Methods: We used PubMed, a publicly available on-line database. PubMed: PubMed comprises more than 22 million citations for biomedical literature from MEDLINE, life science journals, and online books. Some citations include links to full-text articles from PubMed Central and publisher web sites. Thesaurus words in PubMed articles were analyzed using commercially available text-mining software "Trend Search" developed by FUJITSU. The analysis provides a concept map of relational words, with the strength of the relation between words reflected in the line size and distance between them. For ethical purposes, articles were anonymized for analysis.</p>

	<p>Ethical considerations: Only anonymous articles were selected.</p> <p>Results and Conclusions: The publication search yielded 22 articles with terminology hits (1999-2018). Mapping yielded the three wedges of "Factor" "Support" "to patients". Based on the results of text data mining, we summarized studies on foreign care workers in dementia care facilities, as follows:</p> <ol style="list-style-type: none"> 1. To examine factors associated with psychological burden of care for elderly people with Alzheimer in Australia and China activity. 2. To illuminate support for elderly people with dementia. 3. To illuminate preferred treatments for elderly people with Alzheimer in Europe.
MY2040-A	<p>Discussion of Tacit Knowledge Related to Blood Collection Technique: Comparison of Nurse and Nursing Student Consciousness of Auxiliary Fingers Yasuko Maekawa, Yukie Majima and Takeshi Matsuda Kagawa University, Japan</p> <p>Abstract—This study was conducted to elucidate differences in consciousness of auxiliary fingers to help insert a needle into a vein between nurses and nursing students. The nurses had their own experiences related to their creative methods or knacks in how to use their auxiliary fingers especially for an elderly patient at actual clinical sites. To find methods for a beginner to learn "tacit knowledge" such as "proficient skills" in collecting blood technique effectively and efficiently. This study specifically addressed fingers performing auxiliary functions which had long been a blind spot hindering analyses. Objective: This study was to elucidate differences in consciousness of auxiliary fingers between nurses and nursing students. Four female nurses and four female and two male nursing students who had already taken a course of blood collection technique. Data collection was performed as follows: they simulated intravenous injections into the arm of another examinee who played the role of a patient five times. After the performance, the researcher interviewed about their consciousness of the auxiliary fingers. Ethical considerations: The research was conducted with permission from the ethics committees of the institutes to which the researchers belonged. The nurses talked that "Elderly people's skin is wrinkled. I pull the skin with the dominant hand as well as the non-dominant hand, say, as in three-point support, or even pull the skin from the underside of the arm.", (" I do with the first finger or pull the skin from the underside of the arm depending on the skin and blood vessel conditions.") On the other hand, students talked that "I was not conscious of whether it was fixed or not." The nurses contrived various ways of inserting a needle with consciousness of how to use their auxiliary fingers properly in accordance with their targets in terms of the conditions of elderly patients' skin and blood vessels as their tacit knowledge in blood. This study specifically addressed fingers performing auxiliary functions which had long been a blind spot hindering analyses. This study was conducted to elucidate differences in consciousness of auxiliary fingers between nurses and nursing students.</p>
MY3028-A	<p>Collaborative Learning Aiming to Activate Debates Mikiko Kurushima and Kiyoko Tokunaga Kyoto College of Nursing, Japan</p> <p>Abstract—Problems: Although collaborative learning is effective for learning, the following problems are pointed out: it does not encourage students to review learning; some students do not participate in learning; the opinions of active students about holding a prominent position are likely to be those of most or all students.</p> <p>Purposes: To examine how to activate debates among students in collaborative learning.</p> <p>Methods: In the course of the Nursing Process, students used an educational application on iPad for immediate sharing of their responses to questions asked by a teacher, and then debated the responses.</p>

	<p>Results: According to an after-class questionnaire, 62 students (68.1%) reported that they had freely expressed their own opinions. Also, 67 students (73.6%) stated that they had listened to others' opinions objectively. Furthermore, the satisfaction level, on a five-point scale, for class evaluations rose from 4.36 to 4.58.</p> <p>Conclusion: Results suggest that this method is likely to encourage students to participate in debates through collaborative learning.</p>
MY3034	<p>Nursing Students' Motion Posture Evaluation Using Human Pose Estimation Makoto Nishimura, Makiko Itoi, Masaki Saito and Kensuke Tsurumaki Kyoto Koka Women's University, Japan</p> <p>Abstract—Appropriate motion posture based on biomechanics is important to prevent lower back pain in nurses and nursing aides. We applied our human pose estimation system to evaluate nursing students' motion posture fairly and effectively.</p> <p>This study examined 31 nursing students who had already learned about using biomechanics. These participants showed part of a fundamental nursing skill of "bedmaking." Then researchers recorded the motion. Videos were analyzed using the human pose estimation system developed by Fujitsu Advanced Engineering Ltd. The center of gravity (COG) height was calculated for motion posture evaluation. To compare COGs of participants evaluated as passing (Good group) by teachers with those of failing participants (Bad group), t-tests and ANOVA were used.</p> <p>We analyzed 16 participants excluding 15 participants because of their video's defect. Heights of all participants were 159.3 ± 6.3 cm. The COG was 94.0 ± 6.7 cm. Good group ($n = 7$) nurses showed significantly lower COG during motion than the Bad group ($n = 9$) did (Good group, 66.5 ± 7.0 cm; Bad group, 74.8 ± 6.4 cm, $p < 0.001$). Some participants with inadequate COG lowering were included in the Good group.</p> <p>The COG during motion was calculated accurately using the human pose estimation system. Results demonstrated a definite difference of COG between Good and Bad groups, and demonstrated teacher evaluation as ambiguous. The system might support teachers, enabling higher accuracy evaluation of students' motion posture.</p>
MY2048-A	<p>Development of a Useful Preparatory Learning Material for Adult Acute Care Practicum Sachiko Matsui Osaka Shin-ai College, Japan</p> <p>Abstract—During an adult acute care practicum, students are assigned perioperative patients to care for, and practice nursing care in real-life situations. Management focused on predictive care is important, as patients experience significant body changes postoperatively. Students need to accumulate sufficient knowledge through preparatory learning so that they can provide such care. This study aimed to create a useful pre-practicum learning material based on student evaluation.</p> <p>We developed a roughly 50-page pre-practicum assignment comprising problem-oriented questions pertaining to each item of learning required for emergency and perioperative nursing (introduced in August 2016). Ninety-one third-year nursing students in 18 groups (5 students/group) participated in the practicum from September 2016 - February 2017. Students then completed a self-administered questionnaire survey regarding the quantity and burden of the assignment, its usefulness during the practicum, and their sense of fulfillment, with free comments. Roughly 60% of students found the assignment burdensome and 30% noted on its high quantity. On the other hand, 70% and 65% responded that it was useful and their experience was fulfilling, respectively, and these responses were significantly correlated (Chi-square test). Free comments suggested that students used the material frequently during the practicum (e.g., assessment, knowledge of anesthesia, postoperative complication), learned many new things, and understood how to organize their knowledge. Points of improvement</p>

	<p>were also noted, including the small size of the comment box, confusing colors, and hand-written style. Our findings suggest that sufficient preparation could help students participate in the practicum with confidence, with instructors' interventions rather than by themselves.</p>
MY0016	<p>Mobile Learning via Educational Apps: An Interpretative Study Adriana Caterina Camilleri and Mark Anthony Camilleri University of Malta, Malta</p> <p>Abstract—In this study, an attempt was made to solve this difficult problem by analyzing the results of the work of same-sex educational institutions. A comparative analysis of performance indicators in same-sex and mixed classes of one of the Kazan gymnasiums is given. The approximate forecast of the development of scientific studies of single-sex education is presented.</p>
MY0019	<p>The Students' Intrinsic and Extrinsic Motivations to Engage with Digital Learning Games Adriana Caterina Camilleri and Mark Anthony Camilleri University of Malta, Malta</p> <p>Abstract—A relevant literature review suggests that today's children are increasingly immersing themselves in ubiquitous technologies, including interactive media and digital games. Therefore, this research uses valid measures to investigate the primary school students' motivations toward playing educational games, at home and at school. The study was carried out amongst year-3 students in a small European state. The findings reported that there were strong correlations between the students' perceived usefulness of the educational games and their behavioral intention to use them for their learning. The results also indicated that there was no significant relationship between the perceived ease of gameplay and the children's enjoyment in engaging with the school's digital games. To the best of our knowledge, there is no other study in academia that has explored the children's technology acceptance, normative pressures and their intrinsic motivations to use digital learning games in the context of primary education. Therefore, this contribution opens future research avenues, as this study can be replicated in other contexts.</p>

Listeners' List

Listener 1	Juliana Serwaa Andoh, <i>Kwame Nkrumah University of Science and Technology, Ghana</i>
Listener 2	Ali Babar, <i>Pakistan</i>
Listener 3	Shankar Kumar Mondol, <i>Ideal School and College, Dhaka</i>
Listener 4	Rashid Ali, <i>Government of Punjab Pakistan, Pakistan</i>
Listener 5	Xin Qian, <i>China West Normal University, China</i>
Listener 6	Xiaomei Zeng, <i>China West Normal University, China</i>
Listener 7	Richard Onyekachi Okoro <i>Pempolli Africa Worldwide Pty Ltd, South Africa</i>
Listener 8	Avelina M. Aquino, <i>Bulacan State University, Philippines</i>
Listener 9	Gideon Ofori, <i>Ministry of Education, Ghana</i>
Listener 10	Daniel Boadi, <i>Ministry of Education, Ghana</i>

One Day Tour

1. 08:45-Pick up from Best Western Premier Gangnam Hotel

Note: The participants who enrolled city visit please arrive at Best Western Premier Gangnam Hotel at 8:45 on time. The itinerary is subject to the actual schedule of the day. In addition, as the seat of the business van is full, please don't take large suitcases to travel.

2. 09:00-Leave for Gyeongbokgung Palace



Built in 1395, Gyeongbokgung Palace is also commonly referred to as the “Northern Palace” because its location is furthest north when compared to the neighboring palaces of Changdeokgung (Eastern Palace) and Gyeongheegung (Western Palace). Gyeongbokgung Palace is arguably the most beautiful and remains the largest of all five palaces, with beautiful buildings such as Gyeonghoeru and Hyangwonjeong Pavilions which are both on top of ponds.

3. 11:00-Bukchon Hanok Village



Bukchon Hanok Village sits between the two palaces of the Joseon Dynasty, Gyeongbokgung and Changdeokgung, as well as the Jongmyo Shrine. Unlike other Hanok villages, Bukchon was not created for tourists but is actually a living village inhabited by Seoulites. The village is home to hundreds of traditional houses called ‘Hanok’ that date back to the Joseon dynasty. Today, many of these hanoks operate as either cultural centers, guesthouses, restaurants or tea houses, providing an opportunity to experience, learn and immerse in Korean traditional culture.

4. 12:00-Lunch Time and Myeongdong Shopping Mall



The lunch needs to solve by yourself. There are many special restaurants in Myeongdong, you can have what you want. After that, you can going around the shopping mall.

5. 15:30-Leave for N Seoul Tower



The N Seoul Tower, commonly known as the Namsan Tower or Seoul Tower, is a communication and observation tower located on Namsan Mountain in central Seoul, South Korea. At 236 metres (774 ft), it marks the second highest point in Seoul. Built in 1971, the N Seoul Tower is South Korea's first general radio wave tower, providing TV and radio broadcasting in Seoul. Currently, the tower broadcasts signals for Korean media outlets, such as KBS, MBC and SBS.

6. 17:30-One day tour in Seoul ends happily and back to Best Western Premier Gangnam Hotel

Upcoming Conferences



With the support of Ming Chuan University, ICDTE 2017 has been held successfully in Ming Chuan Hotel during 06-08, 2017. ICDTE 2018 has been held successfully in Bangkok, Thailand from October 10-12, 2018. **2019 The 3rd International Conference on Digital Technology in Education (ICDTE 2019)** will be held during **October 25-27, 2019**, in **Tsuru University, Japan**.

Publication



The accepted papers by ICDTE 2019 published in conference proceeding by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by **EI Compindex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science). **ISBN: 978-1-4503-7220-6**

Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies
Practices and cases in e-education
Systems and technologies in e-education
Applications and integration of e-education
E-learning evaluation and content
Campus information systems
E-learning technologies, standards and systems
Mobile learning

Computer aided assessments
Knowledge management
Virtual learning environments
Multimedia in e-learning
Marketing and promoting e-learning
Social benefits of e-learning
Organization learning

Submission Methods

1. Email: icdte@iedrc.net
2. Electronic Submission System: <http://confsys.iconf.org/submission/icdte2019>.

Important Dates

Submission Deadline	July 20, 2019
Notification Deadline	August 15, 2019
Registration Deadline	August 05, 2019
Registration Deadline	October 25-27, 2019

www.icdte.org



Please mark your calendars for **2019 The 3rd International Conference on Education and E-Learning (ICEEL 2019)** on **November 5-7, 2019**, which will be held in **University of Barcelona, Spain**! Our main topic is about Education and E-Learning. Now, the submission and registration is opened. If you submit the full paper or abstract, the notification letter will be issued by notification deadline. If you only want to attend the conference as a listener, please register now and inform the conference secretary.

Publication



The accepted papers by ICEEL 2019 published in conference proceeding by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by **EI Compindex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science). **ISBN: 978-1-4503-7225-1**

Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies
e-Learning platforms
portals and Virtual learning
Course design
Emerging and best practices
Partnerships in e-Learning
Evaluation of e-Learning
Cross-cultural education
e-Learning effectiveness and outcomes

Web-based learning
Academic participation and freedom
Learner autonomy
Security and confidentiality
Self-learning integrated methodology
Ambient intelligence
Assertive and assistive educational technology
Computer-aided assessment
Learning content management systems
AV-communication and other media

Submission Methods

3. Email: iceel@iedrc.net
4. Electronic Submission System: <http://confsys.iconf.org/submission/iceel2019>.

Important Dates

Submission Deadline	August 05, 2019
Notification Deadline	August 30, 2019
Registration Deadline	September 20, 2019
Registration Deadline	November 05-07, 2019

www.iceel.org



2020 the 11th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2020) in Ritsumeikan University, Osaka, Japan from **January 10 to 12, 2020**. It is conferences like this which brings us closer as researchers and friends worldwide. My hope for this conference is, regardless of our differences, that we can learn from each other and build a more globalized scholastic platform. As researchers we should find the links between different disciplines and backgrounds. With passion and collaboration, we can reach a broader realm of understanding and benefit our societies from more holistic research results.

Publication



The accepted papers by IC4E 2020 published in conference proceeding by ACM, which will be archived in the ACM Digital Library, and sent to be indexed by **EI Compindex** and **Scopus** and submitted to be reviewed by Thomson Reuters Conference Proceedings Citation Index (ISI Web of Science).

Topics

Topics of interest for submission include, but are not limited to:

Systems, Design and Technologies
 Practices and cases in e-education
 Systems and technologies in e-education
 Applications and integration of e-education
 e-learning evaluation and content
 Business-to-business e-commerce
 Business-to-consumer e-commerce
 E-government, policy and law
 Business/Enterprise Architectures
 Mobile and pervasive commerce

Systems, Design and Technologies
 e-Learning platforms
 portals and Virtual learning
 environments
 Course design
 Innovative business models
 Enterprise application integration
 Business process re-engineering
 Virtual enterprises and virtual markets

Submission Methods

5. Email: ic4e@iedrc.org
6. Electronic Submission System: <http://confsys.iconf.org/submission/ic4e2020>.

Important Dates

Submission Deadline	September 10, 2019
Notification Deadline	October 05, 2019
Registration Deadline	October 25, 2019
Registration Deadline	January 10-12, 2020

Note

[illegible]

[illegible]