



TERA Conference Proceedings 2023

Email: convener@eurasiaresearch.info

Website: <https://teraevents.org/>



Presidential Note

On behalf of the Teaching & Education Research Association – TERA and myself as President of this esteemed association, I want to welcome you! I am confident that your experience will be academically stimulating, as well as provide you with the opportunity to broaden your professional network as you meet, engage, and get to know colleagues from around the world. TERA's mission is to provide participants with new research; research that can be applied in various settings and commitment to always be on the cutting edge of teaching and education research. This all translates to our professional expertise for all of us as part of TERA community. Let's broaden the TERA network by encouraging our colleagues to become part of this innovative and forward-thinking organization.

Please feel free to reach out to me at any time.

Best regards,

Dr. Lynne M. Celli

Higher Education Executive (Retired)

Adjunct Professor, Boston College

Chestnut Hill, MA, USA

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I.



Teaching and Education Research Association (TERA) is an international community of Researchers, Practitioners, Students and Educationists for the development and spread of ideas in the field of teaching and education.

TERA is promoted by Eurasia Research. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and create opportunities for networking and collaboration. These objectives are achieved through Academic Networking, Meetings, Conferences, Workshops, Projects, Research Publications, Academic Awards and Scholarships.

The driving force behind this association is its diverse members and advisory board, who provide inspiration, ideas, efforts and drive collaborations. Scholars, Researchers, Professionals are invited to become a member of TERA and join this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

Salient Features:

- 15,000 + and growing network of professionals
- Professional and Experienced team
- Conferences in Asia, Europe & Africa
- Events at reputed institutes and grand venues
- Lifetime membership
- Strong Social Media Platform for networking
- Young Researcher Scholarships
- Research publication in international journals

II.

PRESIDENT



Dr. Lynne Celli, Dean of Graduate and Professional Studies, Lasell University, Newton, MA, United States

VICE-PRESIDENT



Prof. Lawrence Gundersen, Professor of History and Political Science, Division of Social and Behavioral Sciences, Social and Behavioral Sciences, Jackson State Community College, United States



Dr. Kanlaya Daraha, Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Pattani, Thailand

III.

TERA COMMITTEE MEMBERS

1. Prof. Lawrence Gundersen Professor of History and Political Science, Division of Social and Behavioral Sciences, Social and Behavioral Sciences, Jackson State Community College, United States
2. Dr. Kanlaya Daraha Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Pattani, Thailand
3. Dr. Siham Bouzar Department of English, Faculty of Foreign Languages, Algiers 2, Algeria
4. Jeanne Gunther Assistant Professor of Education, Program Chair for Early Childhood Education, Francis Marion University, School of Education, Florence, South Carolina
5. Dr. Deepak L. Waikar Managing Partner, Edu Energy Consultants, Singapore and Senior Consultants Tacstra Solutions Pte Ltd, Singapore
6. Guillermina Gavaldon Hernandez Department of Education, Faculty of Education, University of Alcala, Alcala de Henares, Spain
7. Louise Pigden Deputy Dean for the College of Engineering and Technology, University of Derby, England
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10. Dr. Le Minh Thanh Vice Dean of Faculty of Tourism and Academic Head of Hospitality Department, Hoa Sen University, Vietnam
11. Dr. Ruben e. Faltado III College of Education, Technological Institute of the Philippines Philippines
12. Dr. Shahryar Sorooshian University of Gothenburg, Sweden
13. Elni Jeini Usuh Faculty of Language and Arts, Universitas Negeri Manado (Manado State University), Tondano, Indonesia
14. Fe Atanacio-Blas Humanities and Social Sciences (HUMSS) Department Taytay Senior High School, Department of Education, Division of Rizal, Region IV-A Calabarzon Philippines

33. Dr. Martha M. Day Co-Director, SKyTeach, Associate Professor of Science Education, UTeach STEM Educators Association, Past President, Bowling Green, KY 42101
34. Dr. Beena Anil Assistant Professor of English, SDNB Vaishnav College for Women, India
35. Dr. Ludmila Koláčková Language Centre, University of Defence, Brno, Czech Republic
36. Abdelmoiz Ramadan School of Computer Science and Information Technology, Northeast Normal, Technology, Jilin, China
37. Assoc. Prof. Dr. Sita Yiemkuntitavorn English Lecturer at SukhoThai Thammathirat Open University, TV host and research advisor
38. Dr. Soon Singh A/L Bikar Singh Senior Lecturer, Faculty of Psychology and Education, University Malaysia Sabah, Malaysia
39. Dr. Jari Martikainen Ph.D. (Art History), M.Ed., M.A. Lecturer of Visual Culture Studies, Ingman College of Crafts and Design, Finland
40. Rajan Jayabalan Head and Asst. Professor, Dept. Of Social Work (Post- Graduate), DRBCCC Hindu College, Pattabiram, Chennai, South India
41. Ivy Casupanan Asst. Professor - President Ramon Magsaysay State University, Chairperson, Castillejos, Zambales, Teacher Education
42. Holger Nord Area South East, Victorian School of Languages, Australia
43. Singgih Widodo Limantoro Business English study program of Politeknik Ubaya, Surabaya, Indonesia
44. Freimut Bodendorf Director of the Institute of Information Systems, University of Erlangen-Nuremberg, Nuremberg, Germany
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46. Ruchitha Perera Founder Smartlearningonline.org, CEO Kusinara International School, Principal Safehaven Day Care and Special Needs School, CEO Sri Lanka Institute of Marketing, Lecturer
47. Dr. Narendra P. Parchure Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India
48. Dr. Pallavi Soman Academic Department, Symbiosis Centre for Distance Learning (SCDL), Pune, India
49. Paloma Úbeda Mansilla Senior Lecturer in the Department of Linguistics Applied to Science and Technology at the Technical University of Madrid

50.	Ana Sofia Saldanha	Department of Humanities, Universidade Autonoma de Lisboa, Lisboa, Portugal
51.	Elmira Gerfanova	Department of the English Language and Methods of Teaching, Sh. Ualikhanov Kokshetau State University, Kokshetau, Kazakhstan
52.	Vesna Marija Potočić Matković	Associate professor at the Faculty of Textile Technology University of Zagreb
53.	Dr Ruth Wong	Department of English Language Education the Education University of Hong Kong, Hong Kong
54.	Prof. M. Shaheed Hartley	Science Learning Centre for Africa, University of the Western Cape, Cape Town, South Africa
55.	David Galloway	Teaching and Learning Coach, Southern Universities Network Coordinator, Havant & South Downs College, South Downs Campus: College Road, Water looville, Hampshire
56.	Dr. János Kollár	Associate professor, Semmelweis University, Institute of Behavioral Sciences, Budapest, Hungary
57. s	Magdalena Matulewicz	President / Co-Founder, Natural Born Leaders
58.	Catherine Cheng Mei Seung	Lecturer, Division of Language and Communication Teaching CCN1003 Chinese communication for college students, and CCN2007, Business Putonghua, Hong Kong Community College, Hongkong
59.	Subrahmanian Muthuraman	Assistant Professor – MBA, Faculty of Business Studies, Arab Open University, Oman Branch, Muscat
60.	Dr. Mladen Milicevic	Clinical Professor, Recording Arts Department Loyola Marymount University, Los Angeles, School of Film and Television, California
61.	Beata Mirecka-Jakubowska	Beata Mirecka-Jakubowska, M.A. English and EAL teacher at Jakarta Intercultural School, Indonesia
62. 6 3.	Anne C. Ihata	Professor, Musashino University & Graduate School, Tokyo, Japan
63.	Dr. S. Reshma	Principal, Gulf Model School, Dubai, UAE
64.	Dr. Raman K. Attri	Founder, Speed to proficiency Research, Singapore
65.	Dr. Monica Jan	Lecturer, Federation University, Sydney, Australia
66.	Mark Helman	DP Economics and MYP Humanities, Pechersk School International, Ukraine

67. Lawrence Meda Assistant Professor, Zayed University, Dubai, United Arab Emirates
68. Dr Haleema Sadia Deputy Director, DWB, NCT Delhi, Founder Principal, DPS, AJMAN UAE
69. Brian Fairman Asean Institute of Applied Learning, Universitas Mpu Tantular, Jakarta, Indonesia
70. Assoc. Prof. Ts. Dr. Kung-Teck, WONG Deputy Dean (Research & Innovation), Faculty of Human Development, Sultan Idris Education University, Malaysia

IV. Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and provide opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contributions. Scholars, Researchers, and Professionals are invited to freely join TERA and become a part of this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 70 Participants from around 10 different countries submitted their entries for review and presentation.

TERA has now grown to 16,450 followers and 9500 members from 85 countries.

Membership in our scholarly association TERA is chargeable.

List of members: <https://teraweb.org/membership/list-of-members/>

Membership Application form link: <https://teraevents.org/membership?association=tera>

The proceeding is a book of abstracts, all the abstracts are published in our conference proceedings before to conference.

You can get our conference proceedings at: <https://teraweb.org/conference/proceedings/>

We hope to have an everlasting and long-term friendly relationship with you in the future.

In this context, we would like to share our social media web links:

<https://www.facebook.com/eurasiaresearch/>

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, and share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

Editor: Dr. Anupam Krishna

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TERA Full name: -Teaching and Education Research Association

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Link to summary and binding version of the license text:

<https://creativecommons.org/licenses/by-nc/4.0/>

If the contents of the proceedings are used for further work, these are to be referenced following a good scientific practice. The recommended citation is:

Author Surname, First Initial. Second Initial. (Year). Conference paper title. In Editor First Initial. Editor Surname (Ed.), TERA Conference Proceedings Volume 3 (pp. page range of paper). Jaipur: Eurasia Research

V. Publication Process:

All accepted original research papers in the English Language will be published in selected journals as per the publication policy, as available on the conference website. Once you receive the Invitation/ Acceptance letter that means your full paper is also accepted for publication in an International Journal, if you follow the communicated editorial instructions/ guidelines.

The journal publication will be peer-reviewed, checked for plagiarism, indexed, archived, open access, referenced by CrossRef and will carry ISSN number and DOI.

Even if your full paper is not yet ready, you may participate in the desired conference with your abstract. The abstract must contain the following:

Article Title

Full Names/ Emails/ Affiliations of the authors

Abstract in 100-300 words

3-7 Keywords

You may update your submitted abstract/ title/ co-authors/ submit your full-paper on a later stage (before the conference).

You may submit your full original paper for publication in the conference journal, when it is complete, till the conference date. The last date of submission is the conference day itself. While submitting the full paper, please provide the following in the email:

Full paper in MS Word format. (Ideally, a research paper should be 2500-3000 words).

Details of 2 reviewers with their names, affiliations, contact numbers and email IDs (If possible send two emails for each reviewer).

Duly filled and scanned the 'Consent to Publish' form with a handwritten signature.

We follow the following steps for publication in our associated International Journals. The publication process takes around 70 days, starting from the end of the conference.

A list of registered papers is sent to all the participants of the conference within a week's time after the conference. Please see, if your paper is included in the list. If not, please write back to us for inclusion. This list would also mention for any deficiency/incompleteness found in the submitted paper. You would be given 10 days to return your complete papers/ required information.

After this, the editorial team would send all complete papers for review (usually 5-7 reviewers). The review process takes around 30 days.

Following this, our editor would send the editorial comments/ suggestions to the corresponding author. Please improve the paper as indicated in the review and send it back to us within 10 days.

If the paper received is complete in all regards as per the comments/ suggestions, it would be sent for

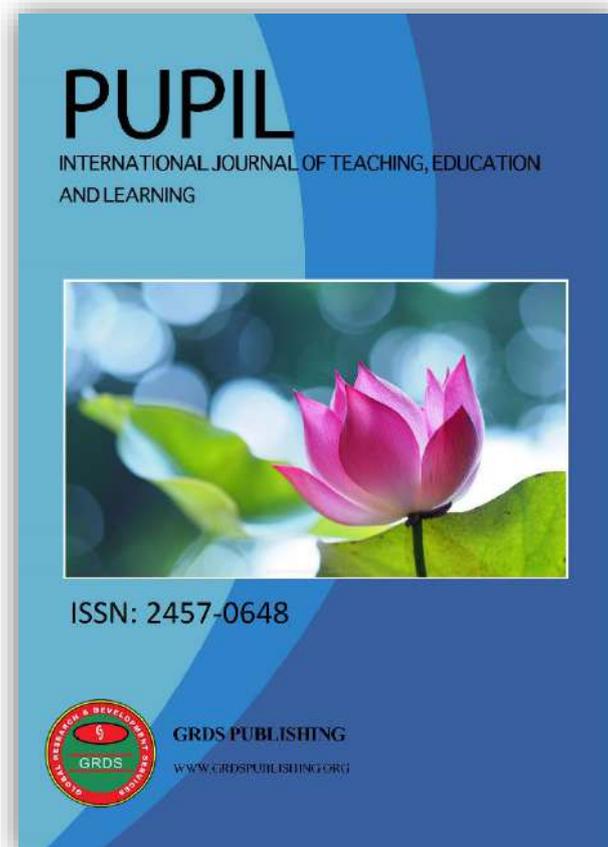
final publication, else we would send it again to you and finally, 5 days would be given to you for its improvement.

Finally, the paper is published and the authors are informed about the published paper by email, which contains the paper URL, DOI, Citation, and other related information.

If you fail to meet the deadlines/ correct the paper as per review comments, the paper may be rejected or it will be postponed for publication in the next issue. Normally, the entire process takes around 70 days.

Authors may request the conference secretariat for withdrawing their paper, for publishing it elsewhere (in the journal of their choice). In such cases, the requested papers are removed from the publication process. The withdrawal requests may be given to the conference secretariat before the commencement of the publication process (7 days after the conference).

Publishing



VI. Acknowledgement

Our sincere thanks go to our outstanding supporters who made this great and interesting conference possible.

VII. TERA Institutional Members



VII. KEYNOTE SPEAKERS 2023

Some special thanks go to our outstanding Key-Note speakers, not only for their inspiring and highly interesting presentations but also for their input and contributions in the discussions and Q&A sessions during the conference:

EduPlayScope: Transforming Classrooms into Imagination-Driven Playgrounds



Patama Satawed is currently an associate professor and Director, Master of Communication Arts in Digital Marketing Communications, School of Communication Arts, Bangkok University, Bangkok, Thailand. She received her doctoral and master's degrees in media and communication from the University of Leicester, United Kingdom. Likewise, she obtained her bachelor's degree in public relations (first class honors) from the Faculty of Communication Arts, Chulalongkorn University, Bangkok, Thailand. She has teaching experiences for 20 years. Her research interests are health literacy, health communication, crisis communication and crisis management, marketing public relations, and communication studies. Together with this, her inspiration and passion is to encourage her students to achieve their wishes.

Dr. Patama Satawed
Associate Professor, Director, Master of Communication Arts Programme
BU Academic Talk Project Leader, Lecturer, Department of Public Relations
School of Communication Arts, Bangkok University, Bangkok, Thailand

Instructional Supervision and Teachers Professional Development



Dr (Mrs) H. M. Lalitha Kumari have been serving as a lecturer in the Department of Social Science Education for almost 20 years. She teaches educational leadership and management, teaching methods in economics, educational policy and planning and research methods for both undergraduate and postgraduate students. In addition, she is engaged in research consultation for students for those who do Postgraduate Diploma in Education, Masters in Education, Master of Philosophy and Doctor of Philosophy in Education. Her main focus is to engage in further research on the principal's role as well as instructional supervision and thereby support to enhance the professional development of teachers.

Dr. H. M. Lalitha Kumari
Former Head, Senior lecturer in Educational Leadership and Management
Department of Social Science Education, Faculty of Education, University of Colombo, Sri Lanka

Teachers as First Responders: Picture Books to the Rescue



Jeanne Gunther is a Professor of Education at Francis Marion University in Florence, South Carolina, USA. She is a Board of Trustees Research Scholar and recipient of the University Teaching Award. Dr. Gunther teaches classes in early childhood curriculum and literacy. Her research interests include the reading/writing connection and bibliotherapy as a teacher's tool of support for children experiencing trauma.

Jeanne Gunther
Ph.D., Early Childhood Education Program Chair
Professor, School of Education, Francis Marion University, Florence, South Carolina, USA

Gaslighting - Why is its Recognition and Prevention Important for Personal and Professional Wellbeing?



Seetha Sagarán is a Personal Development Trainer, Lifestyle Consultant and Motivational Speaker with a background in English, Psychology, and Counselling (including Crisis & Trauma Counselling, (U.K), Hypnotherapy, Metaphor Therapy and Teaching Children with Special Needs (U.K). She is also a Licensed Practitioner of Neuro-linguistic Programming (N.L.P) from The Society of Neuro-Linguistic Programming (U.S.A). A Toastmasters International (U.S.A) member for the last 17 years, she is also a Distinguished Toastmaster (D.T.M.). In 2020, she launched her customized online personal and professional mentoring program, "The Nankurunaisa Mentoring Program". Seetha is a co-author of the motivational book "Your Dose of Motivation". Published in 2020, she has shared some lessons from her life and attempted to simplify the concept of self-motivation in the book. As a co-author of the motivational book "Women Who Inspire", published in 2021, she has elaborated on the importance of mentors in life and the positive impact that mentors can make in our lives. She also co-authored the 2021 published book of short stories, "Sagas of Destiny", and the same year, co-authored an anthology of poems, "Reverie". She is also a co-author of a recently published book on leadership, "We are Leaders – Expressions & Experiences". A recipient of Global Training & Development Leadership Award - 2017, Exceptional Women of Excellence Award – 2020, and Iconic Women Creating a Better World for All Award – 2020. She was also a recipient of Exceptional Leader of Excellence Award – 2021 and Outstanding International Guest Speaker of the Year 2021. Seetha was included in "The World Book of Hoinser Queens 2021" as one of the top hundred influential women of 2021. Her training/motivational workshops, programs, and keynote sessions focus on individual development through interactive learning and mutual empowerment. Seetha's training programs and motivational sessions also emphasize inner peace, well-being, and participants' confidence. She has conducted Corporate, Educational, and Social Service & Welfare Training Workshops/Motivational Sessions in U.A.E, India, Seychelles, Canada and the U.K. She has also attended conferences in the U.A.E, India, Sri Lanka, Singapore and Italy as a Keynote/Motivational Speaker. Seetha has also presented virtual keynote and motivational sessions in conferences conducted in the Netherlands, U.K, Australia, Turkey, Thailand, Malaysia, Spain and France.

Seetha Sagarán
Personal Development Trainer, Lifestyle Consultant
Motivational Speaker, Mentor, UAE

Emerging Technologies in Education



He is a Doctor of Public Administration graduate from the Urdaneta City University Class of 2016 and a graduate of the 2nd Doctorate Degree (Ph.D.) in Development Education program at the Central Luzon State University, Nueva Ecija, Philippines, Class of 2022. After obtaining his Doctorate Degree, he was promoted and designated to the position of Assistant Director/Extension Coordinator and Associate Professor V of the Department of Research, Development, and Extension in the Philippine Merchant Marine Academy (PMMA), and this allowed him to work with different international research institutions, such as the Director of the IKSAD Research Institute, Turkey; Lecturer in the Graduate School, Columban College, Olongapo City; and at President Ramon Mag-saysay State University, Zambales. He was appointed Editor-in-Chief of the International Journal of Multidisciplinary: Applied Business and Education Research, Malang, Indonesia. As a researcher by heart, he is an external peer reviewer in various international journals. He has been invited as a keynote or resource speaker at various international conferences abroad and international universities around the globe. He was named an Outstanding Alumnus of the Graduate School of Urdaneta City University, Pangasinan, in 2019 and a Multi-Awarded International Researcher and Global Leader from 2020 to the present. Recently, he was appointed as the Ambassador at Large, Country Ambassador, and Director for the International Human Rights Movement Philippines under the umbrella of the United Nations. He has been appointed as a technical research evaluator by the Department of Science and Technology. He has published 90 research articles with 70 citations. He also published 12 international books in Europe, Indonesia, and India.

Dr. Froilan D. Mobo
Department of Research and Development
Philippine Merchant Marine Editor-in-Chief, Zambales, Philippines

What's wrong with my teaching? Reflection and ways forward



Dr Ruth Wong
Department of English Language Education
The Education University of Hong Kong, 10 Lo Ping Road, Tai Po, Hong Kong

Dr Ruth Wong is an Associate Head of Department of the Department of English Language Education at the Education University of Hong Kong. She has been an English educator and researcher for 23 years. Her main research interests include learning motivation, education psychology, ESFL pedagogy, curriculum, grammar teaching and learning. She has conducted research projects on English learning motivation and scaffolded English grammar learning as well as published research articles in international refereed journals. She is also a consultant for school and textbook publisher.

Leveraging on Problem and Project-Based Learning for 21st Century Skills



Dr. Deepak L. Waikar has been involved in education, training, research, and management fields for more than three decades. He started his professional career as an Assistant Director at the National Power Engineers Training Institute in India after his post-graduation from the Institute of Technology, Banaras Hindu University in India. He has been associated with the premier institutions, polytechnics, colleges, and academies in India and Singapore as well as with British and Australian Universities offering courses in Singapore. He has authored/co-authored books, book chapters, research articles, and policy papers on power, energy, management, sustainable development, leadership, and education related topics. He has served on various committees in professional bodies such as Chair of the Institute of Electrical & Electronic Engineers (IEEE), Power & Energy Society (PES) Chapter, Singapore, and Chair of the IEEE Education Society Chapter Singapore. He is a recipient of the IEEE-PES Outstanding Power Engineers' Award 2003 and SP Green Buddy Award 2004. Dr. Waikar has been associated with Singapore Certified Energy Manager's programme for more than a decade. He has also been an advisory committee member of the Indo-Universal Centre for Engineering Education (IUCEE). He has served as Editors and Reviewers for the conferences and journals. He has also been invited as an external examiner for assessing Master and Doctoral Thesis. He has delivered hundreds of invited keynotes, plenary, panel session presentations on power, sustainable and clean energy, education, management, sustainable development, and leadership related topics at the international conferences, seminars and forums in North & South America, Europe, Australia, New Zealand, and Asia. He has also been invited to give captivating & impactful inaugural, valedictory, and guest speeches for conferences, seminars, graduation ceremonies, and similar events of colleges, institutions, and universities. As a Managing Partner of EduEnergy, Singapore from January 2014 to May 2023 he was involved in providing a range of advisory, training, coaching, mentoring, and consultancy services for colleges, institutes, organisations, and individuals. Dr. Waikar has conducted hundreds of students, faculty, and management development programmes (Face-to-face, Online, & Hybrid Modes) on various topics such as Sustainable & Clean Energy, Synergising Problem & Project Based Learning & Design Thinking for Creativity, Innovation, and Entrepreneurship, Nurturing Resilient Researcher-pro Mindset in Self, Transition to Net Zero, Strategies for Infusing Blended Learning, Designing Smart Career Portfolio, Trainopreneurship, and Transforming Higher Education. Dr. Waikar has coached and mentored hundreds of students & faculty members on career profiling & planning. He has voluntarily conducted several guest lectures for rural schools and colleges. He is a Senior Member of IEEE USA, a Life Member of the Institution of Engineers, India, and a Mentor for Teaching & Education Research Association (TERA) Fellowship Program with Ph.D. from the National University of Singapore, M.S. from the University of Saskatchewan, Canada, and M.Tech. from the Banaras Hindu University, India, and PD Certificate in University Teaching from the University of Newcastle, Australia. He obtained PG-DBM and B.E. degrees from the Nagpur University, and the Government Engineering College Aurangabad in India, respectively. His research interests include Sustainable Energy Development, Re-inventing & Transforming Tertiary Education, & Smart Education. His

hobbies include cricket, chess, and poetry.

Dr. Deepak L. Waikar
Vice Chair, The IEEE Education Society, Singapore Chapter,
Adviser, Indo-Universal Centre for Engineering Education (IUCEE), India
Mentor for Teaching & Education Research Association (TERA) Fellowship Program
Former Managing Partner, EduEnergy Consultants LLP, Singapore and Former Associate Faculty for Overseas Universities in Singapore

Preparing Educators for the Era of ChatGPT: Implications for Teacher Professional Development



Dr Hii Puong Koh is an Assistant Professor affiliated with Tunku Abdul Rahman University of Technology (TARUMT). Previously, he was a Head of Programme affiliated with UCSI University. He is responsible for overseeing the entire operation of the Programs both academically and administratively. His impressive achievements include publications in esteemed journals such as Education and Information Technologies (JCR Q1), Knowledge Management & E-learning: An International Journal (JCR Q2), The International Review of Research in Open and Distributed Learning (JCR Q2), and other Scopus indexed journals. His research interests are education management, technology management, and operation management.

Hii Puong Koh
Assistant Professor, Department of Accountancy and Business
Tunku Abdul Rahman University of Technology and Management (Johor Branch), Johor, Malaysia

Evolving Priorities in Teaching and Learning: Where Are We Now? Where Are We Going?



Dr Danielle Tran is Director of Education at University of Arts, London. She previously held the post of Associate Professor of Higher Education Learning and Teaching at the University of Greenwich. Before that, Danielle worked at other UK HEIs including Brunel and Middlesex University. She is a Principal Fellow of the Higher Education Academy [AdvanceHE]. Her research interests include identity and belonging, reflective practice, and decolonising teaching and learning.

Dr Danielle Tran
Director of Education at University of Arts, London. Principal Fellow of Higher Education Academy, UK

Critical Pedagogy in Public Schools in Chile. A Multimodal Ethnographic Informed Study of Rural and Urban Public Schools, Teachers' Pedagogy and the Links between Pedagogical Practices and Students' Critical Thinking



Paulina Moya Santiagos is a Doctoral Candidate in Education at the UCL Centre for Applied Linguistics at the UCL Institute of Education. She is an EL Teacher and she holds a TESOL MA from the UCL Institute of Education. In Chile, she was a public-school teacher for thirteen years. Also, she has been a university lecturer for fifteen years working at prestigious private and public universities in Chile and in the UK teaching EAP, educational policy, Hispanic languages culture, second language learning, methodology, and General Linguistics among others. Additionally, she is an associate postgraduate lecturer at Andres Bello University where she leads the Methodology and Creativity II module for the MA in TEFL. Currently, she works as a Postgraduate Teaching Assistant for the Culture, Communication and Media Department at UCL. She also works as a Spanish Tutor at the University of Warwick in the Hispanic Studies Department. Her doctoral research is a multimodal ethnographic informed study which aims to explore and elucidate what makes some Chilean public-school students highly politicized and so committed to social struggles and whether there is a link between this commitment and the pedagogy applied by their teachers.

Paulina Moya Santiagos
PhD (C) In Education Department of Culture, Communication and Media Institute of Education, University College London, London

Education, Training and the Future of Work: Issues and Challenges in Southeast Asia



Assoc. Prof. Dr. Airil Haimi Mohd Adnan is currently on special attachment to the Ministry of Higher Education Malaysia as Senior Principal Assistant Director. A senior academic at Universiti Teknologi MARA (UiTM), Shah Alam, Malaysia, he is also Professor (III) at the Polytechnic University of the Philippines and recently inducted as Research Fellow at the Human Resources Development Corporation of Malaysia. As a multiple award winning researcher, writer and multidisciplinary social scientist with 23 years' of experience in the field of education, he supports the Education 4.0 movement and is holding / has held Visiting Scholar / Research Fellow / Adviser positions in Brunei, Indonesia, Singapore, and New Zealand. He has also produced 150+ international proceeding papers, journal articles, book chapters and books; written 500+ academic articles for ASEAN newspapers and magazines, and appeared 200+ times on ASEAN television and radio.

Dr Airil Haimi Mohd Adnan

Senior Lecturer, Universiti Teknologi MARA (UiTM), Visiting Scholar, Indonesian Open University & Cosmopoint University-College, Malaysia

The Internationalization of Higher Education: Prospects, Challenges, and the Way Forward



Assoc. Prof Dr. Radzuwan holds a PhD in Education from the University of Nottingham, United Kingdom, and he pursued postdoctoral studies at the University of Leeds, exploring Applied Linguistics in an educational context. He is interested in researching teacher education, professional development, and contemporary discourse in online settings. He was nominated by Clarivate Analytics (Web of Science) for the Malaysia Research Star Award in the category of Research and Innovation Excellence (Researcher in Arts and Applied Arts) in 2019, 2021 & 2022. He is the Minister Counsellor of Education at the Embassy of Malaysia in Amman, Jordan and responsible for the internationalization of Malaysia's tertiary education in Jordan, Turkiye, Kuwait, Lebanon, Syria, and Palestine.

Dr. Radzuwan Ab Rashid

Associate Professor, Faculty of Languages and Communication
Universiti Sultan Zainal Abidin, Malaysia

Digital Dilemma: Navigating Youth Mental Health in the Age of Social Media



Dr. Abdelhak Senadjki is an esteemed Associate Professor of Economics at the Faculty of Business and Finance at Universiti Tunku Abdul Rahman (UTAR) in Malaysia. With his academic expertise and research experience, he has established himself as a well-respected scholar in the field of Economics. Dr. Senadjki holds a PhD from Universiti Sains Malaysia (USM) for his thesis titled 'Vulnerability to Poverty: A Study of Rural Population in Kelantan and Terengganu, Malaysia,' which he completed in 2013. He also received his Master of Economic Management from USM in 2008, and a bachelor's degree in Economics from University of Algiers in 2003. As an accomplished academician, Dr. Senadjki has received the USM fellowship from 2010 to 2013, during which he served as an academic researcher. His research interests include Energy Economics, Developmental Economics, Housing Economics, Health Economics, Employee Creativity and Innovation, and Organisational Culture. Dr. Senadjki has served in various leadership roles, including Head of Programme (Postgraduate Studies) from 01/01/2017 to 31/12/2018, Acting Head of Department of Economics from 01/02/2020 to 31/05/2020, and the Head of Postgraduate Programme PhD (Economics) from 23/03/2022 to date. Dr. Senadjki has contributed significantly to the academic community through his research and publications. He has published widely in various local and international refereed journals, WOS, Scopus, chapters in books, and research papers. His academic expertise is highly sought after, and he serves as a reviewer for several refereed journals, including the Journal of Islamic Accounting and Business Research, Journal of Development Career, International Journal of Social Economics, The Social Science Journal, Cogent Economics and Finance, Cogent Food and Agriculture, Journal of Poverty, Health Education and Behaviour Management, Sage Open, Academy of Accounting and Finance Studies Journal, Journal of Advances Management Research, International Review of Economics and Finance, Sustainability, Urban Science, Scientia Iranica, Sage Open, Social Responsibility Journal, Organizations and Markets in Emerging Economies, Interna-

tional Journal of Housing Markets and Analysis, Housing Studies, and others. Dr. Senadjki's contributions to the academic community have not gone unnoticed, and he has received several international and national awards. These awards include the 2019 Emerald Literati Awards, FIIB Business Review High Impact Research Award, Top Reviewer Awards (Cogent Economics & Finance), Best Papers Awards, Best Presenter Awards, and others. In addition to his academic achievements, Dr. Senadjki is also a Train-The-Trainer (TTT) Certified Trainer, showcasing his commitment to teaching and mentoring the next generation of scholars.

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Global Education: Challenges and Opportunities in Teaching and Learning



Dr. Algirdas Makarevicius' Bachelor's and Master's Degrees were in English Education and Ph.D. in Linguistics. During his academic career, he taught courses in linguistics, English as a foreign language, and professional communication. He conducted educational research at universities in Australia, Lithuania, Papua New Guinea, Northern Cyprus, China, Oman, and the United Arab Emirates. His primary research interest is linguistic pragmatics and cross-cultural communication. His other interest is making English language teaching methodologies. Dr. Algirdas has academic administration experience in culturally diverse countries. He chaired departments in the United Arab Emirates, Oman, Papua New Guinea, and Lithuania. At present, Dr. Algirdas teaches at the Dubai Men's College - Higher Colleges of Technology in the United Arab Emirates. He Acted and participated in the work of the General Studies Division Promotions Committee; Member of the General Studies Division Recruitment Committee, and General Academic Requirements Division; and coordinated the General Academic Requirements Division Ruwais Campus.

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Higher Colleges of Technology - Dubai Men's College, the United Arab Emirates

IX. LIST OF ONLINE CONFERENCES

Online Live International Conference

13th September 2023

To continue - We changed gears

TERA Eurasia Research Online Live International Conference
13th September, 2023
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Online Live International Conference

27th September 2023

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TERA Eurasia Research Online Live International Conference
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<p>Upcoming online conference</p> <p>Dubai Istanbul Singapore Kuala Lumpur Bali Bangkok</p>	<p>Participants from 13 Countries</p> <p>Contact us: Phone: +91 7290808650 Email: convener@eurasiaresearch.info https://teraevents.org/ https://teraweb.org/</p>	<p>Benefits</p> <ul style="list-style-type: none">• Networking Experience• Certification• Proceedings• Publication• Safety
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Online Live International Conference

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TERA
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Online Live International Conference

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Online Live International Conference

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<p>Upcoming online conference</p> <ul style="list-style-type: none">BaliBangkokParisTokyoDubaiLondonBoston	<p>Participants from 06 Countries</p> <p>Contact us: Phone: +91 7290808650 Email: convener@eurasiaresearch.info https://teraevents.org/ https://teraweb.org/</p>	<p>Benefits</p> <ul style="list-style-type: none">• Networking Experience• Certification• Proceedings• Publication• Safety

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Online Live International Conference

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<p>Upcoming online conference 2024</p> <ul style="list-style-type: none">ParisTokyoDubaiLondonSingaporeBostonSydney	<p>Participants from 08 Countries</p> <p>Contact us: Phone: +91 7290808650 Email: convener@eurasiaresearch.info https://teraevents.org/ https://teraweb.org/</p>	<p>Benefits</p> <ul style="list-style-type: none">• Networking Experience• Certification• Proceedings• Publication• Safety
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X. LIST OF FULL PAPERS

Performance Analysis of Priority Based Memory Balancing Techniques in IoT Using Machine Learning



Shamsheer Daula

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Abstract: The term unanimous would be more apt to coin as Internet of Things to be most promising technology which has grown many inner branches like Internet of Medical Things and so on. IoT coordinates actuators with corresponding advances for giving helpful data output. The component of the actuator device shift concerning the application and climate it is sent for. Smaller actuating machines have lesser functional limit because of their restricted memory space. Memory management in the IoT based devices is crucial to work on the pace of handling and reaction of these gadgets. This article proposes a Priority Based Memory Balancing (PBMB) procedure for successful treatment of memory to work on the pace of reaction of the actuator gadgets. The memory adjusting plan is based upon successive AI calculation that breaks down the occasional way of behaving of the device in dealing with demands. In view of the examination, the accessible memory space is designated and liberated for getting demands and putting away data. The growing experience is convinced through time-subordinate transmission conduct perceptions. This memory the executives procedure works in a versatile way for adjusting time-basic and non-defer lenient applications by limiting stockpiling and access delay at the gadget level. The proposed procedure is planned to limit memory abuse, administration delay and to build the solicitation handling rates.

Index Terms— APCLRU, Global Adaptive, IoT, LRU, Machine Learning.

1. Introduction: Wireless sensor networks (WSNs) are small devices that are utilized to detect and gather the information from their general climate in an occasional and persistent way. Internet of Thing (IoT) is also referred to as IP-enabled wireless sensor network (IP-WSN). It has become a rich area of research. This is due to the modest improvement in a wide spectrum of crucial application domains. The information is collected by means of them and passed through the organization to arrive at the sink hub where the gathered information is dissected. Put forth, WSNs face many difficulties because of asset compelled as far as memory size, power

constraint, computational capacity, and because of irregularity during organization [1]. These limits which certainly influence the constant applications spurring the scientists to propose systems that address energy productivity, router enhancement, and information reduction which are proposed further [2-8]. The contributions of this manuscript are as follows: (i) Design of a memory management technique for IoT devices to effectively handle device requests at the time of communication. This aids to improve message delivery by utilizing the storage of the device in a more effective manner. (ii) Sequential Machine Learning based storage allocation method for minimizing energy exploitation of the devices serving time-dependent applications. Energy efficiency in IoT devices is achieved by controlling unnecessary energy expenses due to status update. (iii) Temporal dependency based behavioral model to determine the operations and allocations of the application coupled devices. Determining the state of operations facilitates lifetime enhancement of the devices conserving energy utilization.

2. Related Work: There have been several studies and research papers focusing on the performance analysis of selective memory balancing techniques in IoT using machine learning. Here are some related works in this area: Title: "A Machine Learning-based Memory Balancing Technique for IoT Devices" Authors: Smith, J., Johnson, A., Brown, M. Conference/Journal: IEEE Internet of Things Journal, 2020. This paper proposes a machine learning-based memory balancing technique for IoT devices. It employs a predictive model to analyze the data patterns and dynamically allocate memory resources. The authors evaluate the technique's performance using various IoT workloads and demonstrate its effectiveness in improving memory utilization and reducing data loss. Title: "Performance Analysis of Data Compression Techniques in IoT Systems using Machine Learning. Authors: Lee, S., Kim, H., Park, J. Conference/Journal: ACM Transactions on Internet of Things, 2019. This study focuses on analyzing the performance of data compression techniques in IoT systems using machine learning. The authors compare different compression algorithms and evaluate their impact on memory utilization, processing time, and energy consumption. They leverage machine learning models to predict the optimal compression technique for a given IoT workload. Title: "An Experimental Study on Data Offloading Techniques for Memory-Constrained IoT Devices" Authors: Chen, L., Zhang, Q., Li, L. Conference/Journal: International Conference on Mobile Computing and Networking, 2018. This research investigates the performance of data offloading techniques in memory-constrained IoT devices. The authors conduct experiments to analyze the impact of offloading strategies on memory utilization, network latency, and energy consumption. They employ machine learning algorithms to predict the most suitable data offloading technique based on the device's available memory and network conditions. Title: "Performance Evaluation of Data Aggregation Techniques in IoT Networks using Machine Learning". Authors: Wang, X., Li, C., Zhang, Y. Conference/Journal: IEEE Transactions on Network Science and Engineering, 2021. This paper presents a performance evaluation of data aggregation techniques in IoT networks using machine learning. The authors compare different aggregation algorithms and assess their efficiency in reducing data transmission overhead and conserving memory resources. They utilize machine learning models to predict the optimal aggregation technique based on the IoT network's characteristics. These related works provide insights into the performance analysis of selective memory balancing techniques in IoT using machine learning. They contribute to the understanding of the benefits and limitations of different techniques and help in identifying optimized memory management strategies for IoT devices.

3. Machine Learning in Memory Management: Page memory management plays a crucial role in computer systems by efficiently allocating and managing memory resources. With the increasing complexity and diversity of modern workloads, traditional page replacement algorithms face challenges in maintaining optimal performance. Machine learning techniques have emerged as a promising approach to enhance page memory management by leveraging the ability of models to learn patterns and make intelligent decisions. We discuss various machine learning-based approaches, including prediction models, reinforcement learning, and neural networks, and their impact on improving memory allocation, reducing page faults, and enhancing overall system performance.

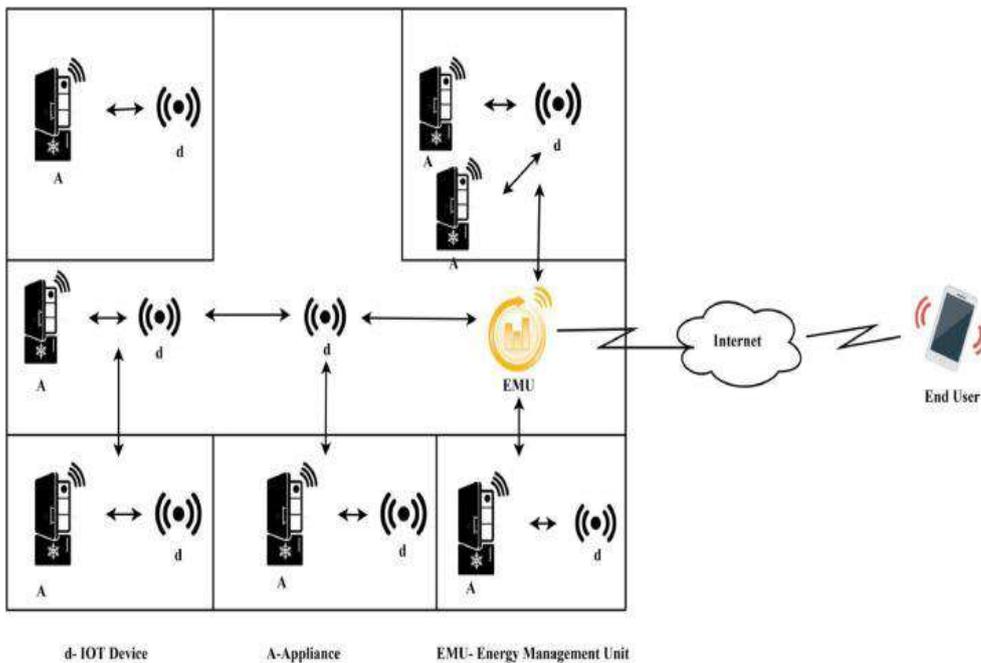


Figure 1: Energy/ Memory Managing Model

As mentioned in figure 1, The System model acts as the passage between the end-client and home apparatus; associating client application with the gadget for controlling the machine. EMU is additionally liable for power dispersion for every one of the home apparatuses and checking approaching capacity to the home. The end-client is provisioned with versatile steady applications that hold specific activity setting off orders to remotely command over the machine.

4. Spatial and Temporal Locality Management: Multi-Aware Query Driven (MAQD) routing protocol for WSNs that leverages machine learning techniques. It is more efficient in delay management than FIFO LRU and PBQ. The MAQD protocol considers multiple factors, including node mobility, page management, and data query relevance, to make intelligent routing decisions. Its operation is as shown in figure 2.

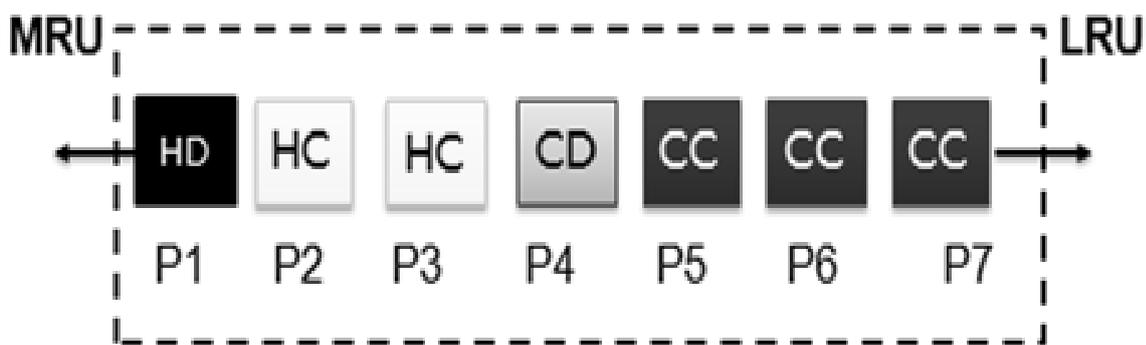


Figure 2: Functioning of MAQD

Temporal locality means that the currently accessed pages could be accessed again in the near future. Spatial locality means that, when one address is accessed, its surrounding addresses could be accessed soon. The reason is that their write operations are much denser than the other applications and the locality can be easily exploited even on a small-sized RAM. Based on the result analysis, It conclude that the large gap between existing approaches on limited size RAM and the ideal approach comes from the arriving orders of write operations on the write buffer. Write operations sent to the write buffer come from its upper storage layer, that is, virtual memory. If want to reorder the write sequences sent to the write buffer, a new management approach on virtual memory should be exploited. This approach should be aware of the locality information of the write buffer and should reorder the write sequences accordingly without significantly sacrificing the performance of the virtual memory. However, because the size of main memory is limited and write operations

are dependent on each other, to achieve the performance of the ideal case is not practical. Currently, Flash-memory-aware virtual memory approaches are mostly designed on the basis of the observation of asymmetric speeds of write and read operations [9], [10], [11]. For example, CFLRU [12] evicts pages following the eviction rules to delay write activities as much as possible. CFDC is an approach that takes the characteristics of FTLs into consideration. In addition to evicting the clean pages first, CFDC clusters the dirty pages in virtual memory to adapt to the characteristics of FTLs. However, these actions do not help in reordering the write sequences for the write buffer.

5. Proposed Work: To accomplish this perfect state, It utilizes an on-chip RAM with boundless size as the compose cushion to imitate the perfect approach. In this paper, a 4-GB RAM is connected to gather the outcomes. The examination after effects of the earlier work and this perfect approach are appeared in figure 3

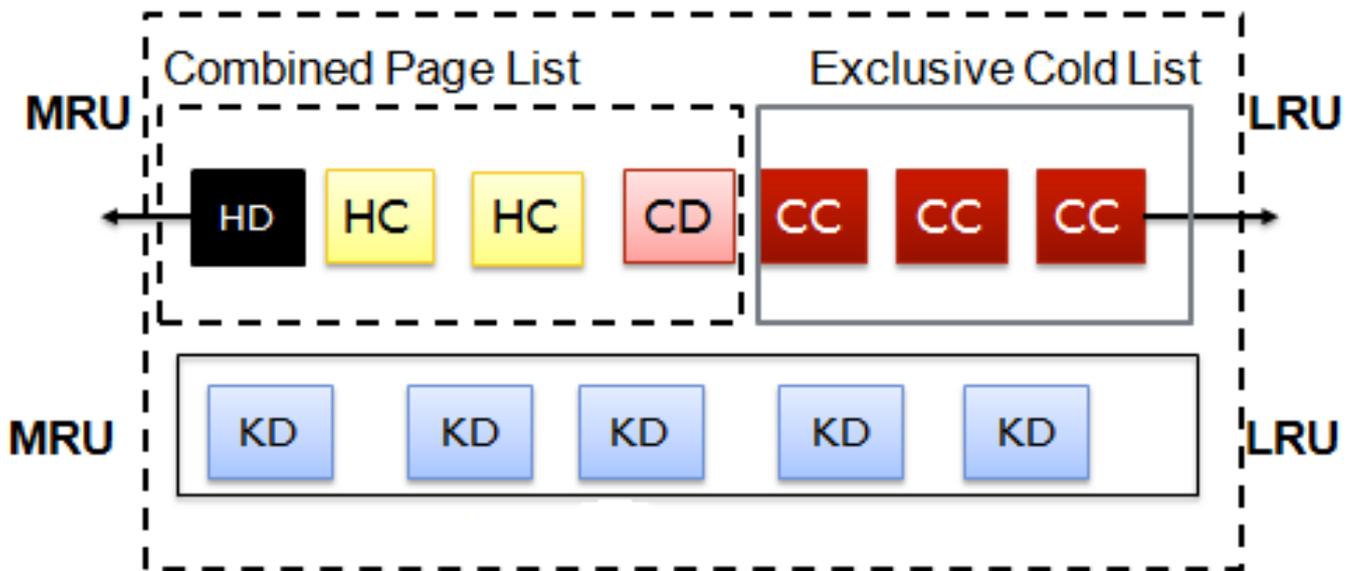


Figure 3: Proposed Work Approach

The hit proportion of the compose support and the normal size and number of bunches expelled to the Flash memory are thought about. For the earlier methodologies, a 4-MB RAM is utilized as the compose cushion and the follow data is recorded in the test segment. It execute all calculations in a follow driven test system. Completely acquainted area interpretation layer (FAST) [13] is utilized as the interpretation layer of Flash memory with the quantity of refresh squares set [14]. which agrees to the current works. From the examination, there are huge crevices between the perfect approach and the current methodologies, which implies that there is tremendous opportunity to get better [15]. In this figure, the holes between the perfect approach and alternate methodologies originated from a few sources. One direct source is that the measure of on-chip RAM in earlier methodologies is too little.

6. Performance Comparison: Delivery Factor: The number of messages that are left unattended, the number of message loss is comparatively less in the proposed SMB. This is because, the storage overflow is prevented through optimal storage allocation and the messages are categorized based on priority. Message drop occurs when $tw > tcd$ or $tw > ted$. In order to prevent overflow, the priority messages are emptied first followed by the non real-time messages. The number of messages dropped is less as the operation of the appliances is paused when $pa \rightarrow 0$ and also the EMU notifies about the power availability to the IoT device. User messages are also restricted by sending passive acknowledgement therefore unnecessary storage overflow and unattended messages are controlled

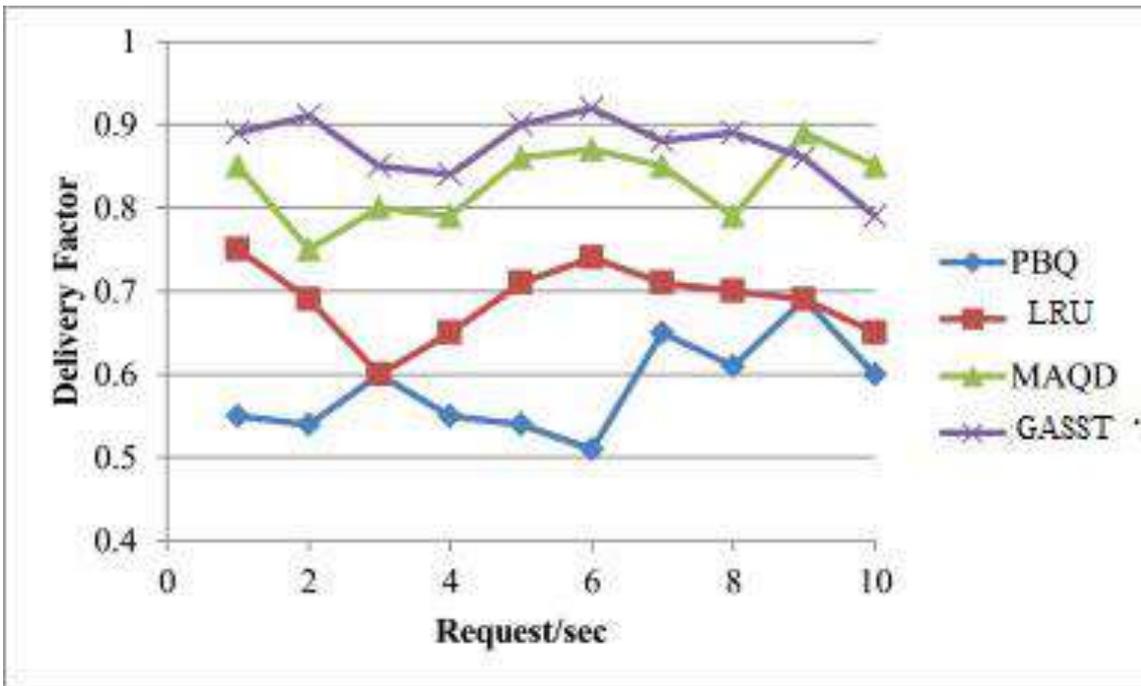


Figure 4: Delivery Factor of Various Techniques

As shown in figure 4, the number of serviced messages is almost equal to the number of service requests, maximizing the delivery factor in the proposed work.

Lifetime: The lifetime of the IoT gadget regarding the quantity of solicitations took care of in a day is noticed for SMB and contrasted and the current techniques in figure 5. The activities of the gadget incorporate update of sense and delay records, administration sending and recognizing. These tasks are not intermittent rather it depends on the machine and power accessibility. The activity of the gadget is additionally constrained by EMU through ideal updates in regards to dad. Subsequently, the gadget is kept from performing superfluous or intermittent tasks. Besides, the machines associate with the following accessible gadgets in the event of a disappointment, guaranteeing consistent help. This works on the quantity of dynamic gadgets withheld measure of energy that draws out the tasks of the gadget somewhat higher than the current methodologies. The dispersed working and common correspondence between the gadgets control the tasks in the IoT climate to hold a higher lifetime of the device

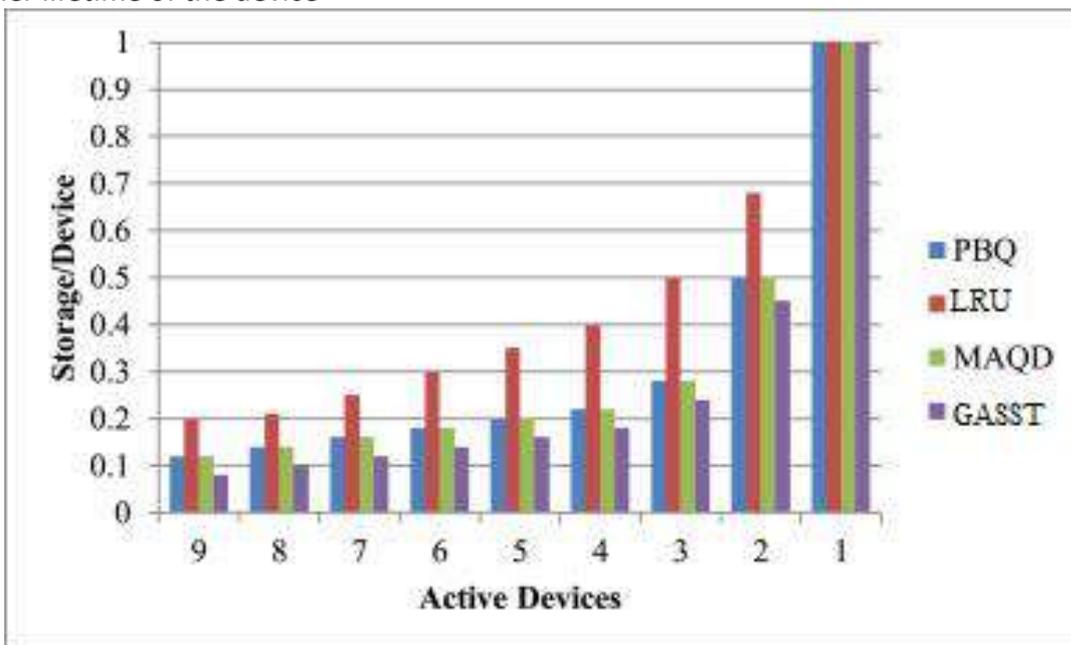


Figure 5: Lifetime Comparison of Various Techniques

Algorithm --- Memory Size	256 MB	512 MB	1024 MB	4096 MB
LRU	27	36	43	51
PBQ	28	39	46	53
MAQD	28	40	47	54
GASST	31	46	59	71

Table 1: Comparison of Hit Ratio

Hit Ratio: With respect to the comparison the table 1 shows the performance of hit ratio of various works.

7. Conclusion: This work proposes a method for working on the exhibition of private IoT gadgets. SMB resolves the issues caused because of capacity flood and non-arranged time-basic messages. The proposed strategy distinguishes basic and non-ongoing messages freely to relegate suitable capacity for their administration. The memory management controls and screens the tasks of the gadgets that thus tell the activities of the machines and the client. The shrewd IoT gadget goes about as an extension between the control community and the machine to screen, update and educate the machine it is joined with. Without any actual human mediate, the IoT gadget self learns the way of behaving of the machine and manages its tasks in a worldly way. The hit ratio is improved by 24%. It additionally assumes a sense of ownership with client level update through the series of perception, working on the unwavering quality of suggestion. This co-employable and appropriated method of correspondence and data trade helps to exact IoT applications for home robotization purposes.

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Using Collaborative Online International Learning (COIL) As Means for Internationalization: Reflections from Academics



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Abstract: Collaborative Online International Learning (COIL) is an educational strategy that promotes international learning through online cooperation between academics and students from various countries or regions within the context of a course. The purpose of this research is to uncover the function of COIL projects in the context of higher education institutions (HEIs) worldwide. Reflections from two Central University of Technology, Free State academics who collaborated with international partners to teach courses in different locations and co-facilitated online collaborative activities are shared. The study is qualitative in nature and a case study research design was adopted. Results revealed that a greater international awareness in curriculum design solutions and an appreciation for innovative teaching solutions is needed. The recommendations in this paper are to develop COIL initiatives at Universities of Technology (UoTs) in order to aid in the development of global-minded students and curricular internationalization.

Keywords: Collaborative Online International Learning, Higher Educational Institutions, Internationalization, Innovative teaching solutions.

1. Introduction: The term "Collaborative Online International Learning" (COIL) refers to a new and innovative method of teaching and learning that gives academics and students the opportunity to communicate and

collaborate with peers from other countries through the use of online platforms (Mestre-Segarra & Ruiz-Garrido, 2022). COIL encourages meaningful exchanges between academics and students with peers located in geographically dispersed locations and hailing from a variety of linguistic and cultural backgrounds by utilizing internet-based tools and innovative online pedagogies (Naicker, Singh, & Genugten, 2021). In today's globalized economic environment, academics are increasingly utilizing technology to collaborate across cultures, continents, and time zones. As the world becomes more interconnected, academics in all professions should be prepared to collaborate and interact with colleagues from diverse cultural backgrounds. As a result of the globalization and international collaboration trend, universities and academics hold responsibility for curriculum development and internationalization. According to Asojo, Kartoshkina, Amole, & Jaiyeoba (2019), there are numerous phases to increasing one's cultural sensitivity. Furthermore, the journey of international collaboration is progressive, and with experience, awareness, and practice, one can shift from cultural ethnocentrism, which sees one's culture as intrinsic to reality, to cultural ethno-relativism, which sees culture as relative to circumstance (Beelen, 2016). Overall, intercultural sensitivity is becoming aware of cultural differences and being able to understand and accept those differences. According to this study, two COIL projects in various fields have been completed by three universities namely: the Central University of Technology (CUT) in South Africa, The Hague University of Applied Sciences (THUAS) in the Netherlands, and National Taiwan University (NTU) in Taiwan. The tasks assigned within these collaborative projects were to establish an intercultural dialogue among students from very different geographical, linguistic, political, and cultural backgrounds, resulting in different outcomes and research into a culture that was new to both classes of students in the other. This online exchange was intended to facilitate the practice of collaboration skills, increase students' interest in cultural diversity, demonstrate the dynamics of this online learning experience, as well as motivate higher education academics to include this modality of technology-based education in curricula across all disciplines as an internationalized pedagogic practice. Academic reflections on the initial project, a partnership involving students from CUT, THUAS, and NTU, are detailed in this paper. The second project was carried out with various groups of students who were assigned different tasks centered on the urban environment, but a similar practice was employed to develop team interactions utilizing Padlet as the primary platform for information exchange. The following section provides a synopsis of the literature. The research question for this study was to unpack how COIL can be used as means of improving curriculum internalization at a UoT. The aim of this research was to uncover the function of COIL projects in the context of higher education institutions (HEIs) worldwide. Reflections from two Central University of Technology, Free State academics who collaborated with international partners to teach courses in different locations and co-facilitated online collaborative activities are shared.

2. Literature Review: This sections aims to briefly outline the literature focused on internationalization and how it is associated with COIL, which is the fundamental aspect of this paper.

2.1. Background on Internationalization: The term "internationalization of higher education" refers to the many efforts made by institutions of higher learning, national and regional governments, and other key players in the field to better prepare students for life in a more interconnected world (Jibeen & Khan, 2015). The internationalization of higher education has many advantages, but until recently only a privileged few could reap them. Internationalization at home, which primarily utilizes the mobility of international students enrolling at universities in South Africa, has been implemented to ensure that a larger number of students have access to the benefits of internationalization (Department of Higher Education and Training, 2019). It is estimated that less than one percent of African students have the financial means to take advantage of study abroad programmes. Lack of financial resources is the primary hindrance to wider participation. South African universities have been forced to think creatively about how to overcome obstacles to internationalization in order to expand and improve existing programmes for the benefit of a greater number of students (Chasi, 2021).

2.2. Collaborative Online International Learning (COIL): COIL is an acronym that stands for collaborative online international learning. Accredited courses can be taken through COIL, which links classrooms at two or more universities across the world. The COIL model is more than just a framework for international student

collaboration. COIL encourages academic and student interaction across language and cultural boundaries through the use of innovative online pedagogies and Internet-based tools (Rubin, 2015).

3. Research Method: The study is qualitative in nature and a case study design was adopted. It was decided that the most appropriate form of qualitative research to use is autoethnography. Autoethnography is a method of research and writing that seeks to describe and systematically analyze personal experience in order to gain a better understanding of cultural experience (Cooper & Lilyea, 2022). The study was based on the experiences and reflections of two academics who facilitated projects at a higher education institution with undergraduate students in the 2022 academic year.

Universities Involved and Courses: For project one, office Management and Technology students (34 second year students) from the CUT were working on a scenario, together with students in the other countries, namely Taiwan (47 students) and Netherlands (44 students). Students were discussing the Intercultural Communication subject, which was the focus of the Collaborative Online International Learning project. In project two, the collaboration was between the CUT and THUAS. The project was themed the 'Urban Environment' and the duration of the project was from the 29 April – 21 June 2022. The module coiled was Fundamentals of Human Settlements (40 students) whilst international partners coiled Facility Management (80 students); therefore the project was an interdisciplinary project.

4.1. Project one reflections: Content: An international team was established to explore cultural dimensions in different places, whether certain products would be popular in these places and how to communicate about them. Academics role played as the bosses/supervisors to evaluate the final presentations and findings of the student teams. Students were exposed to different varieties and styles of communication in English and different work styles.

Teaching: The project started with a brief (self-learning online) module on padlet regarding intercultural communication. It consists of brief videos, readings and a cultural self-test. By doing that, students became aware of their own cultural programming and the cultural identity of people in other cultures. Students also reflected upon what to expect when working with colleagues from other cultures. What did the South African students expect the Taiwanese and the Netherlands students' counterparts to be like? Why? How? Furthermore, students posted videos as a group explaining who they are and what their culture holds and what should people from other countries know about South African cultures. Students were given tasks throughout the project that they were expected to do in groups and submit as a team, and padlet was always utilized as a submission platform.

Assessments: Students were given a final assignment that includes the entire project themes, and they were asked to create live videos as a team addressing the subjects. Any format was acceptable. In order to record their final presentations, groups used MS Teams, WhatsApp, and Zoom meetings. All presentations were then uploaded to YouTube using a URL that was placed on Padlet. Thereafter, each student was required to evaluate their peers using a Microsoft Word form, as well as other teams (group Evaluation via a link on Padlet), but academics were entitled to provide a final mark. Finally, students were also awarded participation certificates, which were sent to them through email.

4.2 Project two reflections:

Content: The second COIL project was between the CUT and THUAS universities. The partnering and project phase was from December 2021-March 2022. Weekly meetings were conducted to structure the project and students had to complete four tasks. The platforms that were used during this project were Padlet, Zoom and Blackboard.

Teaching: The project had 21 groups in total where the students had to collaboratively work together to complete the tasks. Each group was assigned a coach and the role of the coach was to guide the students on their assignments as well as to grade the group assignments.

Assessment: Activity 1: Students were asked to introduce themselves by creating a short Power Point or a video of their backgrounds, sharing where they come from, interests, hobbies and pictures. These were then shared and posted on the team padlet before the kick-start of the project.

Activity 2: Students were tasked to meet up with all their group members on zoom straight after the kick start meeting. Thereafter students had to get acquainted with each other and do the group alliance, which included creating a collage of all the group members.

Activity 3: Students were allocated different neighborhoods in the two cities and they had to do neighborhoods walks and take pictures of various themes that were provided. They then had to create short clips or PowerPoint presentations showing what they saw in their walks. Thereafter, students had to create an info graphic collaboratively showing the differences and similarities in these two neighborhoods. Students were then able to see how different concepts are interpreted given the different contexts and thus appreciate the diversity and linkages of such.

Activity 4: students returned to the same neighborhoods and conducted interviews with locals. From those responses the groups had to write a newspaper article in order to compare the two neighborhoods using a chosen theme within the urban environment. Reflections were written at the beginning of the project where students spoke about their expectations of the project, in the middle of the project where students spoke about their challenges and then at the end of the project where students reflected on their experiences and what they would take going forward. This is an example of a rubric that was used assess the students during the projects.

Students' names, group, team					
Trait	Criteria				Points & remarks
	1 Points Unacceptable	2 Points Minor issues	3 Points Acceptable	4 Points Good	
Content <i>Did the presentation have valuable material meeting the first 3 learning outcomes (see below)?</i> 1. Analysis of patterns 2. Potential issues 3. Solutions to issues	Presentation contained little to no valuable material.	Presentation had moments where valuable material were present but as a whole the content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	2 x
Collaboration <i>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</i>	The teammates did not work on each others' ideas. Only few people worked on the presentation.	The teammates sometimes worked from other ideas. However, certain members did not do as much as others.	The teammates worked from other ideas most of the time. And it seems like every member plays their role.	The teammates always worked from prepared ideas. It was evident that all of the group members contributed equally to the presentation.	1 x
Organization <i>Was the presentation well organized and easy to follow?</i>	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization and preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	1 x
Presentation <i>Did the presenters Speak clearly? Did the presentation engage the audience?</i>	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence.	Presenters were occasionally confident with their presentation however the presentation was not engaging as it could have been for class.	All presenters were very confident in delivery and they did an excellent job of engaging the class. Preparation was very evident.	1 x
Bonus points from weekly assignments (max 4):					1 x
Total:	The student team automatically fails if two or more traits are graded as insufficient. This cannot be compensated with bonus points. Max points: 24 = excellent, Passing grade: 13 = sufficient				

Figure 1: Example of a Group Evaluation Form

4. Results and Discussion: The following section aims to outline the results and discussion of the study from the experiences/reflections of academics in the said case study.

According to the first project: "Students from South Africa were able to work together with their international

partners according to their predetermined schedule. We initially had some small difficulties, such as students being unable to connect with their partners due to time zones and connectivity problems because students were working from home. However, following their initial discussion, they were able to agree on a schedule that worked for everyone. The students were able to conduct virtual meetings via Ms. Teams to discuss the content, and they were updating their lecturers on their progress. The use of the Padlet technology, which presented a hurdle to South African students since they were unfamiliar with it, was the other problem that emerged from this collaboration. While the project was time-consuming and sometimes difficult to embed into an already-demanding curriculum, they considered the project a valuable contribution in experiential learning and will continue to incorporate the project in their courses. Nonetheless, they were able to use the technology after conducting their own unique study on the web. Following the final task submission, students had the opportunity to assess their group mates. The assessment helped the students improve their academic skills.”

According to the second project: “Initially, there was a communication breakdown among the students due to preconceptions about the groups. For instance, the South African students did not feel confident enough to collaborate only until they discovered that English is not a first language either for their Dutch counter parts. The Dutch students could not understand why the South African students could not meet promptly during the set meetings times. This only changed once they researched and asked about load shedding and the effects thereof. Once the groups started working on the collaborated tasks, the students were able to appreciate each other’s backgrounds and cultures based on the tasks they did together.” Using Collaborative Online International Learning (COIL) as means for internationalization: Reflections from academics. This study sought to unpack how COIL can be used as means for internationalization at home. From the findings, it was evident that through the said COIL projects, western approaches teabd to dominate the internationalization areana, therefore COIL provided a platform decolonize the curricular by showcasing South Africa. The tasks that the students had do ensured that no student feels excluded in their education and that they could relate to the tasks personally. The ability to connect with others and understand the world around you are highly valued in today's information age. Institutions are putting more emphasis on internationalization because today's job market demands that graduates have international, foreign language, and intercultural skills so that they can interact effectively in a global setting (Egron-Polak, 2011). The internationalization of a university is a much deeper and more nuanced topic than just student mobility. Students can gain international and intercultural competence without leaving their home country through a strategy known as internationalisation at home, which involves incorporating intercultural and international dimensions into the curriculum, teaching, research, and extracurricular activities (Hénard et al, 2012).

6. Conclusion: The COIL projects support academics in enhancing their technological, teaching, and learning skills as well as their technical knowledge to make it more interdisciplinary. This is crucial because our students need to be able to think critically, communicate, and collaborate, and these are the skills required in the post-pandemic new normal. Overall, students were satisfied with the redesigned online study-abroad course, which suggests that traditional study-abroad courses can be redesigned into fully online COIL courses. Academics had the opportunities to develop personal and professional skills for collaboration, learn some unknown information about the life of their partners from abroad, as well as master basic tools for virtual communication and evaluation throughout the project. The collaborative process gives a clear and elaborative way to achieve the goal through joint work. Academics are supposed to collaborate in the implementation of project-based learning and support their students and each other throughout the process. Collaborative online international learning can be a new method of learning and evaluation.

7. Recommendations: Academics found the collaboration among themselves to be an enriching experience. While the project was time-consuming and sometimes difficult to embed into an already-demanding curriculum, they considered the project a valuable contribution in experiential learning and will continue to incorporate the project in their courses. Future collaborative projects will ensure that all students have equal conditions within the project. This means aligning the project content, syncing the timeline and assignment

deadlines better, and adjusting the assessment criteria so that demands on students are similar. Future study-abroad courses should consider flipped online course design to include short lectures, leaving more time for student-student and student-instructor interactions. Online course schedule and student communication should accommodate different time zones. This paper suggests that universities involved in the COIL project hold a ceremony to award certificates to students and lecturers who have completed the course as a source of motivation. A community of practice (CoP) for COIL projects is also recommended at CUT as part of the scholarship of teaching and learning (SoTL), which will promote the collaborative culture and the implementation of COIL in curriculum development.

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XI. LIST OF ABSTRACTS

A Musical Perspective of Pedagogical Improvisation in Early Childhood Education

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Abstract: Understanding the contemporary educational need to consider more flexible and creative pedagogical approaches, this text aims to explore the intersections between improvisation in pedagogy and improvisation in music. Employing a qualitative approach, this research adopts procedures of literature review, field analysis, and experiential accounts. Initially, different concepts of time and experience, as posited by Walter Kohan (2019) and Jorge Larrosa (2015), will be presented to delve into the discussion of improvisation within the context of music, particularly in genres such as Jazz and Choro. Subsequently, the article delves into the role of pedagogical planning and improvisation in early childhood education. The concept of "ped-agogic" will be introduced, along with its potential extensions from the musical perspective of improvisation to the educational realm. Field analyses will be conducted in a classroom of 3-year-old children from a public nursery school in the suburbs of Rio de Janeiro, to observe how improvisation manifests in this specific context and its implications for education today. Therefore, this investigation seeks to construct alternative pathways towards an education that respects the kinetic plasticity of subjectivity, facilitating experiences that allow for a distinct perception of time, temporal flexibility, and the multitude of rhythms of teaching and learning.

Keywords: Early Childhood Education, Time Experience, Improvisation, Ped-agogic.

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Separately and Together: Training Preservice Teachers from Arab Society at a Teacher-Education College in Israel



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Abstract: This study addresses the learning experiences of Arab preservice high-school teachers on a teacher-education program that was adapted to their needs at a teacher-education college in Israel. The purpose of the study was to evaluate how attending courses that were taught in the students' mother tongue, Arabic, and were focused on characteristics of the Arab education system, influenced their learning process. Three main themes emerged from a qualitative analysis of the findings: a) Arabic as a native language promotes learning and development; b) the sociocultural relevance of the course material; c) the importance of inclusion and of Arab and Jewish students learning together. Language and culture components are discussed in regard to courses studied separately and together and in the context of social integration. The issues are examined in depth and a theoretical and practical conceptualization is developed. The results of this analysis may be helpful in promoting Arab preservice teachers' professional and personal development and in advancing the integration of students from minority groups in Israel and globally.

Keywords: Arab Students, Teacher Training, Culturally Tailored Training, Multiculturalism, Social-Emotional Learning Experience

Latent Profile Analysis and Structural Equation Modelling of Students' Perceived Classroom Goal Structure in Chinese Reading Classrooms

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Abstract: The question of how to enhance students' motivation is a significant challenge for secondary school teachers worldwide, and classroom goal structure provides an effective framework to understand the students' perceived motivational environment in school. However, few studies investigate classroom goal structure based on specific instructional practices. This study investigated dichotomous classroom goal structure using TARGET instructional dimensions, explore students' perceived dichotomous classroom goal structure profiles and investigate the relationship between classroom goal structure and trichotomous achievement goals in a Chinese reading classroom context. A sample of 678 Chinese students in grades 8 rated their perceptions of eight instructional dimensions of the dichotomous CGS model; namely mastery-task, mastery-autonomy/time, mastery-group, mastery-recognition/evaluation, performance-task, performance-autonomy/time, performance-group, performance-recognition/evaluation. Latent profile analysis identified three distinct profiles that could be labeled: Poor quality classroom goal structure, Medium classroom goal structure, and Good quality classroom goal structure. Students from the Good quality classroom goal structure profile had

higher achievement goals than others. In addition, structure equation modelling revealed the complex relationships between eight instructional dimensions and students' achievement goals in Chinese reading classrooms. Our findings provide insight into how perceived multidimensional instructional profiles in reading classrooms are related to students' personal goals, thus informing reading teachers and educational developers where to start when it comes to improving student motivation.

Keywords: Chinese reading classroom, classroom goal structure, latent profile analysis, structural equation modelling

Becoming a Mathematics Teacher – Different Paths of Professional Preparation versus Results of the Same Test

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Abstract: Becoming a mathematics teacher – different paths of professional preparation versus results of the same test. In our presentation, we will describe various paths leading to obtaining qualifications required for teaching mathematics in Poland. Then, we will present and discuss the results of a test conducted under the theme "Check yourself!" among people completing different paths of professional preparation for teaching mathematics. The talk will end up with indication of specific areas of teacher education that need more reflective attention.

Board Characteristics and Credit Risk: Evidence from Saudi Arabian Listed Firms

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Abstract: This study aims to investigate the impact of board characteristics on credit risk for firms listed on the Saudi Arabian stock market. The study uses Pooled OLS regression analysis and a sample of firms listed on the Tadawul stock exchange. The dependent variable of the study is credit risk, as measured by the Altman Z-score. The independent variables include board size, board independence, CEO duality, and board diversity. The results indicate that board size has a negative impact on credit risk, indicating that larger boards are associated with lower levels of credit risk. Additionally, board independence is found to have a negative impact on credit risk, while CEO duality is positively associated with credit risk. Finally, board diversity is not found to have a significant impact on credit risk. These findings provide insights into the role of board characteristics in managing credit risk for firms listed on the Saudi Arabian stock market.

Keywords: Corporate Governance, Board of Directors, Credit Risk.

Real World Teaching in an ESP Classroom: The Case of English in Medicine



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Abstract: In the design process, didactic criteria should be taken into consideration within Algerian technical universities since today English is a must for the scientific and technological developments. Therefore, the authenticity of materials and the relevance of texts in the field of medicine and tasks are of paramount importance. Moreover, the understanding of the linguistic insights help the teacher to design his own syllabus since language description is the way in which language is described for the purpose of learning. On the other hand, an ESP programme is therefore built for the function of the language for which English is required. The objective of this paper is to provide teachers of ESP insights that can help them in the preparation of language teaching materials for Medics' students. In this context, language items presented in the classroom should be contextualized by means of situations, and the tasks of the teacher is to find a natural way to simulate language in use and be able to bring the real world in the classroom. We will try to demonstrate some pedagogical instructions that can be applied in ESP context in Algeria.

Keywords: Authenticity, ESP, Use, Medicine, Instructions, Tasks, Methods, Syllabus

An Evaluation of Interactive Toys in Terms of the Child Relativity Principle and Child Communication

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Abstract: Toys play a significant role in the language and communication skills of children. Therefore, toys should possess certain features that align with the principle of child relativity. The principle of child relativity necessitates considering the child's interests, expectations, needs, language universe, and aligning the written and spoken language data with these aspects (Özdemir, 1983). Interactive toys, which aim to enhance children's receptive and productive language skills, should incorporate the fundamental elements of this principle. Variations such as the child's developmental characteristics at different stages, age group-specific qualities, and suitability to the child's level and preferences are fundamental aspects of this principle. In the literature, this principle has primarily been investigated in relation to reading skills (Özer, 2007; Burç, 2013; Çakır, 2013; Karaca&Temizyürek, 2017; Sezer, 2020). However, during preschool period, language development occurs primarily through listening skills. Therefore, toys should be appropriate for children's semantic universe and development in terms of word selection and expression. Toys with these qualities can enrich the children's vocabulary, and develop their communication skills. This research aims to determine the compliance of interactive toys with the principle of child relativity and child communication. The research database is formed using purposive sampling, specifically critical case sampling. The examination material is an interactive toy

"Talking Potato Head," which targets the preschool period. Content analysis is conducted to evaluate the linguistic data produced through this material in terms of child communication, including the characteristics of explicit and implicit messages, word selection, and child relativity principle. To support the reliability of the study, the opinions of preschool teachers selected through convenience sampling will be obtained, and semi-structured interviews will be conducted with a total of 16 children aged between 24 and 72 months, selected through stratified sampling, to assess the comprehensibility of the linguistic data in question.

Keywords: Child Relativity Principle, Educational Messages, Communication, Language Skills.

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Assessing the Impact of the Scienceready Preparatory Short Course on Student Academic Performance



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Abstract: Starting University can be a daunting experience representing a big adjustment for first year students. Facilitating a smooth transition to university sets students up for successful degree completion; however, if

students struggle or become disengaged, they can underperform or drop out completely. An early support system, the 'ScienceReady' short course has been designed to assist with the transition to university study for nursing and midwifery students. It has been designed to provide essential academic skills and foundational science knowledge, reduce anxiety, and assist in the formation of early friendship groups, with the overall aim to improve student success. As well as improving background knowledge, the course also allows students to visit laboratories, meet staff and interact with their peers. Despite its scope, we knew little about the impact of attending ScienceReady on later academic outcomes. This study assessed the impact of ScienceReady attendance on first-year academic success, providing evidence for the importance of early support systems in tertiary success.

Keywords: Preparatory Course, Smooth Transition, Academic Performance, Early Support, Nursing/Midwifery

Issues and Challenges of an Online International Cooperative Educational Project: The Case of LSP TEOC Pro

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Abstract: Research collaboration is expected to offer many advantages, including the pooling of ideas, the creation of a shared identity and efficiency in the production of resources. This viewpoint has led to the development of a Europe-wide project involving 8 partner universities over 3 years. The work was aimed at producing LSP TEOC Pro, an online course for the training of teachers to deliver LSP (Languages for Specific Purposes). We based our work on the real needs of these teachers who, for the most part, have not been able to benefit from any LSP training and thus find themselves at a loss when they have to teach languages to students with very different backgrounds, e.g., legal and financial or scientific and technical. Our presentation will address the question of how to implement participatory pedagogical improvements for an online course in a university context. The analysis will focus on the different stages and developments of the approach adopted, in relation to our positioning within the group and our investment in the successive works. We will draw on our experience, which we will supplement with a corpus of exchanges and documents from this project to analyze the contributions and limitations of the collaborative approach adopted. We will look at how the critical issues were located and how the process unfolded, as well as the difficulties encountered and how they were addressed. Among the causes of the difficulties encountered, we have noted intercultural differences as well as difficulties related to the mastery of technologies and to the understanding of the project's objective. Lastly, we will put into perspective the challenges encountered and the progress made in order to put forward proposals on the conduct of collaborative projects.

Keywords: Cooperative Research, Higher Education Pedagogy, Online Course Development, Critical Events, Cultural Attitudes.

Comparing Perceived Cognitive Load While Playing Extended Reality Games about Climate Change



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Abstract: Integrating extended reality (XR) into undergraduate classrooms is not a new concept. However, comparing identical content in subdomains of XR is unique. This study compared two undergraduate courses focused on climate change on the Outer Banks of the North Carolina, USA coast at a large university in the Mid-Atlantic region of the United States. The purpose of these courses was to examine human and environmental impacts of global climate change in a local context. Investigating the challenges facing North Carolina barrier islands, the class took a 5-day field trip to the Outer Banks of North Carolina and visited five sites where they used augmented reality (MR) to learn about the impact on climate change at those respected locations. The comparison class immersed in virtual reality (iVR) of the five sites using the same information provided in the MR. 26 (6 MR and 20 iVR) participants completed the National Aeronautics and Space Agency Task Load Index (TLX) immediately after completion of either the respective MR or iVR based game. Weighted mean comparison suggest no differences in perceived mental demand, statistically significant differences in physical demand, temporal demand, performance, effort, and frustration for the MR group. An explanation for possible reasons for these results will be discussed.

Keywords: Extended Reality, Climate Change, Undergraduate, Science learning

The Reflection of the Town and Gown Divide on Political Preferences: A Study of a University Neighborhood in Turkey

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Abstract: The socio-economic relationships between universities and the cities in which they are located have undergone a complex interplay of factors throughout history. During the medieval era in Europe, when universities began to establish themselves as institutionalized centers of education, the concept of the "town and gown" divide emerged to describe the intricate relationship between universities and the local residents of the cities they inhabited. From that point onward, the areas where university students and staff reside have continued to exhibit distinct urban identities, creating vibrant enclaves within the larger urban landscape.

Universities hold a significant position within a city, not only due to their substantial spatial footprint but also because they shape the demographic landscape by attracting a diverse population for employment and education. An intriguing aspect arises in the realm of political voting behavior, particularly within student neighborhoods located in close proximity to universities. These areas often demonstrate distinctive political tendencies that diverge from the overall sentiments of the city. Election outcomes in these student neighborhoods, characterized by their diverse and heterogeneous population compared to the local residents, can significantly deviate from the broader results of the city. This study aims to explore the ramifications of the town and gown divide on political elections through an in-depth analysis of Bosna Hersek Neighborhood—an influential university neighborhood within the city of Konya, an important urban center in Turkey. By examining the general election results of 2018 and 2023 in Turkey, this research delves into the specific context of Bosna Hersek Neighborhood, where the majority of voters consist of university students. A comparative analysis is then conducted between these election outcomes and those of the city center of Konya, shedding light on the impact of the town and gown divide on political preferences within the Turkish context

Keywords: Sociology of Education, Sociology of Urbanization, Town and Gown, College Towns

A Closer Look on the Early Language Literacy and Numeracy-Digital (ELLN-D) of Kindergarten to Grade 3 Teachers in Selected Schools



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Abstract: This study aimed to evaluate the Early Language Literacy and Numeracy-Digital (ELLN-D) of the public elementary school Kindergarten to Grade 3 teachers in the City Schools Division of Dasmariñas. It assessed the level of ELLN-Digital along overall courseware, courseware (or the computer-based component), the Learning Action Cell (LAC) sessions, and outcomes of the course at the school level. Moreover, it also determined the level of ELLN-Digital along the extent of implementation of materials and strategies. The respondents of the study included all the teachers in Cluster I in the City Schools Division of Dasmariñas. The study used descriptive research design. It utilized survey questionnaire to gather the information needed in the study. Also, it used interviews to determine the perceptions of the ELLN-Digital trainees of the implementation of the program. The findings of the study revealed that the overall level of evaluation of the participants in ELLN-Digital course training yielded a positive result, especially on teachers' professional development. Moreover, on the extent of implementation, participants successfully used and implemented instructional materials and varied strategies learned from the training program. This further shows that learned strategies and the use of IMs make teaching-learning more engaging and effective. Based on the findings, it is concluded that the respondents have a very high level of evaluation of the ELLN-Digital as supported by the successful attainment of objectives. Also, the operation of ELLN-Digital in the public elementary school of Cluster 1 is fully implemented. Furthermore, Elkonin Boxes and other activities related to ELLN-Digital are proposed to be used in literacy development. Cognizant of the findings and conclusions drawn, the following recommendations are proposed. First, teachers must continue the implementation of the ELLN-Digital program. Also, all teachers in every school should take part in literacy and numeracy training. Moreover, teacher's practice must be observed in the classroom once the course is implemented as intended to identify changes and best practices used. Furthermore, activities like

bench-marking of strategies, the conduct of LAC session on crafting literacy and numeracy materials, the exhibit of instructional materials for literacy and numeracy development, and the introduction of Elkonin Boxes is highly recommended. And finally, another study should be conducted using other variables and dimensions not included in the study.

Developing Curriculum for Education for Sustainable Development - Theoretical and Practical Basis for Curriculum Advancement. Example of High School Experience



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Abstract: ESD for 2030 will promote the integration of sustainable development and the SDGs into education and learning, as well as ensuring the integration of education and learning into all activities that promote sustainable development and the SDGs. (UNESCO, 2020). The present day, worldwide, sustainability crisis is the crisis of our moral precept, the crisis of values that drives the whole societal development. (E.g. Ospina, 2000; Babiuk & Falkenberg, 2010 etc.). Obviously, the field of education carries a special responsibility in shaping the value systems of students for our sustainable futures. So- the question remains, in the context of the framework of a holistic education (as opposed to mechanistic view on education) -what to learn, teach, study exactly? Learning should address root causes of the crisis of unsustainability. By challenging the underlying paradigms that contribute to the disconnection of people and the Earth learning has to involve transformational dimensions of education. This means, involving also more spiritual dimensions of education, e.g. heritage dimensions. Above all, learning needs to be localized. All these critical questions have been addressed in the development of one particular high school course curriculum- sustainable economics.

Keywords: Education for Sustainable Development; Curriculum; Transformational Learning.

The Process of Inclusive Education through the Art Project in a Multicultural School with Chinese Students: A Case Study of One Public School in Barcelona



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Abstract: Inclusive education is at a crossroads due to a lack of quality practice development. One factor for practice gridlock is a scarcity of high-quality resources in schools. Nowadays, looking for outside resources from social organizations is a more cost-effective strategy to compensate for a shortage of resources. The Tandem project is a theme topic inquiry project chosen by students based on their oral or artistic expression during and after their visit to the Museo. It involves collaboration between one Barcelona public immigrant school and the Museo Nacional de Arte de Catalunya. This project challenged standard pedagogy in a student-centered method by including varied cultural expressions. This research used a mixed method for collecting data. Our research discovered that after many years of tandem initiatives at this multicultural school, more local culture families are attending, and pupils are more inclined to participate in school events. Those are important indicators for developing an inclusive school community.

Keywords : Art project, Participation, Inclusive Community, Social resource, High-Quality Practice

Saudi EFL Learners' Intercultural Competence Development through Reading International Culture-Related News on Twitter



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Abstract: In recent years, cultural contact and global communications have developed in an unprecedented manner as the world has transformed into more of a global village. Thus, the issue of intercultural competence has been the focus of different disciplines, including second language acquisition (SLA) and English as a foreign language (EFL). This study explores the intercultural competence of Saudi university EFL learners. It seeks to improve the intercultural competence and understanding of EFL learners through the reading of international culture-related news on Twitter. The premise is that reading culture-related news on Twitter can improve Saudi EFL learners' sensitivity to the differences of other cultures, which will lead to intercultural competence. The

Intercultural Development Inventory (IDI) developed by Hammer et al. (2003), was used along with interview and observation methods, to measure and evaluate participants' sensitivity to cultural differences before and after the reading intervention experience. Pre-intervention results indicated that the participants had serious problems with understanding of and sensitivity to the differences of other cultures. After the intervention program, the intercultural competence of the participants improved significantly. The findings of the study highlight the role of social media networking and platforms such as Twitter as effective resources for developing the sensitivity of learners to cultural differences and improving their intercultural competence. It is recommended that EFL instructors stress the importance of intercultural understanding in EFL classes by integrating cultural aspects into their teaching practices.

Keywords: EFL, Intercultural Competence, Intercultural Development Inventory (IDI), International Culture-Related News, Twitter

A New Competency Model for Digital Instructors

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Abstract: Digital skills constitute foundational pillars of the digital economy and are defined as the ability to find, evaluate, use, share, and create content using digital devices. A digitally competent workforce can assist reinforce the foundational pillars required to mobilize digital innovations to revolutionize economies, societies, and governments, including e-government services, commercial products, and news, as well as engage with the larger educational community (Bashir & Miyamoto, 2020). Digital instructors are educators who use digital technology to deliver educational content and engage with their students in online learning environments. They have a responsibility to model good digital citizenship by demonstrating appropriate online behavior and promoting ethical and responsible use of technology among their students. In a broad sense, digital skills for instructors working in educational institutions involve various domains and competencies and necessitate distinct frameworks that specify the relevant competencies and proficiency levels, which are regarded as a foundation for innovation, knowledge enhancement, and the digital economy. The world is currently witnessing the development and entry of emerging technology in several fields such as Data Science, Artificial Intelligence, Nano Technology, the Internet of Things- IoT, Simulation, and Virtual and augmented reality (Philbeck & Davis, 2018). In Higher and Continuing Education, the use of e-learning methodologies is becoming a common resource. The fast expansion of Information and Communication Technologies (ICTs) has transformed the world and transformed traditional classroom methods into Technology Enhanced Learning (TEL) systems to

accommodate stakeholder groups in their educational institutions' teaching and learning activities. Many higher education institutions are seeing the move to the development of instructors' capacity, known as "digital instructors", to the development of e-Courses merging traditional courses with online learning opportunities (Rudestam & Schoenholtz read, 2010).

Many e-learning frameworks and models have been proposed to investigate and outline e-learning issues. However, these frameworks mainly cover common e-learning issues including systems development, application, and adoption while missing the development of the instructor competency model (e-instructor), particularly in the Arabic context (Al-Hunaiyyan, Alhajri and Alzayed, et al. 2016). The authors' aim Investigate issues related to enhancing the competencies of the digital instructor, barriers, and future trends in innovative learning to further their knowledge of working in the new e-learning environment through a focus group session and other interviews. In addition, the authors will propose a new instructor competency model to effectively adapt the efficient use of technologies in the Kuwaiti national educational systems that will be carried out in the Public Authority for Applied Education and Training (PAAET) a higher education institution in Kuwait. The framework should be developed in light of identified critical factors, international practices, and the outcome of the focus group discussion. The framework must emphasize instructor competency in the digital world, and hence independent tiers will be provided within the implementation framework to ensure efficient design and development of the e-learning systems.

Role of Self-Regulated Learning and Self-Efficacy in Predicting Academic Results of Elementary School Students in Russia: Mediation Analysis



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Abstract: The purpose of this paper is to report how self-regulated learning (SRL) skills impact students' academic results in mathematics and reading, and the mediating role of self-efficacy (SE). The data were collected from a sample of 1, 671 fourth grade students equally distributed by gender from one of the regions in Russia and analyzed using the multigroup structural equation modeling. The results indicated that the effect of combined SRL and SE was accountable only for 1.2% in variance of math scores and was not statistically significant ($p= 0.25$). The indirect effect of SRL through self-efficacy in math significantly contributed to math score and explained 95% of variance ($p < 0.001$). Further analyses by gender, location, and level in math (high, medium, low) suggested that the indirect effect of SRL through SE was higher for boys, for students from smaller towns, and for students with medium scores in math. In reading, the total effect of SRL and SE was less than 1% and was not statistically significant; however, 57% of variance was attributable to self-efficacy in reading ($p < 0.001$), and it served as a significant contributor to reading scores. Further analyses by gender, location, and level in reading (high, medium, and low) indicated that the estimates were similar for boys and girls, but the indirect effect of SRL through SE was higher for students from smaller towns. Both total and indirect effects of SRL and SE on reading scores were not significant regardless of students' reading levels. These findings suggest

that self-efficacy plays a mediating role in predicting students' scores in math and reading. This research was conducted as part of the project "Longitudinal research of factors of school failure", National Research University Higher School of Economics.

From the Mexico to the Middle East: Cross-Cultural Online Collaboration with US College Students



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Abstract: During a time of an increasing negative political climate in the U.S. towards Arabs, Muslims, people from the Middle East region, as well as Mexicans, students at a New York community college participated in Collaborative Online International Learning (COIL) exchanges with 4 year students from Egypt and Mexico. Our initial project was part of the Stevens Initiative cohort where we could bridge the gap between students in the U.S. and the Arab World. Our expectation was that by collaborating with students in Cairo, our U.S.-based students would gain a better understanding and lessen any stereotypes they had of people in the region. Later, collaborations were made with students in Mexico City to expose our students to cross-cultural exchange and continue the goal of better understanding of one another. Based on the experiences of COIL courses at Tompkins Cortland Community College and their partners at The American University at Cairo as well as Universidad La Salle in Mexico City, this presentation will compare and contrast the experiences of faculty and students who worked together in the cross-cultural and cross-disciplinary projects. Students in the U.S. in Introductory to Psychology courses collaborated with students in English courses in Cairo as well as Communication courses in Mexico City over the course of 5 semesters. In the end, through assessment and student feedback, the instructors met their objectives and found COIL to be a rewarding experience for their students. Student quotes, input, and recorded video will be presented to highlight their reflections from the beginning to the end of the COIL course. Attendees will be provided with examples of specific tasks that each instructor found to be most successful in overcoming their students' challenges.

Keywords: International Education, Online Learning, Cross-Cultural Exchange, Collaborative Online International Learning (COIL)

The Dilemma of Teaching Self-Regulated Learning (SRL) Skills to Talented Students



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Abstract: Self-regulated learning (SRL) describes the self-directive learning processes through which learners: Proactively transform mental competencies into academic performance through self-generated goals and strategies (Zimmerman, Schunk, & DiBenedetto, 2015). Self-regulated students are generally characterized as efficiently managing their own learning through: Goal setting, monitoring; strategy use, and self-evaluating their achievement (Boekaerts, Pintrich, & Zeidner, 2000). SRL involves three prominent stages: Planning, performance and reflection. Over the past few decades, both behavioral and social-cognitive theories have been successfully applied to help students learn self-regulated behaviors (Schunk, 2014). Teachers in the modern classroom and during homeroom activities now regularly introduce key facets of the SRL process. Students regularly receive explicit training by teachers in goal setting, strategy use, self-monitoring, and systemic practice in classroom settings. Students are taught: How to analyze tasks, set effective goals, choose the most appropriate strategy to achieve learning goals, self-instruct, self-judge, and reinforce their attainments.

Some of the experts in education may not be entirely conversant or up-to-date with current research on SRL, in general, or SRL in talented students, in particular. Hence, the main goal of this paper is threefold. First, to define SRL and its key components. Second, to briefly sketch what is known about teaching SRL to classroom students. Finally, to discuss whether or not talented and gifted students actually need to be instructed in SRL.

Keywords: Self-Regulated Learning, Learning Strategies, Talented Students

Creating a Translingual Space in a Canadian Academic Writing Undergraduate Class



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Abstract: This qualitative case study, informed by translingual and constructive approaches to education, will demonstrate how the researcher/instructor creates a space where the English as an Additional Language (EAL) students and herself engage in co-constructing new knowledge. The educational materials and course outline, teaching techniques, and the instructor's reflective notes, which had been collected in an undergraduate writing

course in 2022, were analyzed and coded to identify how the instructor creates a translingual learning space. These strategies include: (1) encouraging the students to share examples of formal and informal words and grammatical structures in their first language before they learn English formal writing; (2) take notes in their first language; (3) giving examples of informal and formal words from the instructor's first language; and (4) having the students critique each other's paper. Employing these strategies assists the students to develop metalinguistic awareness about communication styles in various languages, removes the instructor from the center of the teaching stage thus it creates a student-centered atmosphere, acknowledges the students' bilingual competence, and utilizes it to construct new knowledge. This research implies that a translingual space can be created in the larger English as a Medium of Instruction context, where the students and instructor co-construct knowledge in an inclusive environment, and the boundaries among English and the languages represented in class are blurred. Finally, suggestions for instructors to create this space will be offered.

Keywords: Translingualism, Academic Writing

Accounting Pre-Service Teachers' Engagement in Learning through Social Media Groups



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Abstract: Teaching in the 21st century is not merely centered on content delivery and assessment of students' understanding; it involves encouraging creativity and active involvement of students in the learning process. This necessitates the use of technology-enhanced learning for tertiary students to improve their learning experiences and help develop 21st century skills. Hence the utilization of social media in teaching and learning. Social media accessed through mobile technology has become a major priority in preparing and equipping the Accounting students with the creative, collaborative, problem-solving skills and academic competences required in the world of work. This article explores pre-service teachers' experiences of active learning through social media learning groups in Accounting Education. The study employed a qualitative case study of twenty purposively selected pre-service Accounting teachers. Data were obtained through semi-structured individual telephonic and WhatsApp-based focus group interviews. Thematic data analysis was used to analyze pre-service teachers' experiences of learning. What emerged from the findings is that mobile devices were used to access social media. Participants acknowledged the role of social media learning groups in creating a supportive social environment that provided opportunities for active learning while off campus. Using social media allowed students to interact with course content at any time in a variety of ways. Diversity in members offered spaces for students to generate varied analytical approaches to resolving Accounting problems. Interaction on social media contributed towards improved student engagement hence creating a sense of belonging within a community of students.

Keywords: Accounting Pre-Service Teachers, Active Learning, Mobile Devices, Mobile Learning Groups, Social Media

Creating a Catalog of Coursebooks for Teaching German as a Foreign Language in Turkey: 1940-2023



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Abstract: The practice of teaching German as a foreign language has deep roots in Turkey, and there has been a consistent publication of various coursebooks to bolster this educational effort. Despite the rich history, little scholarly attention has been paid to the development and evolution of these teaching resources.

German as a foreign language has been a part of the Turkish educational landscape for many decades, with the Ministry of National Education taking an active role in crafting teaching materials for this subject. The following research aims to create an inventory of German as a foreign language coursebooks that have been published in Turkey from 1940 to 2023, offering a comprehensive and structured insight into these materials. This study has been supported within the scope of project number SBA-2023-52 which was accepted by the Anadolu University Scientific Research Projects Commission. The research aims to fill this void by creating a catalog of German as a foreign language coursebooks that have been published in Turkey within the specified time frame of 1940 to 2023. The comprehensive inventory will shed light on the transformation and growth of German language teaching materials in the Turkish context. Such insights will not only enrich the understanding of the historical development of German language teaching in Turkey but will also serve as a valuable resource for researchers, educators, and students with an interest in this area.

Keywords: German as a Foreign Language, Turkish Educational System, Teaching Materials, Coursebook Inventory, Language Teaching Development, Anadolu University Research Project

Tracing Intercultural Learning in the Scandinavian English Language Classroom: A Review of Teachers' Master Theses.

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Research Objectives: This review investigates master theses written by in-service language teachers in an online master programme. The rationale for our investigation is to uncover to what extent societal discussions of democracy and global citizenship are incorporated into Scandinavian English language classrooms. Our focus is on approaches to intercultural learning (typically including the knowledge, attitudes and skills necessary for communication across cultural borders).

Methodology: The data consist of a corpus of 76 master theses, written between 2012 and 2023. These data are feature mapped, recorded and analyzed according to 1. Approach used by the teachers, 2. Thematic focus in relation to intercultural learning.

Findings: First, the review shows that approaches remain mostly in-class, and materials used commonly incorporate fictional texts, including film, and lately graphic novels. Second, thematic foci are on knowledge about national cultures and cultural concepts.

Research Outcomes: An in-class approach with a clear focus on knowledge leaves little room for drawing on students' own experiences. There is therefore a risk that intercultural learning cannot be developed, as a concrete link between students' lives and others' needs to be established. In spite of societal developments, the analysis of the master theses shows only a slight movement away from traditional cultural studies to a more nuanced understanding of what intercultural learning should include in light of the current focus on democracy and global citizenship.

Future Scope: To meet societal demands, it is crucial for teachers to move beyond in-class intercultural learning with a focus on cognitive elements only, and thus for master projects to investigate how to include also emotional aspects and actual experiential approaches to promote intercultural learning and thus foster global citizenship.

Keywords: In-Service Teachers, Intercultural Learning

Re-Engaging Pregnant and Parenting Young Women in Education



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Background/Objectives and Goals: Returning to a mainstream school can be an intimidating experience for pregnant or parenting teens. Many are likely to experience marginalization. These young women need support to re-engage with their education to ensure that their future aspirations can become reality. It has been noted that there is a cyclical repetition, that those from disadvantaged backgrounds fall pregnant, embedding the existing disadvantage regarding the educational and financial opportunities of these young women. If intervention is not available, the outcomes for the mother and child are poor, including educational attainment, poverty, physical and mental health, homelessness, child protection services, and issues with the law (Australian Institute of Health and Welfare 2020; Pinzon & Jones, 2012; SmithBattle, 2007). The support provided for young parents has been neglected in terms of policy and practice in Australia (Beauchamp, 2020). Teenage mothers have traditionally been perceived with negativity, with expectations that the pregnancy and birth of their child will only lead them to a pathway of becoming welfare recipients (Ellis-Sloan, 2018). However, there is emerging research around the transformative impact of having a child on the life of the teen parent (SmithBattle, 2018). The stereotype that their educational aspirations and their lives are 'derailed' by becoming a mother are widespread, and yet if these teens have family support and access to community support there could be minimal

disadvantage for the teens (SmithBattle, 2018). Their educational needs may require programs that support them academically and also in terms of accommodating their parenting requirements with mentoring programs that offer a tiered level of support, from academic, to social and emotional, parenting skills, and general life and career skill development (Lin et al., 2019; Rowen et al., 2005). In SmithBattle's (2005) 12-year longitudinal study she discovered that the birth of a child to a teen mother was not a predictor of their future and for many, it was a chance to reboot their life and work to address previous layers of adversity and become caring mothers, but this does generally require interaction with others supporting them, whether that be a partner, parent, health care nurse or a teacher. This paper explores factors that contribute to the experiences of young parents within a tailored education program (Young Parents Education Program - YPEP), which sought to re-engage them into education, while also supporting them in their parenting role. As such, it attempts to break the cycles of disadvantage that have become prominent in the area. This research sought to clarify:

- What supports are necessary to assist young parents to obtain or work towards a Year 12 equivalent education?
- What supports are necessary to assist young parents with transitioning to parenthood?

Keywords: Parenting, Pregnant, Teenage, Education

Methods: This evaluation utilized a mixed-methodology approach, primarily drawing on qualitative data but also a complementary quantitative survey instrument. This method was valuable in understanding how all of the various stakeholders including the collaborative partners and administrative staff, educators, and the young parents involved perceived the YPEP. Interviews were conducted with the collaborative partners, administrative staff, and educators. The young parents in the program participated in focus group interviews. Data arising from the interviews were analyzed using the process of identifying and coding characteristic patterns or themes emerging (Braun & Clarke, 2006; Creswell, 2009). Thematic analysis of this nature allowed for the identification of specific concepts to guide future iterations of the Program.

Results: Five significant, overarching findings emerged from the evaluation. Firstly, it was important for each student to develop a sense of belonging through the prioritizing of individualized support and programs. Secondly, it was evident that the educator occupies a key role in the success of the young parent; that they should have a strong knowledge of the course content that they should be flexible with regard to understanding the needs of each parent and the impact this might have on their schooling. Thirdly, the educator should also possess an appropriate understanding of factors that support student wellbeing, as the creation of a nurturing environment is vital for this unique student population. Fourthly, the importance of the role of the Early Parenting Support worker. This individual offers knowledge relating to essential life skills, stress management, nutrition, health, and the vital role of mentoring. Finally, the location of the educational program must have ready access to public transport and other services, such as wellbeing support, housing, and welfare advice. On-site resources such as space for the child to sleep, high chairs, cooking facilities, were also important.

The Pointless Pursuit of English: Where Japan's Education System Fails

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Abstract: Japan's education system has had a long – and at times contentious – relationship with English language education. While at different times in the past national foreign language goals have somehow been achieved through dedication and memorization, recent changes in needs, technology and learning methods have once again drawn attention to the national systems' failings. Moreover, the changing shape of Japan's population, coupled with record breaking tourism, has led to an increasingly urgent need for focused teaching. For even though Japan's English teachers are well-trained, extremely hard-working and dedicated, the nation's youth consistently fall short in most international comparisons of English ability and struggle to voice their opinions, or even hold conversations, in 'sufficient' English. Previous research has examined this topic from

cultural or social perspectives or analyzed it in terms of or curriculum, methodology or motivation. The present study builds on this body of literature further by providing evidence from a different perspective; communicative necessity. From interviews with teachers students and parents in both public schools and non-regular international schools it is clear that the 'point' of learning (and using) English is seemingly lost on many participants. Furthermore, the need for English to serve as a lingua franca within Japan to assist in the accommodation of increasing numbers of foreign residents, labourers and tourists can be seen as a catalyst for change. The paper examines these factors and offers suggestions for change in teacher training, university entrance exams and curriculum to point Japan in the right direction.

Keywords: Japan, English, Education, Multicultural, Diversity, Policy

Examining and Exploring Effective Instructional Activities and Active Learning Strategies to Enhance Content Comprehension, Engagement, and Interaction in Online Asynchronous Classes



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Abstract: The principal objective of this qualitative research study is to thoroughly investigate and analyze the optimal instructional activities, active learning strategies, and methods that can effectively captivate students' attention in the context of online asynchronous classes. This study will draw upon the invaluable insights, recommendations, and best practices of highly skilled instructional designers and experienced online instructors. By examining these perspectives, we aim to identify and understand the most impactful approaches that can be utilized in online asynchronous classes to enhance students' learning comprehension and academic outcomes. Additionally, this research endeavor seeks to contribute to the improvement of student engagement levels in online asynchronous learning environments. The results derived from this study hold significant potential for practical implementation, fostering greater educational achievements and enriching the overall educational experience for students participating in online asynchronous classes.

EFL School Teachers' Language Proficiency as a Key Factor of Language Educational Environment: A Case of Kazakhstan

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Abstract: This research investigates the significance of school teachers' English Language (EFL) proficiency as a crucial factor developing the language educational environment in Kazakhstan. The study explores the theoretical aspects of the language educational environment and compares EFL teachers' self-assessment of their English language proficiency in urban and rural schools across the country. Employing a mixed-method approach, the research combines quantitative assessments with qualitative analysis to gain comprehensive insights into the subject. A total of 500 EFL teachers, including 263 from urban schools and 237 from rural schools, participated in the study. The findings shed light on potential differences between urban and rural school teachers' self-assessment of their English language proficiency. Factors such as access to language learning/teaching resources and Internet, interaction with native speakers, and professional development opportunities contribute to variations in language proficiency levels. The research highlights the importance of addressing potential disparities in English language proficiency among urban and rural EFL schoolteachers, as this can significantly impact the language educational environment in both urban and rural schools. Overall, this research contributes to the understanding of the role of EFL school teachers' language proficiency in shaping the language educational environment in Kazakhstan and emphasizes the need for targeted measures to support school teachers.

Keywords: EFL school teachers, English language proficiency, language educational environment, urban schools, rural schools, Kazakhstan

Cognitive Challenges Faced by Teachers of English in the Teaching and Learning Reading among Selected Junior Secondary School Teachers

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Abstract: Teachers of the English language face considerable challenges when teaching reading at various school levels. Reading is the act or process of receiving and interpreting information in language via the medium of print. This paper identifies some of the challenges encountered by English teachers while instructing and facilitating the teaching and learning of reading among junior secondary schools. It highlights the multifaceted

nature of the challenges, encompassing areas such as diverse student intellectual abilities, insufficient cognitive engagement, and language barriers. The methodology used in this study is a descriptive qualitative research design because it describes data along the dictates of a theory, cognitive theory. The study proposes potential solutions to mitigate these flaws, emphasizing the pivotal importance of tailored instructional strategies and methods, collaborative approaches between parents/guardians and managements of schools, and the integration of active technological apparatus into the system. The paper recommended that regular workshops with a cognitive approach should be organized for all teachers of English to enable them to handle reading effectively. This training will create a drive in teachers to ensure that students under their tutelage are efficient readers. Moreso, in-service training should also be an integral part of continuing teacher education and teachers should be supported in order to increase their level of confidence when teaching reading.

Keywords: Cognitive Theory, Cognitive Challenges, English Teachers, Reading Instruction, Instructional Strategies.

Differentiated Factors Drive Media's Influence among Cadets



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Abstract: Information warfare challenges, including the "CNN Effect," are increasing in quantity and complexity as the internet saturates modern life. Media communications, reliable or not, are constantly injected into American life, affecting opinions, decision-making, and actions—which may result in terrifying and permanent consequences when the media influences military members and government leaders. Immersive education, such as wargaming, should be employed by educators to prepare the next generation for these challenges, including lessons on news literacy and information warfare. When topics such as propaganda are experienced through immersive learning, the population can begin to shield themselves against damaging external influences. This experiential learning develops deeper insight and ingenuity, which is necessary for national security and the defense of democracy. This research focuses on the immersive learning environment—an engaging, simulation-based educational experience with realistic conflict scenarios where students apply lesson objectives through hands-on activities. Instructors conduct immersive learning in the US Air Force Academy's Multi-Domain Laboratory. Traditionally, students were taught military strategy in a classroom where they engaged in wargaming by rolling dice using a board game. Now, the Military & Strategic Studies (MSS) Department uses hands-on, real-time wargaming with unique hardware and software to teach future leaders how to apply classroom concepts using experiential learning. War-games are critical for meeting the priorities of the Joint Chiefs of Staff—specifically, preparing leaders to conduct joint operations in all domains by integrating experiential learning. The guidance explains that "curricula should leverage live, virtual, constructive, and gaming methodologies with war-games... to develop deeper insight and ingenuity." The war game with media provides external influences like news and information from various sources, which may influence students' decision-making process, resulting in "The CNN Effect." "The CNN Effect" is a short-hand

way to explain how news reports drive government leaders' responses, including military decision-making. This project builds upon existing research uniquely because this study examines decision-making from multiple leaders based on the same simulated media in the US Air Force Academy's immersive learning environment. This research uses archival data and qualitative analysis methods to explore how students act based on the war game media inputs and compare course outcome differences after receiving enhanced Information Operations education. This project analyzes the impact of an Information Operations module, enhancing education on information warfare's influence on decision-making and trust for students. Students learned to identify and research information sources, analyze biases, opinion versus fact-based reporting, and compare news reports from various outlets.

Keywords: Hybrid Warfare, Immersive Learning Environment, Influence, Information Operations, Media, Military, News Literacy, Propaganda, Psychological Operations, Scholarship of Teaching and Learning, War gaming

The Effectiveness of Stress Management and Mindfulness Skill Kits on University Students

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Abstract: Stress management and mindfulness training is an increasingly necessary skill to develop for undergraduate studies. The expansion of educational and social interfacing has brought new and unexpected challenges for young learners, who are now experiencing a greater need for self-regulation approaches. With the development of a Stress Management and Mindfulness Skills (SMMS) Kit, students can learn personal practices for their own mental and emotional health; as well as that of others. The research study is aimed at addressing the effectiveness of using the SMMS Kit among students of The Education University of Hong Kong (Hong Kong, China) and Udayana University (Bali, Indonesia). The research will be conducted over a 2 years period employing the undergraduate students of The Education University of Hong Kong and Udayana University. The SMMS Kit will be used in the courses related with Stress Management and Mindfulness, and the students will be asked to respond to a survey regarding perceived changes in their stress management and mindfulness after using the SMMS Kit. Those who participate in this research study are expected to develop the appropriate skills for regulating their stress and mindfulness as part of a greater holistic psychological health education.

Keywords: Stress Management, Mindfulness, Undergraduate Students, Health

Teacher Educators' Perception of Exploring Mobile Apps for English Learning in Secondary Education



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Abstract. Mobile apps powered by Artificial Intelligence have been massive and widely used because they offer many benefits for users so they may become educational tools. Secondary education in Indonesia has English as one of the compulsory subjects. Secondary teachers must experience per-service teacher training where they get a range of benefits, experience, and knowledge including technology integration. One of the important and influential sources is teacher educators, whose guidance and mentorship contribute effectively to teacher candidates' preparation to meet the challenges in this advanced era. This research aims to reveal the perception of teacher educators at the State Islamic Institute of Kediri towards the use of mobile apps for English learning at secondary schools, and what factors affect it. This is qualitative research which is conducted by semi-structured interview method with thematic content analysis. By engaging ten teacher educators, the research finds out that they have different perceptions: four of them believe that mobile apps can positively contribute to secondary students' English learning so utilizing such apps can be a good way, the other four are different in where they believe that it potentially interferes students' learning focuses, while the remaining two have no idea about it. The different perceptions are generated by the factors of different experiences in exploring mobile apps for learning, and observations in different kinds of schools: state and private schools, and boarding and non-boarding schools. This research hopefully gives insight into the value of using mobile apps for English learning and gives recommendations to be wise in utilizing it for secondary students. Future research may explore the impact of teacher educators' perceptions of using mobile apps for English learning on English teachers' teaching methods, and how successful the methods are.

Keywords: Teacher Educators, Mobile Apps, English Learning

Perceived Self-Efficacy and Academic Performance of STEM Senior High School Students



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Abstract. The manner in which the schools and other educational institutions teach changed from face-to-face classes to online delivery because of the Covid-19 pandemic. But learners perceived that this online delivery of lessons placed burdens on their mental and psychological health, ability to learn, and literacy on reading, writing, and arithmetic. On the contrary, it is deemed by local studies that their the learners' in their ability to succeed in their classes improved from moderate before pandemic to high during the pandemic. This study described the sources of self-efficacy, which are mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback, of STEM student. The whole population of grade 12 STEM students from a private institution, NU Fairview Incorporated, were utilized as respondents. As a result of the study, it is showed that the source of their self-efficacy were their mastery experiences which are attributed to frequent engagement in activities and success experiences. It is also found out that there is no significant difference between the sources of self-efficacy and STEM students' GWA. On the other hand, perceived self-efficacy vary between male and female. Also, vicarious experiences appear to vary on perceived self-efficacy across different specialization within STEM. Findings call for improving teacher's practices in giving positive feedback on the learners' output and performances in class. In addition, refining their soft skills in motivating the learners as well as evaluating the difficulty and time spent of learners on the written and performance task to prevent negative physiological arousal.

Keywords: Perceived Self-Efficacy, Academic Performance, STEM Students, Senior High School, NU Fairview.

A Study on the Implementation Effectiveness and Difficulties of Bilingual Education in Taiwan's High Schools



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Abstract. This study aims to explore the current status of bilingual education implementation in high schools in Taiwan. This study formulated interview topics based on different aspects of bilingual education and interviewed six relevant personnel through the literature analysis and qualitative in high schools. It included principals, teachers and students in order to understand the impact of bilingualism on the influencing factors and implementation difficulties. The conclusions drawn are as follows: 1. Bilingual education policies and supporting measures will affect the progress and implementation effectiveness of bilingual education. 2. It is helpful for schools to set clear bilingual education goals. 3. There are differences in the effectiveness of bilingual education for students in general high schools and technical high schools. 4. The preparation of bilingual teachers and the community are the key to the success of bilingual education. 5. Creating an immersive learning environment can improve the effectiveness of bilingual teaching. 6. The urban-rural gap and insufficient resources are major obstacles to promote bilingual education. 7. If teacher spend too much time on teaching English, it will affect students' acquisition of professional subject knowledge. 8. Bilingual teaching causes burden on teachers and affects their willingness to promote it. Based on this conclusion, the following suggestions are as follows: 1. Schools should cooperate with policies, set clear bilingual teaching goals, and set up dedicated units to promote bilingual education actively. 2. Pay equal attention to subject professional knowledge and English ability. 3. Recruit additional English teachers for collaborative teaching to reduce teachers' burden and increase their willingness to teach bilingually. 4. Establish a bilingual learning community to improve teaching quality. 5. Allocate funds to create an immersive bilingual learning environment and enhance the function of contextual education. 6. Strengthen digital technology-assisted bilingual teaching and shorten the gap between urban and rural areas.

Keywords: Bilingual education, General high school, Technical high school, Immersive learning environment.

Integrating Social Justice and Ubuntu Pedagogy for Accounting Students: Changing Basic Education in South Africa

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Abstract: In order to create the groundwork for our discussion of Ubuntu and how it connected to the curriculum, the study first defined the terms "Ubuntu" and "curriculum." Describe the South African Curriculum's goals in respect to Ubuntu. Explain the role players in the curriculum as an agent of improvement and discuss the Ubuntu in light of the Department of Basic Education Policies State. Participants were surveyed using a qualitative approach in the Motheo, Lejweleputswa, and Fezile Dabi education districts in the Free State province. Thirty Grade 10 Accounting LEP learners were purposefully chosen for the sample because they can provide their perspectives on the language of instruction in the classroom. To collect data, open-ended questionnaires were used. The report reveals the guiding principles that educators should bear in mind as they work to develop kind students and infuse Ubuntu into the curriculum. Discuss Ubuntu, cultural diversity, African social history, and educational systems. Being an African, learning Ubuntu from the curriculum. Ubuntu's integration into the curriculum and its difficulties. The inclusion of the native game in the African curriculum was also discussed. The techniques for teaching Ubuntu to students to improve the curriculum in Africa, and finally, the stakeholders for promoting and teaching Ubuntu to children through the curriculum.

Keywords: Ubuntu, Teachers, learners, Strategies, Curriculum, Accounting

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XIII. UPCOMING CONFERENCES:

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