

2019



## Oxford Conference Series: August 2019

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### Abstracts e-Handbook

9th Academic International Conference on  
Multidisciplinary Studies and Education– AICMSE 2019  
10th Academic International Conference on Social Sciences  
and Humanities – AICSSH 2019

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United Kingdom

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FLE Learning



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## Conference Abstracts e-Handbook

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1-CS07-7343

**RELATIVELY SPEAKING: INCEST IN BRITISH MURDER MYSTERIES****Dr. Melle Starsen<sup>1</sup>**

What is the British fascination with murder and incest? Why are these discovered in not only British TV but the preceding novels? After observing multiple examples of incest in British television murder mysteries, the researcher completed a review of the literature; however, this paper includes an empirical study about the attitude toward incest and the effect this kind of relationship has on the crime of murder in the original murder mystery novels that were the source for the TV programs: result, causality, or consequence? Original novels were read and compared with the resulting programs as preliminary analysis; the researcher conducted repeated close readings of the novels and close viewings of programs and recorded written observations without aesthetic comments but with the relationship of the incest to the crime(s) and vice versa. In a very few examples, the incest was not discovered in the original source novel. If not, why did the television program add it? If it was included, there is the same thread of fear of incest in these original novels. In all cases, the incestuous siblings and other family members were punished, not only for committing or abetting a murder, but for being incestuous as the incest and the drive to keep it secret was always the direct cause of the murder(s). Van Den Berghe and Mesher (1980) postulate that incest may be acceptable in some cultures for “patrilineal succession,” but the message here is clearly a warning that incest is a profound taboo with myriad negative outcomes.

**Keywords:** Incest, British, murder, mysteries

2-DE27-7773

**REVISITING THE SWISS DUAL VOCATIONAL SYSTEM FOR ACTIVE ADULTS TO OCCUPY A MANAGERIAL POSITION: A QUALITATIVE SURVEY CONDUCTED IN SWITZERLAND****Prof. Emmanuel Fragniere<sup>2</sup>; and Béatrice Girod Lehmann; and Daniel Amrein**

Switzerland's education dual system, which consists of simultaneously training people in companies and at school, has acquired a very good international reputation over the years. The notion of "apprenticeship" in Switzerland is regularly used as an example, for instance, in countries such as China and France. However, this system was mainly designed for young people (15 to 20 years old). Switzerland, with its high salaries and therefore pressure on employees to remain highly qualified, must develop this system for older people in employment who must update their business knowledge, particularly to move on to managerial status. The research question we are investigating in this paper is: “Why the vocational training still maximizes the proximity and the immediateness between learning and working skills to relevantly educate adults in the field of business management?”

The literature review focuses on the field of Vocational Education and Training (VET) and continuing education in business studies. We conducted a qualitative survey. The field research consisted of administering 20 semi-directed interviews over the year 2018. The population studied corresponds to the last ten rounds of the Master of Advances Studies (MAS) in Quality & Strategy Management at the University of Applied Sciences and Arts of Western Switzerland (second largest university in Switzerland in terms of number of students). This MAS consists of four CASEs (Quality, Performances, Innovation, and Transformation). The convenience sample was determined in such a way as to interview all types of major profiles from the last

<sup>1</sup> Dr. Melle Starsen, Associate Professor, Upper Iowa University.

<sup>2</sup> Prof. Emmanuel Fragniere, Professor, University of Applied Sciences Western Switzerland (HES-SO Valais).

ten years. The analysis of interview transcripts based on RQDA made it possible to produce a synthesis of the results, which provide very relevant findings. In our increasingly complex and technological society, the dual system in Switzerland would also enable adults and senior professionals to prepare for managerial positions, to obtain validation of their knowledge by an academic title and to do so by mixing graduated and non-graduated adults. In particular, it is possible to change the "social status" from employee to manager in the organization in a fairly easy way. This is particularly true for people with no previous higher education. They were afraid that they would not be up to the task of such training, but in the end they realize that they too are capable. On the basis of this synthesis, research hypotheses were generated which are then discussed in the light of the scientific literature. Finally, we propose precepts to integrate these elements of vocational training for adults into business programs, particularly on logistical and experiential aspects of training.

**Keywords:** Vocational Education and Training (VET), Adult Education, Managerial Position, Business Education

### 3-CS17-7365

#### **FRIEND OR FOE? MACHINE TRANSLATION IN LANGUAGE LEARNING**

**Dr. Wing-man Chan<sup>3</sup>**

Despite the rapidly increasing visibility of Machine Translation (MT), limited research has been conducted to explore the relationship between MT and language learning. This paper reported the results of a survey-based study on Chinese EFL undergraduates' perceptions, experience, and use of MT tools.

The data was collected from an online questionnaire designed to investigate students' use of and beliefs about MT and the relationship between language learning. The results generally revealed that there were mixed views about MT, its capabilities, potential, quality, and viability. While some learners were skeptical about its accuracy and reliability, MT systems' lack of efficiency in certain fields was not the reasons for not adopting MT tools. The respondents tended to rely more on electronic and mobile resources mainly because of the convenience, not accuracy. The findings showed positive attitudes towards MT in language learning, in particular to promote error correction and proofreading skills as well as to foster comprehension skills and language awareness.

It was found that free online machine translation tools were the most accessible form of MT. In line with prior studies (e.g. Jolley & Maimone, 2015), high percentages of respondents used MT on a regular basis for specific purposes. They evaluated the overall accuracy of MT tools to be higher than the capacity to handle grammatical structures and thus the students infrequently relied on MT for dissemination purposes. The research also indicated that genre, translation segment length, and types of MT affected the participants' judgment of its quality. While the majority believed that MT could bring benefits to language learning, they were aware that it produced errors, especially when handling complex structures, long segments and cross-cultural references. This paper yields a preliminary framework for developing strategies for effective use of MT tools.

**Keywords:** Machine translation, EFL learners, language learning, perceptions

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<sup>3</sup> Dr. Wing-man Chan, Assistant Professor, The Open University of Hong Kong.



**4-CS15-7704****STATUS OF A HUMAN EMBRYO IN THE BIBLE****Dr. Lukasz Chodorowski<sup>4</sup>**

The given lecture is based on an undertaken Biblical exegesis - concerning both the Old Testament and the New Testament in the context of reflection on the status of a human embryo. While conducting the ponderation, an analytical and historical methods have been applied, commencing from presenting the most crucial Biblical texts in order to analyze them semantically. To avoid random quotations and theological opinions, they have been placed in the background of the whole views representing a given issue.

The attitude towards the issue of nasciturus in the Old Testament was characterized by a particular dichotomy. On the one hand, the Old Testament view on a human corresponded with the legacy of ancient civilizations of the Middle East. The fact is perfectly illustrated by a passage present in the 21st chapter of the Book of Exodus based on the law of talion. On its basis one may assume that nasciturus since the moment of conception was not considered a human being. On the other hand, the Israelites held human life in high esteem, numerous family was considered a blessing and infertility a curse. Moreover, on the basis of the passage present in the 21st chapter of the Book of Exodus, but in the Septuagint version of the Old Testament, it may, however, be stated that the Israelites defined the fully shaped nasciturus in personal terms. In other words, a human embryo, at a particular stage of prenatal development was considered a human being not only potentially, but also matter - of - factly and realistically. An attempt has also been made to answer two vital questions. Firstly, why are there so many discrepancies between the original version of the passage of the Book of Exodus and the Septuagint translation of the given text? Secondly, was the caesura of humanity distinguishing a formed embryo from an unshaped one precisely defined by the Israelites? The New Testament additionally confirmed the sanctity and integrity of human life, putting an emphasis on the dignity of every human being. The positivity of human being is the most visible on the example of Jesus Christ, who was conceived and implanted in the womb of Virgin Mary, going through all the stages of prenatal development. Reflection on the status of nasciturus in the Holy Bible also implies moral questions: does it require complete protection or not? Did the acceptability of aborting pregnancy really matter in terms of distinguishing formed and unshaped embryos?

**Keywords:** Bible, anthropology, embryo, soul, abortion **Keywords:** Bible, anthropology, embryo, soul, abortion.

**5-DE13-7134****A CLARION CALL TO MAINSTREAM ANIMAL WELFARE, RIGHTS AND ETHICS EDUCATION IN SCHOOLS****Dr. Louise Gonsalvez<sup>5</sup>**

As a rational idealist, scholar-activist and researcher, I feel obliged to identify a means to successfully bring animal welfare, rights and ethics education into mainstream school curricula. Why? Humans via discourse, dialogue, and democratic institutions have shaped, do shape, and will continue to shape the lived realities of those who we other as animals. Current curricula are designed to prepare students to be active citizens but they neglect an important component of this citizenship – the democratic governance of nonhuman lives. How can we bring animal welfare, rights and education into mainstream school curricula? Students, especially senior

<sup>4</sup> Dr. Lukasz Chodorowski, PhD, Jagiellonian University Poland.

<sup>5</sup> Dr. Louise Gonsalvez, Independent Researcher/Teacher, Independent Researcher/Teacher.

students, need to learn about the lived realities of nonhuman animals; the diverse and often polarized perspectives on nonhuman animals; and the use of civil discourse to debate competing positions on nonhuman animals. Gayle (2004) states, “civil deliberations are a fundamental requirement of a democracy and especially important given the current societal propensity of perpetuating antagonistic debates” (p. 174). Using critical discourse analysis, documentary method and critical theory that focuses on civil discourse, I explore why animal welfare, rights and ethics should be in mainstream curricula and how it can be done.

**Keywords:** Animal ethics, welfare and rights education; public education, civil discourse, discourse analysis, documentary method

**6-DE28-7729**

## **GLOBALIZATION AND RELIGION IN CHINA**

**Prof. Katsuhiko Sasuga<sup>6</sup>**

We have witnessed the revival of Christianity in China over the last three decades. What are the implications of economic miracle and the sharp rise of Christianity in China? It is said that China is already estimated to have 58 million Protestants and some estimate it will have the world largest Christian population by 2030. This is partly due to the result of fast but uneven economic growth and to the relaxation of tight religious policy during the reform period. This also reflects the growing interests in religion and spirituality throughout the profound changes of Chinese society. The nature and function of religion in society have been under speculation but have become an increasingly more vital and pervasive force in both personal and public life. This requires scholars to examine how Christianity has interacted with the Chinese social, political and cultural spheres, and how its indigenization has taken place in China.

Surprisingly, one half of China’s current Protestants are estimated to belong to underground, illegal churches. China as a nation-state, however, is ruled by an officially atheistic Chinese Communist Party (CCP). The powerful party-state authority formed the united front with the religious community and has recognized ‘official’ and ‘unofficial’ Church. Such official divide is attributable to the debate about whether China is becoming ‘Christianized’ or the authority well protects the influence of foreign Christian groups and how ‘Chinese Christianity’ based on CCP authority is being established. Since Xi Jinping came to power in 2013 a severe crackdown on religious freedom took place. The CCP seeks continued domination over society and Christianity is often seen to generate potential suspicion deriving from its western ideology of ‘democracy’ among political elites, and often traced back to the historic memories as foreign imperialists. The party-state authority continues to regulate all religions matters under the flag of socialism and patriotism. The rise of China as Christian country cannot be explained by single causal mechanism but be considered as complex, contradictory and more multi-dimensional social, political and cultural changes. This paper discusses the changing nature of Christianity in contemporary China.

**Keywords:** Christianity, China, CCP, religious policies, House Church

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<sup>6</sup> Prof. Katsuhiko Sasuga, Professor, Tokai University.

**7-DE30-7697****THE IMPLEMENTATION OF DATA MINING TECHNIQUE FOR TRAFFIC EVENTS BASED ON SOCIAL SENSING INFORMATION****Dr. Asamaporn Sitthi<sup>7</sup>**

The development of information technologies communication becomes a significant to citizen via network service availability anywhere and anytime. Especially for transportation, people can share idea, thoughts, emotion, feeling, suggestions, their events and important activities related such as accidents and traffic conditions. Online social media as crowdsourced information contains a vast amount of information from providers are as are as Twitter, Facebook and Instagram especially location tagging and text which users seeking information. Each day, users can generate crowdsourced geo-tagged media on the road containing an immense rich of information for providing traffic conditions and its related. Social media data can provide “real-time” information for the to understand the transition—s and make effective decisions through multiple phases of transportation management. This research aims to analyze the estimation of traffic information from text sharing based geo-tagged information, using text mining technique. Classify traffic related tweets, apply tokenization, stop word filtering, steaming and steam filtering. And also analyze traffic relates tweets with geo-tagged information.

The significant of the research are implementing Volunteered geographic information (VGI) information analysis for transportation application, and using challenged natural language processing method to mine traffic events. As a result, the checked-in information is utilized using database management system, text mining and pattern analysis in order to refer traffic events which can be useful for connectivity, accessibility, infrastructure, internet network services provider in transportation and other important facilities. The contribution of this research could be the baseline to shows the relationship with user behaviors regarding transportation tracking using geographical of social media technology

**Keywords:** traffic events, social sensing, data mining

**8-DE29-7761****EMPLOYMENT AND LABOUR IN ACCRA'S (GHANA) MALLS****Mr. Alexander Eduful<sup>8</sup>**

Shopping malls have expanded rapidly in Accra, Ghana’s capital city, since 2000, the era where it was thought ‘Africa [is] on the rise’ on account of increased economic growth across several countries on the continent. Such economic growth was, largely, on the back of increased foreign direct investments (FDI) in several sectors of the urban economy, such as the retail service sector, leading to overall swell in national economic growth indicators. However, it has been suggested that the such national economic growth has come with little or no growth in jobs. Additionally, jobs created do not amount to qualitative improvement in incomes. As such, poverty still persists in African cities.

This study investigates the volume and quality of jobs created by Accra’s malls and the extent to which they lead to poverty reduction. This is done through a case study of two of the city’s shopping malls, using a mixed methods approach involving interviews, questionnaires and participant observation. The study concludes that whilst, overall, the malls make about 2% reduction on the metropolitan-wide unemployment rate, in terms of direct job creation, worker remuneration do not go far enough to reduce poverty even though there is evidence to suggest

<sup>7</sup> Dr. Asamaporn Sitthi, Lecturer, Srinakarinwirot University.

<sup>8</sup> Mr. Alexander Eduful, PhD Student, University of Oxford.

that low income earners may have been lifted off the level of extreme poverty, as construed within the ILO's 'decent jobs' rationalizations.

**Keywords:** Accra, Ghana, shopping malls, employment, labour, decent jobs

## 9-CS04-7368

### COMPETING ELITES AND PLACE-MAKING IN AFFORDABLE HOUSING PROGRAM

Dr. Kuan Heong Woo<sup>9</sup>

There has been a general spread of home based enterprises[HBS] across the residential corridors of the developing countries, especially Lagos Nigeria residential corridors in recent times. In lieu of this circumstantial, this study examines the import of these enterprises in residential corridor in Lagos metropolis. Data were obtained through personal observation and questionnaires administration in the study area. Disproportionate sampling technique was deployed to obtain the required data. An aggregate of 1345 copies of the questionnaires were administered on home-based entrepreneurs in fifty-two predominantly residential corridors across the sixteen local government areas that made up the Lagos metropolis. Nine hundred and seventy five copies representing 73.9% of the administered questionnaires were retrieved, found adequate and acceptable for analysis. Data were analysed using descriptive and inferential statistical tools for the interpretation and discussion of results. The study revealed that 44.3% of the operators were retailers, 21.9% were petty commodity production and 31, 5% were services. It revealed further that the home based enterprises modeled high negative effects on residential land use in, obstruction of drainage, traffic crowding, visual obstacle, and indiscriminate disposal of waste, aesthetical disorder, menace of provisional structure, encroachment of circulation land use, unkempt environment and alteration of land use. The study recommends provision of market for the practitioners, discouraging the overconcentration of home-based enterprises in built-up areas; educating the practitioners and general public on the evil of environmental degradation, and compulsory establishment of data base for home-based enterprises.

**Keywords:** Residential land use, home-based enterprises, visual obstruction, Lagos metropolis

## 10-CS10-7644

### THE DEVELOPMENT OF PERSONAL AND COMMUNITY RESILIENCE AMONG IMMIGRANTS IN CRISIS: A CASE STUDY

Dr. Eti Boehm -Tabib<sup>10</sup>

Immigrants in the early initial stages of absorption in their new country often experience crises. Effective coping with crises in these initial stages is likely to have considerable impact on the success of the absorption process in later stages.

The present research examined a method for developing personal and community resilience among immigrants who experienced crisis as part of the process of moving from their native country and initial absorption in the new country.

In the present paper the possibility of using the approach known as BASIC-Ph (Lahad, 1989, 2017), which focuses on developing individual and community coping strengths during crisis was examined. The model consists of 6 components:

B – Belief      A – Affect      S – Social  
I – Imagination      C – Cognitive      PH – Physical

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<sup>10</sup> Dr. Eti Boehm -Tabib, Lecturer, Zefat Academic College Israel.

The paper describes how this approach contributed to the development of personal and community resilience among the immigrants.

The research was conducted in a community of immigrants who had experienced absorption difficulties and socio economic crisis. It included teaching skills and practice of the model described among the immigrants.

The data were collected by means of semi-structured interviews with 24 participants, immigrants who had arrived in Israel within the past five years. A researcher and two social workers who worked with immigrants performed content analysis on the interview transcripts. The research findings and conclusions indicate the need to develop a variety of skills to promote personal and community resilience. The instrument described contributed to empowerment and enabled the immigrants to cope on the personal and community levels; it promoted the development of bonding and bridging social capital; the participants used skills that they acquired to develop resilience among other immigrants.

**Keywords :** Immigrants; crisis; resilience; BASIC PH; strengths

**11-DE25-7738**

### **THE DUPLICITY OF FINANCIAL INCLUSION AND PARADIGMS OF DEVELOPMENT: EVIDENCE FROM BANGLADESH**

**Mr. Ashrafuzzaman Chy<sup>11</sup>; and Mohammed Thanvir Ahmed Chowdhury, Associate Professor**

Financial inclusion and development are two most essential elements and practices of social life. With the appearance of post-modern analysis of development, financial inclusion has become an essential subject in the discourse of development. Nonetheless, a full hypothetical understanding of the relations between financial inclusion and development is still in its emerging stage. Some studies have identified adverse relationship between these concepts too. Poverty reduction and sustainable growth are the basic aim of contemporary development idea in many countries. To achieve the goals of development, the main strategy includes the creation of more productive employment sector and increase financial inclusion to accelerate the economy. In developing countries the nature of economic growth is uncertain and not smoothly functional. Institutions play strategic functions to nurture and promote growth and development but failure of economic growth in developing countries depends on various issues in circumstance with different context. Though the prevalence of financial services in the discourse of development has mostly been obscured and disguised by paradigms of modernization and neo-liberalism; a pragmatic study was essential to reveal that relations. Studies show that greater access to financial facilities may help to reduce income disparity and accelerate economic development. In this study, we tried to explore the impact of financial inclusions on economic development in Bangladesh. This study has been done based on the World Bank's 2014 data and we considered 500 representative samples randomly collected from Bangladeshi citizens aged 18 and above. We explored gender gap among financially included individuals and their status of being financially strong in different indicators of development.

**Keywords:** Financial Inclusion, Development, Bangladesh

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12-DE14-7690

**ETHNIC ACHIEVEMENT GAPS FOR STANDARDIZED TESTS IN COLOMBIA**Dr. Blanca Zuluaga<sup>12</sup>; and **Luisa Riascos**

In this paper we analyse the educational gaps by ethnicity in different points of the distribution of the mathematics test scores obtained in Colombian standardized tests. Particularly, we compare students who self-identify themselves as belonging to an ethnic group and those who do not. Despite some progress during the last decades, Afro-Colombian and Indigenous students still face difficulties in the access to and continuance in the education system. Only 9.6% of students from an ethnic minority reach scores in the highest quartile of distribution, comparing to 25% of those who do not belong to a minority. Also, while 48% of ethnic students obtain a score on the lowest quartile, 26% of students not belonging to an ethnic group do so. Two methodologies are used to analyse ethnic achievement gaps: a conditional quantile regression and an unconditional quantile regression. The results show that there is a gap in the academic performance against students belonging to an ethnic group, though this gap is reduced at the highest quantiles of performance. Likewise, variables such as mother's schooling level and socioeconomic status are positively related with educational achievement. As for the school gender, mixed schools have higher performance than one-sex schools. In this line, although in general men reach higher scores than women, exclusively female schools perform better than exclusively male schools. In addition, students attending full school day perform better than those in part-time school.

To strengthen this analysis, we also make use of a RIF decomposition throughout the test score distribution which shows that the effect of the endowments is stronger at the highest quantiles of the distribution. This result suggests that is very important to focus on the fundamental sources of inequality of educational opportunities; it is not sufficient to improve the access to education, since socioeconomic characteristics still are a key determinant of students' academic achievements.

Lastly, using the Ñopo decomposition over the entire distribution, we find that a little more than half of the gap seems to be explained by unobserved characteristics. This suggests that the available information in Colombia is not sufficient to fully explain the origin of this educational gap, and the government must allocate resources to fulfil this lack. It is necessary to capture more information on the family background, school environment, and regional characteristics of individuals.

**Keywords:** Academic gaps, ethnicity, quantile regression, RIF decomposition, Ñopo decomposition, Colombia

13-DE37-7699

**SHOULD BLACK PEOPLE CHANGE THEIR WHITE LAST NAME?**Mr. Nware Burge<sup>13</sup>

"What's in a name? That which we call a rose  
by any other name would smell as sweet." –Shakespeare.

These are the famous lines uttered by Shakespeare's star-crossed lover Juliet to invalidate the importance of names. But what if a name carried with it thousands of years of history; history that can only be described as shameful, callous and indecent, history that determined an unsettled future for an entire group of people, history that has brandished its victims with a permanent scar of displacement, reminding them of the crime of identity theft committed

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<sup>13</sup> Mr. Nware Burge, Researcher & Lecturer, Brooklyn College.

against them? This history is the same perpetuating narrative that affects the most menial aspects of the lives of the black community in America, who I will hereafter refer to as African-Americans [an American of African and especially of black African descent]. This history is that which began with the transatlantic slave trade and continued for centuries as a result of the other by-products of European colonizer's aggrandizement campaigns. The effects on African-Americans has been detrimental to their social development and continues to, which is why I pose the main question of focus: "Should Black people change their White last name?"

With that question being stated these are some other research questions below for all to ponder.

- In these 'post-colonial' times, should African-American people rid themselves of their last names inherited from the plantations of their previous slave master which are of European heritage and ethnicity?
- Will this allow them to start the process of healing the corrosive scars of a physical bondage once known by their ancestors?
- Will the adoption of surnames of one's actual African ethnicity help them to self-actualize and feel a connection to their roots?
- Will this eradicate the problematic identity markers 'African-American' or 'Black' which serve to only inform one of who they are not rather than who they are?
- How can D.N.A. genealogy help with this process?

I strongly believe that the discovery of one's true ethnic identity and the subsequent adoption of a name that carries the culture of that specific group of people is vital to the advancement of the culture of African-American people. I argue this because the surnames or last names of African-Americans today, who are descendants of the transatlantic slave trade, are people that can be traced back only to those of their ancestors' slave masters through anthroponymy and etymology. During the slave trade, thousands of Africans were stripped of their names and identity and named as property by their slave masters. Many of the surnames that were given or forced, if not all, were of European ancestry. For these reasons, I have decided to take a personal journey to discover my true identity by tracing my roots within Africa. The first step will be to take a DNA genealogy test using the results to change my surname to that of my specific African ethnic group while encouraging African-Americans to also consider the idea. The Francis Crick Papers written by James Watson and Francis Crick represent a milestone in humanity in which the discovery of the Double Helix, twisted ladder of DNA, helps us to understand how genes control the chemical process within cells thus also allowing the fingerprinting of each individual's geographical location.

To add to my research, I have filmed my first documentary which documents this naming story and genealogy testing which is entitled: "D.N.A.-Using Genealogy To Change My (Slave) Last Name", which won Best Documentary at the Black Star International Film Festival in Accra, Ghana. [August of 2018] My research and documentary explores the topic of onomastics or anthroponomy. It also explains my personal battle with understanding and realizing that, although my ancestors and family members, as well as Africans in the diaspora, who take pride in our last names or surnames, these same surnames directly correlate to plantation slavery and ownership and they will forever be passed down generationally.

Nware Burge – Brooklyn College/National Council for Black Studies

14-DE32-7630

**DESIGN OF EMPIRICAL LEARNING ACTIVITIES IN ENVIRONMENTAL GEOGRAPHY: A CASE STUDY OF THE EAST OF THAILAND****Dr. Pakorn Meksangsouy<sup>14</sup>; and Assistant Professor Dr. Sureeporn Nipithwittaya; and Dr.Chudech Losiri**

There are a lot of advantages of learning activities through the empirical method for studying of environmental geography aspect. The geography is a discipline subject, which integrates knowledge from physical and human parts through the fieldwork study. The objectives of this paper are to find out how to conduct empirical environmental geography teaching activities and to analyze knowledge from the study sites. The 7 provinces from the East of Thailand were selected as a study area. Those provinces have diversity in physiography and human activities. According to the field survey, it can be found that there are 22 places, which are appropriate to conduct various of empirical learning activities. The outcomes of this paper can be divided into two parts. The first, the creation of the spatial database achieved by Geographic Information System (GIS). The second, an analysis of the knowledge from the study area. It can be separated the significant knowledge from the fieldwork study into two parts; physical geography and human geography. The former focuses on the landforms and geology, and the latter pays attention to local activities, which are shaped by the local people. Moreover, the fundamental knowledge of appropriate tools are required in order to achieve the purpose of fieldwork study in Environmental Geography.

**Keywords:** Empirical Learning Activities, Environmental Geography, the East of Thailand

15-DE33-7741

**REFORM OF THE THAI-CAMBODIAN RELATIONS HISTORY IN CURRICULUM****Ms. Nathaporn Thaijongrak<sup>15</sup>**

This research aims to study the guidelines for reform the Thai-Cambodia relations from Ministry of Thailand and Cambodia. This research applied documents from the primary and secondary sources in Thai, Khmer, English and French, including interviews from related Ministry of Education staffs.

The research found that the detail on the general status of Thai - Cambodian relation history in school has been improved to be more consistent with the curriculum. The Thai has reformed the curriculum and promoted learning with neighboring countries while The Cambodia steps in the school curriculum development process. However, there are still some sentences that reflect negative attitudes in the textbook but considered less than before. Both countries have improved the history curriculum focusing on analytical thinking rather than memorization and interpretation from evidence. The guidelines for improving history has also been promoted through the ASEAN Curriculum sourcebook and many integrated courses that promote regional cooperation as well as Shared Histories Project from UNESCO, which supports the reduction of historical conflicts while promoting coexistence on diversity to be the global citizenship.

**Keywords:** Thailand, Cambodia, Relation, History, Curriculum

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**16-DE34-7598****THE EFFECTS OF SELF – REGULATED TEACHING METHODS ON THE TWENTY-FIRST CENTURY : SKILLS AND RESEARCHERSHIP ATTRIBUTES OF STUDENTS INTERESTED IN ENGINEERING**

Dr. Korawan Saengtrakul<sup>16</sup>; and Dr. Pattaraporn Jensuttiwetchakul<sup>17</sup>

The purpose of this paper is to study the effect of two teaching methods, the self-regulated teaching method and the conventional teaching method, on students' attributes, twenty-first century skills and researchership.

The paper conducts experimental design to explore the effects of the two teaching methods. Fifty-six students who intend to study Engineering program in the future were recruited to join the experiment. They were randomly separated into two groups. One group was taught by conventional method, while the other was taught by the self-regulated method. Four measures, which consist of the basic researchership measurement scale, the twenty-first century measurement scale, the self – regulated learning activities form, and the self – regulated learning measurement scale, were adopted to measure the students' abilities overall one-year program of the experiment. To ensure the reliability and validity, the instruments were first tested in pilot study. The preliminary results indicate that all measures are reliable and valid instruments, and suitable for measuring the students' abilities.

In statistical analysis, one way MANOVA were used to test the effect of the teaching methods on student's abilities. The findings are the followings. First, the twenty-first century skills of students taught by the self – regulated teaching method were statistically significantly higher than those of the students taught by conventional teaching methods ( $p < .05$ ). Second, the basic researchership attributes of students taught by the self – regulated teaching methods were statistically significantly higher than those of the students taught by conventional teaching methods ( $p < .01$ ).

The results indicate that students taught by the self – regulated teaching methods tend to improve their twenty-first century skills and their researchership attributes more than those of the students taught by conventional teaching methods. The possible explanation is that the students in the self – regulated class were taught based on the lesson plan which enforces students to regulated themselves more than those in conventional class. With this plan, they tend to gradually change their behaviors leading to develop their twenty-first century skills and their researchership attributes.

**Keywords:** Self – regulated Teaching Methods, Twenty-First Century Skills, Researchership Attributes, Quasi – Experimental Research, Student's abilities

**18-CS13-7730****THE DEVELOPMENT OF THE LITERATURE OF THE AMERICAN SOUTH: FROM WILLIAM FAULKNER TO CORMAC MCCARTHY**

Dr. Shinsuke Ohchi<sup>18</sup>

In my opinion, William Faulkner, a representative of Southern literature, and Cormac McCarthy, a strong U.S. candidate for the Nobel Prize for Literature, are the two greatest Southern writers. John Burt and Jonathan Yardley have each noted Faulkner's significant influence on McCarthy, and many other critics have found the similarities between their works. For example, Charles Reagan Wilson states, "[McCarthy's] characters (poor whites, small

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farmers, scions of old families) and situations (incest, murder, the self-destructive grief of a young southern aristocrat) would have looked familiar to any Faulkner fan.” Moreover, Steven Frye gives a detailed account of how McCarthy’s writing style bears a striking resemblance to Faulkner’s writing style.

In a striking omission, Fred Hobson and Barbara Ladd’s voluminous work, *The Oxford Handbook of the Literature of the U.S. South* (2016), refers to McCarthy as if he were never a Southern writer. John Burt proposes that McCarthy’s middle-period and later works maintain a distance from Faulkner’s styles, and Martyn Bone further argues that McCarthy withdrew himself from Faulkner’s influence when he moved the setting of *Blood Meridian* (1985), the *Border Trilogy* (1992–98), and *No Country for Old Men* (2005) away from the Deep South to Texas. The situation is, however, not as simple as it seems to be. First, while indeed Texas is not in the Deep South, it belongs to the South. Although some sources consider Texas to be part of the West, it is classified into the South by the United States Census Bureau. Additionally, it was a Confederate state during the Civil War, and it is geographically located in the southern part of the United States. Hence, McCarthy indeed remains a Southern writer (like Faulkner), even though he shifted the setting of his middle-period and later works from the Deep South to Texas.

In my presentation, I would propose a rebuttal to Burt and Bone’s viewpoints, indicating to what degree Faulkner’s works continued to influence McCarthy’s middle-period and later works, especially, *All the Pretty Horses* (1992), the first novel of the *Border Trilogy*, and *No Country for Old Men*. Focusing on the differences between Faulkner and McCarthy, I will further discuss how the literature of the American South has developed.

**Keywords:** American literature, Cormac McCarthy, William Faulkner

**19-DE36-7712**

## **MOVING TOWARDS E-UNIVERSITY: MODELLING THE ONLINE PROCTORED EXAMS**

**Dr. Valmira Osmanaj<sup>19</sup>**

Examination process is one of the most crucial and criticized aspect of e-Learning initiatives. Therefore, a thorough analyzes and modeling of these processes will contribute to the successful implementation of e-University.

The paper focuses on modeling the activities that universities should undertake in order to minimize or prevent cheating cases, reduce paper work, avoid data loss, and other problems that occur throughout the traditional proctored examination process. The RIVA method is used to model the traditional proctored-examination processes, considering the essential activities undertaken at the College of Management and Technology, Arab Academy for Science, Technology and Maritime Transport in Egypt. Then the author, proposed an online proctored examination processes model that contains substantial improvements and reduction on the number of the undertaken activities. The proposed model may be applicable to other universities, colleges and in different education levels, only minor changes may be required. Even though that the technologies that support an online proctored examination process are available, we recommend that the model be tested using appropriate research methodology.

**Keywords:** e-University, Online Exam, Online Proctoring, Business Process, RIVA method

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<sup>19</sup> Dr. Valmira Osmanaj, MIS Department Chair, American University of the Middle East Kuwait.

**20-DE31-7698****MONITORING THE LAND USE AND LAND COVER CHANGE OF THE SEASIDE CITY OF THAILAND THROUGH REMOTE SENSING AND CELLULAR AUTOMATA-MARKOV CHAIN****Dr. Chudech Losiri<sup>20</sup>**

Hua-Hin is the seaside resort in the western part of Thailand. It is a famous city which always attracts people from both domestic and foreign tourists to participate in. They cause this city has changed in terms of land used from the fishing village and agricultural land to the hotel, resort, and other accommodations. Therefore, these study aims are to investigate the land use and land cover change through remote sensing data and to predict the future land use and land cover (LULC) using Cellular Automata-Markov Chain (CA-MC). Landsat images in 2007 and 2017 were analyzed to identify the major land use and land cover change. The MC was used to calculate the LULC probability in 2027. Then, the CA allocated the future LULC from the calculated information provided by the MC. The result from the study could be found that the major LULC change at Hua-Hin was the conversion between agriculture and built-up area. The built-up class was increased considerably. Moreover, there was a significant decrease in the forest from around 35 percent to 20 percent in 2018. The future LULC change in 2027 indicated that the agriculture remained the major LULC with 54 percent. The built-up area about 30 percent allocated in this city following with forest, water, and miscellaneous respectively. In addition, this study also provided a crucial information for planners and organizations to allocate important infrastructures and to manage sustainable LU in the city.

**Keywords:** seaside city, land use, land cover, remote sensing, cellular automata, Markov Chain, Thailand

**21-DE22-7568****STUDENTS' VIEW ON HUMAN RIGHTS EDUCATION****Prof. Jolanta Mackowicz<sup>21</sup>**

In today's social reality, increasing globalization and migration problems in Europe human rights education plays an important role. International organizations emphasize that this education is not only about the transfer of knowledge on human rights but that it also involves developing the ability to exercise these rights in the informed and active way. The goal of the research was to learn about the opinions of students (from twelve countries) on human rights education in their countries of origin and their experiences related to the implementation of the knowledge they had obtained. Method: The study was conducted using an individual in-depth interview (IDI). Results and Conclusion: the knowledge on human rights, obtained during the school education translates into the active support of these rights. However, the analysis of the interviews shows that many stereotypes are still shared many people and develop in many cultures. On the one hand, the respondents give examples of discrimination or xenophobia they had witnessed or experienced, at the same not being free from biases themselves. On the other hand, they have many reflections and they verify their opinions..

**Keywords :** human rights education, human rights at school education, long-term effects

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<sup>21</sup> Prof. Jolanta Mackowicz, Associate Professor, Pedagogical University of Krakow.

**22-DE26-7744****INFLUENCE OF RECYCLING PROGRAMS ON HOUSEHOLD WASTE MANAGEMENT BEHAVIOR: A CASE STUDY IN SAKAEO, THAILAND****Ms. Sureeporn Nipithwittaya<sup>22</sup>**

Household waste management is now a great challenge and in urban area, especially in Thailand. SaKaeo province is a border province that has borders with Cambodia and is designated as a special economic development zone which is one of the most Residual waste management problems provinces in Thailand. The efficiency in household waste management and effort to reduce waste at the source is essential. The aim of this research is to determine perception, attitudes and level of environmental awareness and find ways to increase achieve high rates of recycling programs on household waste management. The results were assessed for 300 program participants. A paper-and-pencil questionnaire was conducted a sample from the Thai population whose before and after join the recycling two-day workshop program. Data collection in this research has been collected from interested parties before joining the project and after joining the project for three months. The results were analyzed using statistical methods. This study was used the Theory of Planned Behavior (TPB). The results showed that their behavior depended on their personal attitudes and value of waste. According to demographic aspects, gender and age show significant differences. Research has revealed that women are more interested and behaving in household waste management than males and younger people are more interested in the household waste problem than the elderly. The level of education and occupation significantly affects household waste management. Finally, the result show that participants in this program have more inspiration in managing household waste and have changed the behavior of waste reduction at the source. In addition, they can increase income from household waste management as well. Moreover participants commented that waste separation first is very important in waste management because it saves time and saves budget for waste management. But in reality, Thailand has not experienced success in household waste separation. Therefore, there should be a curriculum for environmental education and waste separation in schools for children so that children have an environmentally friendly attitude and behavior

**Keywords:** Household waste management , Recycling Programs , Environmental Psychology**23-DE03-7320****INVESTIGATING THE ROLE OF OPEN AND DISTANCE LEARNING (ODL) TOWARDS IMPROVING ENGLISH LANGUAGE TEACHING (ELT) AT SECONDARY LEVEL OF EDUCATION IN BANGLADESH****Mr. Md. Arif Uz Zaman<sup>23</sup>**

It is hoped by the government of Bangladesh that it would be able to achieve Sustainable Development Goals (SDGs) along with the goals of Digital Bangladesh, where quality education is one of them, through the efficient uses of Information and Communications Technology (ICT). Secondary level of education serves as a foundation for learners and it is found in research that most of the English teachers at that level are not very good at pedagogical skills and ELT techniques particularly in rural Bangladesh. It is also found in research that most of the teachers are staying far away from the conventional Teachers' Training Colleges (TTCs) due to different constraints and challenges e.g., time constraint and family problems. Since English language plays a significant role in the global communication and ICT,

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<sup>22</sup> Ms. Sureeporn Nipithwittaya, Assistant Professor, Srinakharinwirot University.

<sup>23</sup> Mr. Md. Arif Uz Zaman, PhD Student, Limkokwing University of Creative Technology.

Bangladesh needs more and better English teachers to achieve SDGs. As the major role that open learning, distance education and technology-mediated learning has played and continues in both pre-service and in-service teacher education is not being fully appreciated in Bangladesh, the main objective of the study is to investigate the role of ODL towards improving ELT at secondary education in Bangladesh. The study will also assess the efficiency of the Bachelor of Education (B.Ed) programme of Bangladesh Open University (BOU). A mixed method research has been adopted by using a questionnaire, classroom observation and interviews with school administrators, English teachers and students. It is hoped by the researcher that the result of this research will apprise the policy makers in Bangladesh more fully about the potential of ODL.

**Keywords:** ODL, ELT, SDG, ICT, Teacher Education

**24-DE05-7448**

### **A SYSTEMATIC REVIEW OF RESEARCH ON FLIPPED LANGUAGE CLASSROOM: RESEARCH ISSUES AND FINDINGS, THEORETICAL FRAMEWORKS, TEACHING APPROACHES AND TOOLS**

**Ms. Shuqiong LUO<sup>24</sup> ; and Di Zou; and Gwo-Jen Hwang**

Language learning plays an important role in developing satisfactory communication, assisting learners to be engaged in the language community and contributing to learners' practical purposes in real life (Kyriacou & Zhu 2008, pp. 97-104). Thus, effective language learning is significant since it can not only develop language learners' high-level autonomy but also help language learners regard language as a tool for communication (Wong & Nunan 2011, pp. 144-163). Flipped learning, as a unique pedagogical approach in effective language learning, reverses the role of the activities in class and after-class assignments (Hsieh, Wu & Marek 2017, pp. 1-21). According to several previous studies, researches on language learning normally focus on the study of language learners' behaviors as well as the learning procedure (Chuang, Weng, & Chen 2018, pp. 56-68) while the benefits of flipped language classroom (Huang 2015, pp. 81-96) such as offering chances for peer-assisted learning, cooperative and interactive learning (Mebring 2016, pp. 1-10) have been explored. However, review papers about the application of flipped language classroom are still insufficient. This paper aimed to conduct a systematic review of the literature on flipped language classroom from the research perspectives of issues, findings and theoretical frameworks and the teaching perspectives of activities and tools. The Web of Science Core Collection was utilized for the primary research and 30 publications in 38 journals were selected and analyzed by using content analysis. The results indicated that various kinds of research methods were applied in the selected studies and different types of e-tools were implemented in flipped language classroom. It also revealed that flipped language classroom can not only improve students' academic performance, cultivate students' learning motivation but also can facilitate students' cohesive discussion, collaboration and interaction in language teaching and learning. Due to the number of the articles included in this work, it is not sufficient for this research to investigate and explore every issue in the latest literature about "flipped language classroom".

**Keywords:** Systematic review; flipped language classroom; language teaching; language learning

<sup>24</sup> Ms. Shuqiong LUO, Instructor, Shantou University.

25-DE15-7486

### QUALITATIVE INSIGHTS INTO THE RESULTS OF TRAINING PROGRAMMES FOR HEAD TEACHERS IN SAUDI ARABIA, BASED ON THE KIRKPATRICK MODEL

Mrs. Aljawharah Alsalamah<sup>25</sup>; and Dr. Carol Callinan

The evaluation of training effectiveness is the measurement of improvement in employees' knowledge, skills and behaviour within their institutions as a result of training programmes. Thus, the process of evaluation indicates whether the programme has been able to deliver its intended goals and objectives. The aim of this study was to gain a better understanding the impact of training programmes for head teachers in Saudi Arabia and to review the Kirkpatrick model of training effectiveness for 2017/2018 in this context. Results of the evaluation can be used to assist planners of training programmes and can inform the planning, design and implementation of such programmes. The focus of this paper is Donald Kirkpatrick's last evaluation stage, the 'results' stage. Twelve expert supervisors of head teachers' training programmes took part in semi-structured interviews, data was analysed qualitatively. Interview responses can be divided into four main themes: non-specific effects for training programmes; head teachers' performance results; benefits for educational institutions; and factors affecting a positive impact. Overall, supervisors seemed confident that high-quality training programmes had a positive impact upon head teachers and institutions, but that there was still room for improvement in terms of training effectiveness. The barriers of training programmes were identified, and improvement suggestions provided; these can inform future research.

**Keywords :** Thematic analysis; Training programmes; head teachers; results; improvement; female; Kirkpatrick.

26-DE16-6394

### THE ROLE OF TEACHERS IN INFUSING MORAL VALUES AND ETHICS FROM THE ISLAMIC PERSPECTIVE: THE MALAYSIAN EXPERIENCE

Mr. Elsayed Elhoshi<sup>26</sup>; and Dr. Rahimah Embong

Act or behavior based on values and ethics as a standard for anything that, humans do desire and wish for, whether it can be seen, heard or felt by our senses. It shows the direction and determines the way choices are made and actions are carried out. It also tells the person what to do and what not to do in a given society. The aim of value and ethical education is to encourage young people's awareness of having moral values and their corresponding relationship to the world in which they live. Therefore, this paper presents and discusses the concept of values, ethics and moral values from the Islamic perspective, its importance in the Muslim societies and Islamic culture, its forms, and sources. The paper further shade more lights on the infusion of Islamic values and ethics in the Islamic schools, the role of teachers in promoting ethical behavior, the Malaysian experience in teaching moral values and ethics, and challenges that teachers faced in imparting Islamic values and ethics in schools. The paper concludes with some recommendations for addressing the challenges with a view to achieve the desired goals of the present day education systems.

<sup>25</sup> Mrs. Aljawharah Alsalamah, PhD Student, University of Lincoln.

<sup>26</sup> Mr. Elsayed Elhoshi, Researcher, Research Institute for Islamic Product and Malay Civilization.

**27-CS09-7631****THE ROLE OF A PHONIC INTERVENTION PROGRAM IN DEVELOPING READING SKILLS IN SECOND LANGUAGE ACQUISITION OF ENGLISH FOR STRUGGLING READERS IN BAHRAIN****Ms. Eman Albalooshi<sup>27</sup>**

The Ministry of Education in Bahrain reported that the percentage of students failing in English has been high, and the number of students repeating the whole academic year due to their failure in English range between 55 in one school, and up to as many as 70 students in another school. This has led teachers to think that those students have difficulties in English and require Special Education services. However, unsatisfactory levels of improvements after Special Education services has caused teachers and parents to search for alternative interventions. This study investigated the effects of synthetic phonics instructions in developing reading skills for struggling readers learning English as a second language in Bahrain. A 4 weeks intervention programme designed around the module Jolly Phonics with a focus on phonological awareness was delivered to small groups by qualified teachers to two experimental groups. There was a control group receiving Special Education services in the form of one-to-one sessions. All students were assessed on the DIBELS measures before and after receiving the intervention programmes. The results indicate that students receiving the synthetic phonics instructions significantly outperformed the control group on the DIBELS measure Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency on the posttests. This is an important finding considering that this intervention is lower in cost and not as labour intensive as Special Education services. Paired-samples t-test statistic results indicate that there is no significant difference between the results of the two experimental groups on the posttests. This confirms the effectiveness of the intervention regardless of having different teachers delivering the intervention. This work has been awarded a distinction at The University of Sheffield, and received advice to present the findings worldwide. This work has also been chosen to be presented at the SheFLing postgraduate conference 2018, ELTPN in Bahrain 2018, and TESOL in Kuwait 2019.

**Keywords :** phonics, phonology, teaching, reading, difficulties, second language, intervention, primary

**28-DE24-7742****LEARNING ABOUT AUTHENTIC HAPPINESS AND THE ROLE OF MINDFULNESS: A LITERATURE REVIEW AND ANALYSIS****Ms. Razan El Helou<sup>28</sup>**

Adopting an extended literature review as a method, I attempt to answer two research questions: (1) how can education support learning about happiness? (2) How does mindfulness assist in fostering authenticity?

There are four major, related aspects presented: (a) the goal of education and how learning takes place, (b) mindfulness as a method to assist authenticity, (c) authenticity as a psycho-social necessity for learning and happiness, and (d) defining happiness and its achievability.

I aim to show the overlaps between concepts of education, psychology, and philosophy; as well as critiquing leading work in these fields. The literature studied is gathered from Eastern and Western sources.

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<sup>28</sup> Ms. Razan El Helou, Student, University of Nottingham.

In *A Way of Being* (1980) Carl Rogers proposes that for whole-person lifelong learning to occur, the bringing together of cognitive/theoretical learning and “affective experiential learning” (1980, p. 264) is necessary. Theoretically speaking, learning is constituted of three variables (1) ideas (2) experiences and (3) words. Namely, a level of prerequisite knowledge (cognitive nature), an experience of the subject matter (psychological nature/feelings), and the presence of language and adequate terminology for expression. Holistic learning takes experiential learning a step further, arguing that spiritual learning is an important factor for development. Nonetheless, balance remains at the essence of holistic education. However, holistic education remains difficult to adopt.

Perhaps due to the middle class, consumer nature of the education system, mindfulness has and continues to infiltrate the education scene in research and practice. The Western alteration, or controversially alienation, of the Buddhist tradition which started with patient stress reduction developed by Kabat-Zinn (1975) is now the ‘solution’ trend for many. However, mindfulness, especially as taught by Thich Nhat Hanh, has the capacity to assist in authentic learning and happiness.

I argue that authenticity is the state of being true to oneself; being the author of one’s own life (Rogers, *Freedom to Learn*, 1983), to “know thyself” and act upon this knowledge in the present moment. Authenticity, I claim, overlaps with some of the purposes of mindfulness. Oren Ergas argues that adopting mindfulness in education may serve in “knowing thy-world” and “knowing thyself” (Ergas, 2017, p.256). Mindfulness adopted by teachers and learners, according to Nhat Hanh and Weare (2017), allows practice of attributes which, I argue, overlap with Rogers’ attributes that make a good psychologist or teacher; all which promote authenticity.

To my knowledge, happiness is not exclusive to Spinoza’s virtue, Plato’s mathematics, or Badiou’s cognitive philosophical engagement. Theories of happiness seem to be idealistic in nature making them a (possibly unattainable) goal to pursue. On the other hand, Nhat Hanh (2017) and Haidt (2006) offer a more humane perspective. Happiness can be found in breathing, walking, self and others, and even in suffering. It might not solve an existential crisis nor prolong life expectancy (see Seligman, 2002), but it might make the world a little brighter without diminishing resilience.

Therefore, I conclude that happiness is (1) personal (authentic) (2) moment by moment, and (3) an end of its own (one that does not require justification).

**Keywords:** holistic education, learning, mindfulness, authenticity, happiness

**29-CS05-7554**

## **VISUALIZING THE INVISIBLE: GRAPHIC MEMOIRS ON MENTAL ILLNESS AS COUNTER-DISCOURSE**

**Ms. Sweetha Saji<sup>29</sup>**

Medical and popular discourses often perpetuate stereotypes of the mentally ill that essentialize them as imbecile and violent, which in turn trivializes their voices and perspectives. As such, stereotyped representations of mental illness mediated through films, fiction, or pedagogical texts often follow a pattern of exclusion. Personal narratives of mental illness, on the contrary, restore the language of mental illness as experienced by the mentally ill and therefore challenge and subvert the dominant representations. In this context, graphic memoirs of mental illness are a cultural resource in redeeming the identity and truths of those suffering from mental illness through the medium of comics. The genre takes effect rhetorically through stylistic techniques and metaphors that critique normative conceptualizations of the behavioural

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patterns of the mentally ill. Taking these cues, the present paper explores the diverse ways in which graphic memoirs on mental illness construct a counter-discourse by challenging and subverting the stereotypical representations of mental illness. Specifically, through a close-reading of graphic memoirs such as Ellen Forney's "Marbles: Mania, Depression, Michelangelo, and Me" (2012) and of Rachel Lindsay's "Rx: A Graphic Memoir" (2018), which deftly describe the subjective realities of bipolar disorder, this paper investigates the role and function of metaphors (visual/verbo-visual) as a tool of counter-diagnosis.

**Keywords:** mental health, stigma, comics, graphic memoirs, metaphors, counter-discourse

**30-CS11-7529**

### **THE POLITENESS OF KOREAN PERSONAL PRONOUNS IN TERMS OF LANGUAGE TYPOLOGY**

**Ms. Ayoung Shin<sup>30</sup>**

The purpose of this study is to examine the politeness of Korean personal pronouns by comparing them with languages avoiding pronouns when they show politeness

Korean is a two-person language. Even though the pronoun is not developed in Korean, there are various personal pronouns according to the politeness. Thus, The first person pronouns and the second person pronouns are divided into three types according to politeness. To express politeness to the other person, people use 'jeo(I)' instead of 'na(I)' in the first person pronoun, and 'dangshin, guedae, janea(you)' instead of 'neo(you)' in the second person pronoun. However, as explained in many studies, Korean tends to avoid second-person pronouns when expressing politeness. In Helmbrecht (2005), 207 languages are distinguished according to Politeness Distinctions in Pronouns: (1) No politeness distinction, (2) Binary politeness distinction, (3) Multiple politeness distinction, (4) Pronouns avoided for politeness. Korean is suggested to belong to a language that pronouns avoided for politeness. Because it is more polite to use the noun than the second person pronoun 'dangshin, guedae, janea(2)'. However, this is only possible if a second-person pronoun is used. These languages, including Korean, total 7. Seven languages are including Japanese, Vietnamese, Thai, Indonesian, Burmese, and khmer (Vietnamese minority) in addition to Korean. It is noteworthy that the corresponding language is found only in Asia. First, I will examine the system based on politeness by analyzing second person pronouns of Korean. After that, this study examines whether Korean can belong to type (4) which pronouns avoided for politeness by comparing with other languages. For example, there is "kimi(君), omae(おまえ), anata(あなた)" in Japanese pronoun pronoun. This study is significant in that it investigates the personal pronouns of Korean through comparison with other languages and considers the results of language typological research

**Keywords:** Korean, personal pronouns, politeness, typology

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31-CS12-7722

### **AN ANALYSIS OF CRITICAL DISCOURSE ON THE REFUGEE ISSUE IN KOREA: THROUGH A CONTRAST ANALYSIS BETWEEN TWO MEDIAS 'CHOSUN DAILY' AND 'HANKYOREH'**

Ms. Juhee Lee<sup>31</sup>

The purpose of this study is to compare and analyze reports on the issue of Jeju Yemeni refugees in Korea for the whole of 2018, and to find out the strategies media companies are using to create and address the issue of Jeju refugees to the public. In order to carry out the research, this study selected the 'Chosun Daily' which is the most conservative among various media outlets in Korea and the 'Hanyoree' which has a strong progressive stance. The researchers then compared and analyzed articles reported by the two media companies on the issue of Yemeni refugees on Jeju Island and government announcements, looking for messages they wanted to convey to the public and strategies they used to deliver the message. To that end, the search term for the word "Jeju Yemeni Refugees" on the Big Key site, which provides news analysis services, was set from January 1, 2018 to December 31, 2018, and among 102 articles found here (41 Chosun Ilbo, 61 Hankyoreh) were analyzed.

In 2018, South Korean society was controversial with Yemeni refugee issues. When news broke that more than 500 Yemenis had come to Korea in June, various media outlets began portraying Yemenis as violent and dangerous, which soon spread to the public and began voicing the need to force them out, fearing them in various regions. It was May and June, when it was full of anxiety and confusion, but it wasn't until the end of June that the government made an official position. But even this was a very pointless position, so little can be said of the government's virtually no response to the Jeju Yemen issue. The defensive government's attitude has been criticized in various places, including the international body, the U.N., the state commission and the Center for Refugees and Human Rights, but the government still has a strategy to minimize its stance on the Jeju refugee issue so far. While the government, which must play a role in shaping public attitudes toward the Jeju refugee issue, has been silent about the incident for quite a long time, the media has constantly generated negative discourse on the Jeju Yemeni issue, which has greatly influenced the public, starting to create an abhorrent mechanism for Jeju Yemen refugee applicants.

Therefore, it is imperative to analyze the media's articles reported at that time and find out how the discourse these articles produced affected the public. Although the study did not get far to analyze the impact on the public, it aims to look at the discourse that each media company created on the issue of Jeju Yemeni refugees and the strategy it used to create it. We have not analyzed the impact on the citizen. However, the study is meaningful in that each media company even looked at the discourse it created on the issue of Yemeni refugees on Jeju Island and the strategies it used to create the discourse

**Keywords:** Critical Discourse Analysis, refugee, yemen refugee, CDA, media

32-DE17-7675

### **NURTURING CULTURAL AWARENESS IN STUDENT-TEACHERS IN OVERSEAS EXPERIENCE: AN EXPERIENTIAL LEARNING PROJECT IN INDIA**

Ms. Wai Fung Candace Mok<sup>32</sup>

Cultural awareness is crucial for teaching in increasingly multicultural classrooms. Numerous scholars and educators have repeatedly emphasized the importance of nurturing culturally

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responsive teachers in their researches in this decade. (Dantas, 2007, pp. 75; Santoro, 2014, pp. 429-430; Santoro & Major, 2012, p. 310; Walters, Garii & Walters 2009, pp. S151-152; Westrick & Yuen, 2007, pp. 129-130) Yet, teachers in general are not well prepared to teach in culturally diverse schools as the professional requisite to effectively teach diverse students is inconsistently and often ineffectively addressed in teacher education. (Santoro & Major, 2012, p. 310) Attempts in incorporating and addressing cultural awareness in some teacher education programmes were made. These attempts mostly refer to the study of academic references while there is no intention or knowledge of how to develop cultural awareness or translate it into culturally responsive pedagogy in real life situation. Goodwin (2010, p. 27-28) argued that many educators resorted to teacher training which is subject-, instruction- and skill-bound, and most of all classroom-bound. Furthermore, insufficient time allocated to the topic and lack of conceptual tools in scaffolding and guiding student-teachers in developing their cultural awareness limited the results of these attempts. This poster presentation showcases how an experiential learning course with overseas experience in a faculty of education in a university in Hong Kong successfully nurtured cultural awareness and intercultural sensitivity in student teachers. First of all, it is crucial to establish a favourable atmosphere and environment to include different and all voices in the classroom—a classroom respecting diversity. This course included students from different disciplines, ethnicities and socio-economic backgrounds. Second, Bennett's (1986, pp. 421-443) Developmental Model of Intercultural Sensitivity (DMIS) was introduced as an operating model to activate and provide a schema for conceptual learning and development of intercultural sensitivity in student-teachers. Third, interactive lectures, discussions and dialogic reflections thread through the whole process to facilitate conceptual change and empowerment from the student-teachers themselves, instead of the lecturer implanting the ideas and thoughts in them. At the end, the student-teachers attested to their intercultural sensitivity by implementing culturally responsive pedagogy in their teaching in India. Nurturing culturally aware student-teachers through overseas experience was proven to be successful with positive comments and feedback from the students, teachers and the local community, and changes in perspectives and practice in student-teachers as evidence. It echoes Dantas' (2007, p. 76, 89, 91) claim that experiential learning provides opportunities for student-teachers to develop their understanding of cultural identities and diversities, and develop and implement culturally responsive pedagogy. **Keywords:** multicultural education, cultural awareness, intercultural sensitivity, teacher education, experiential learning, overseas experience, diversity

### 33-DE18-7683

#### **A REPORT ON INTERNATIONAL STUDENTS' VIEWS ON JAPANESE CULTURE: THE PRELIMINARY RESEARCH ON THE DEVELOPMENT OF LEARNING CONTENT AND EFFECTIVE TEACHING METHODS FOR INTERCULTURAL TRAINING**

**Dr. Yuko Kato**<sup>33</sup>

The aim of this study is to understand international students' views on Japanese culture. As the number of foreign people living in Japan has increased, the need for intercultural education is becoming more significant. Developing intercultural awareness is one of the key issues of education in preparing for a multicultural society. However, Japan has been a largely mono-cultural society for a long time, and this has been perceived as problematic for Japan in restricting the intercultural awareness of its citizens.

The researcher focuses on investigating an effective teaching and learning method for intercultural education to foster a better sense of intercultural awareness of university students

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in Japan. To improve students' intercultural awareness, it is important for them to understand their own culture. However, it is difficult for us to recognise our own culture objectively.

Therefore, the researcher conducted a questionnaire about Japanese culture that was given to 41 international students who studied in a Japanese university. In the process of analysis, the researcher also examined the findings with previous research on Japanese culture. Some of the findings show that opinions, such as describing Japan as a male-dominant society, are similar to what was described in existing academic research. In addition, some contradictory opinions are also found, such as describing Japanese society as being equal as well as hierarchical. In analysing these opinions, the researcher finds that they provide us with a more profound understanding of characteristic Japanese culture. It also suggests that we should be careful with analysing culture, since it can be extremely complex. In this report, more detailed findings will be shown. This study is part of the preliminary research on the development of learning content and effective teaching methods for intercultural training, which is a current research topic of the researcher. In addition, it is supported by the Japan Society for the Promotion of Science Grants-in-Aid for Scientific Research.

**Keywords:** Intercultural awareness, Japanese culture, International students' views

**34-DE21-7727**

## **SOCIAL COMPETENCES OF COMPETITIVE FLORISTS**

**Dr. Sabina Šegula<sup>34</sup>**

**Research Question:** Globalisation changes the situation in the market. And this trend is also reflected in the field of floral products, where consumer society is demanding an increasingly comprehensive offer. Expert skills in the sales of ornamental plants representing luxury goods are no longer sufficient. The emotional and psychological aspect of sales is increasingly important. Only this is a niche market for floristics services, which allows florists to compete in the market, compared with the larger commercial corporations. Therefore, we researched what florists in different countries (Slovenia, Croatia, Finland, Italy, Slovakia and Sweden) mean about the importance of social competences, which have an increasing influence on the competitiveness of floristics service. **Intention:** Determining competences that enable a better overall florist service. Identifying new approaches in the education process that generate better social skills while unifying minimum standards of the professional knowledge. **Method:** We studied the florist market in different countries and for the research we used the survey method. The analysis of the results will be a guideline for the innovative project of the e-platform of educational materials within the FlorCert International florist organization. **Results:** We examined 20 social competences, which were pointed out by experts from 6 countries as competences which are of a paramount importance in the new integrated offer of flowers (autonomy, work discipline, communicativeness and attitude towards clients, problem solving, organizational skills, analytical thinking, search for new ideas and solutions, successful work under stress, efficient time use, coordination of activities, teamwork, clarity of expression, work with ICT technology, working with people from other cultural backgrounds, foreign language skills, administrative skills, orderly, precise and responsible job performance, self-initiative and preparedness for learning, adaptability). Employers - florists have therefore estimated that social competences are extremely important, but the results are different in accordance with cultural diversity. In Croatia, 57% of florists believe that autonomy is the most important, while in Slovakia 77% think that discipline is the most important. Communication is the social competence that is most widely searched in Finland (79%), while problem-solving and analytical thinking are most appreciated in Sweden (60%). Effectiveness of time is the

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most important issue in Finland (75%) and Sweden (60%), while in Italy florists don't pay too much attention to these competences. In a more detailed analysis of the data, we can design educational curricula and appropriate methods in education process that enable the florists to compete in their countries. Organization: Using the ICT is the basis for the use of an E-book (FlorCert) and the materials have been designed in a way that various interactive components can be added in order to develop appropriate social competences in the future. All participants in the field of floristics have been given the opportunity to present their products and technologies in the E-book, which can be a great "win-win" situation. Its readers, their clients – florists acquire new useful knowledge, which makes them more innovative and successful in the market. Society: In the field of floristics, the consumers will have a more comprehensive offer and thus they will be more satisfied with the service, which is necessary for rentable business and the development of floristic products. Originality: So far nobody has made a research of this scale in the field of the aforementioned 20 social competences in 6 countries, which are important for professional floristic development. First time experts from six countries jointly wrote an E– book in their mother languages and in English. The innovative E-book was created in the context of new opportunities for more transparent offer of floristic knowledge at the international level. In future, this will enable a higher degree of a global transfer of knowledge. Limitations / further research: The research took place in countries with partners in the International Consortium FlorCert. Therefore, in the future it would be wise to carry out research in other countries. The E-book is written and shaped in a way that each and every chapter can be updated in accordance with changes in the global market. Furthermore, adding video clips does seem to be a good idea for the future. That's how the candidates could monitor preparations of decorations in various techniques.

**Keywords** : floristics, social competences, FlorCert, E-book, competitiveness.

### 35-DE20-7581

#### **HISTORY OF ARTISTIC LITERATURE IN THE CONTEXT OF CONTEMPORARY PHILOSOPHICAL AND SCIENTIFIC KNOWLEDGE**

**Dr. Andrej Pogorelec**<sup>35</sup>

Artistic literature may be interpreted as a reflexion of contemporary reasoning and spirituality. One and the same pattern of intertwining with the scientific and cultural background of the age can be encountered in many cases from practically endless list of literature possibly discussed within the context of literary history. Some examples from various literary periods including postmodernism are to be interpreted by the so called “spiritual history” method, which presents an approach in which contemporary metaphysical or scientific ideas are one of the key tools for understanding literature of a certain period. In the case of classical Greek literature one cannot overlook the relevance of metaphysical transcendence, also in terms of divine interference with the lives of mortals, whereas in Daniel Defoe's *Robinson Crusoe*, for instance, an example of enlightenment literature can be seen, as the main hero's survival in threatening circumstances is a confirmation of Enlightenment values, such as knowledge, technical skills and rational thinking within the framework of empiricism. Furthermore, we can discuss the possibility that James Joyce's novels were written in accordance with the Albert Einstein's ideas of space-time relativity, which is indicated in Joyce's degradation of traditional plot within a realistically convincing space-time continuum and his use of technique of stream of consciousness narration, which might be related to the Sigmund Freud's ideas. So, if Defoe's *Robinson Crusoe* is trying to find a way of survival in objective reality, then Joyce is presenting “a study” of personal search within the context of subjective reality. Finally, the “research of

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reality's nature” is the topic of the Jostein Gaarder’s postmodern metafictional novel *Sophie's World*, in which not only objective reality, but also the subject lose its substantiability, as epistemological uncertainty converts into ontological plurality, which can be clearly seen at the example of the main character Sophie, who realises that she is not real, that she's just a figment of the author's imagination. Moreover, traditional ontological concept of hierarchy between fiction and reality levels gets completely blurred, which might be an artistic reflection of certain contemporary theories of physics dealing with the problem of the unification of the Einstein's theory of relativity and the quantum mechanics. Namely, in some of these theories (related also to the so-called string theory) some extremely interesting hypotheses are proposed: like the one about our reality being nothing more than a projected hologram, which raises an unimaginable question of our “reality's fictionality”. We may therefore conclude that the aforementioned relation between artistic literature and possible influence of contemporary philosophical ideas and scientific concepts shall be the main topic of this research, based on the use of “spiritual history” as its method.

**36-DE11-7418**

### **TOURISM ROUTES AND MODEL FOLLOWING THE KING'S PROJECTS FOR CREATIVE LEARNING: A CASE STUDY OF PHETCHABURI PROVINCE, THAILAND**

**Dr. Wannawee Boonkoom<sup>36</sup> ; Lecturer Terush Rumpantetch; and Dr. Potjana Boonkoom**

This paper presented the findings on tourism in one area of the central region of Thailand. Four research objectives were addressed: 1) to study tourism routes and activities in the King's Projects; 2) to explore and propose tourism routes in the King's Projects; 3) to create and develop a model of tourism activities for creative learning in the King's Projects, and 4) to find suggestions of tourism development for creative Learning of the King's Projects in Petchaburi Province. The methodology was research and development, and field study was used to collect data in the study sites. Natural resources of the tourist routes and activities were studied, and the development model of tourism activities for creative learning in the King's Projects was developed and implemented. Focus group was also used to evaluate the developed model considered by relevant people as well as find some suggestions of tourism development for creative Learning of the King's Projects in the province. The data were collected during October 2017- September 2018. Then, the quantitative data were analyzed for frequency, percentage, arithmetic mean, and standard deviation; and the qualitative data were analyzed for content analysis and presented in an essay with illustrations.

The findings of the study were as follows:

1. Tourism routes in the King's Projects in Petchaburi Province were nearby five royal projects in the area. Learning activities were such as growing plants in dry areas, feeding daily cattle, wastewater treatment, water conservation, and mangrove conservation.
2. Two tourism routes were found and suggested: 1) a one-day trip from Leam Phak Bia Royal-Initiated Project to Khao Nang Panthurat – Forest Park to Hoopkrapong; 2) a one-day trip from Chung Hua Man Royal Project to Huay Sai Study and Development Center. These tourism routes and be combined into two day trip which the tourists be able to stay overnight both in Cha-am and Hua Hin areas.
3. A developed model of tourism activities for creative learning in the King's Projects was “SSKLC”, composed of the five aspects: 1) S = sustainability, 2) S = Sufficiency, 3) K = knowledge, 4) L = Learning Activities, and 5) C = Creation. The model was evaluated by five experts and it was found at the most suitable level.

<sup>36</sup> Dr. Wannawee Boonkoom, Assistant Professor, Silpakorn Univesrity.

4. The suggestions for tourism for tourism development in the King's Projects in Petchaburi province were: 1) more public relations from relating organizations, to introduce the tourist attractions to both Thai and foreign tourists in order to introduce tourism in the King's Projects; 2) encouraging more learning activities and experiences for tourists; 3) allowing more participations in tourism management from people and community in order to increase their jobs and income.

**Keywords:** Tourism Route, Tourism Activity and Model, Tourism Following the King's Projects, Creative Learning

**37-DE06-7519**

### **STUDENTS OF THE INTERNATIONAL PROGRAMME OF MEDICINE AND DENTISTRY AT THE MEDICAL FACULTY OF PALACKÝ UNIVERSITY IN OLOMOUC FROM THE PERSPECTIVES OF THEIR LECTURERS AND TEACHERS**

**Ms. Markéta Šemberová<sup>37</sup>; Jitka Plischke; Stefan Chudy; and Pavlina Kobzova**

The article focusses on the interaction between the foreign students and their lecturers and teachers. We specifically focus on the students enrolled in the International study programme of Medicine and Dentistry at the Medical Faculty of Palacký University in Olomouc. These students come from different sociocultural environments which significantly influences the above mentioned interaction with their teachers. We have therefore focussed on the perspective of the teachers and their opinions on the approaches to study of the foreign students, their motivation, readiness and the value of education. The data were collected by a qual + quan questionnaire which consisted of statements evaluated with help of the Likert scale and questions with open answers. These were later analysed by frequency graphs and grounded theory.

**Keywords:** Foreign student, sociocultural environment, teachers, Likert scale, grounded theory.

**38-DE10-7549**

### **THE DEVELOPMENT OF MEDIA INFORMATION AND DIGITAL LITERACY OF PRE-SERVICE TEACHERS**

**Dr. Sorapas Namsomboon<sup>38</sup>**

The objective of this research was to compare media Information and digital literacy of Silapakorn university students before and after apply media Information and digital literacy learning management. The sample group was 39 students who studied in semester 1 year 3 in 2018, in Social Studies major at faculty of Education, Silapakorn university. The research tools comprised of 1) test of media Information and digital literacy for pre-service teachers, and 2) learning management plans of media Information and digital literacy. The collected data were analyzed by using statistics of mean, standard deviation, and t-test dependent. The results of the study founded that students' scores after applying media Information and digital literacy learning management was higher than those before applying it with statistical significant level at .05

**Keywords:** media Information and digital literacy, media and digital literacy learning process

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<sup>38</sup> Dr. Sorapas Namsomboon, Lecturer, Silpakorn University.

**39-DE09-7560****THE DEVELOPMENT OF THE PARADIGM, MODEL AND MECHANISM FOR THE TEACHER DEVELOPMENT ACCORDING TO THE AREA NETWORK CONCEPT: A CASE STUDY IN THE CENTRAL REGION, INCLUDING THE EAST AND THE WEST OF THAILAND**

**Dr. Maream Nillapun<sup>39</sup>; Asst. Prof. Siriwan Vanichwatanavorachai (Ph.D.); Asst. Prof. Karunpol Vivathamongkol (Ph.D.); Asst. Prof. Kantayuth Triboonnithi (Ph.D.); and Miss Wannapa Sangwattanakul (M.Ed.)**

This research aimed to 1) study actual conditions and desirable conditions of the teacher development according to the area network concept; 2) develop paradigm, model and mechanism of the teacher development based on the area network concept, that was consistent with the needs of the school according to the essential and urgent issues and school type, and; 3) create policy proposals on paradigms, models and mechanisms for teacher development based on area network concepts. The samples of the study were 1) teacher production institutions consisting of a) Faculty of Education, Silpakorn University, b) Faculty of Education, Kanchanaburi Rajabhat University, and c) Faculty of Industrial Education, Rajamangala University of Technology Suvanabhumi, and 2) educational institutions consisting of schools under the Office of Basic Education, Local Administrative Organizations, and the Office of Private Education Promotion. The 29 key informants from the teacher production institutions consist of 1) personnel and staff related to human resource management and academic services in teacher development; 2) administrators at the faculty, department, and curriculum levels, and 3) teachers and people related to teacher development. The 408 informants from the educational institutions consist of 1) personnel in the department related to personnel management and teacher development; 2) administrators including the director, deputy director, and department head/ group, and; 3) teachers related to present and future development. The research instruments consist of 1) the data collection form for the teacher production institutions, 2) the data collection form for the educational institutions, 3) the questionnaire for the teacher production institutions, 4) the questionnaire for the educational institutions, and 4) group discussion issues for the administrators and teachers of the teacher production and the educational institutions. The collected data were analysed for frequency, percentage, mean, standard deviation, content analysis, and important need (PNI modified). The results were used to draft a paradigm, model, and mechanism for the teacher development according to the area network concept; including policy proposals on paradigms, models and mechanisms for teacher development in the Central area, as well as the East and the West of the country. The research findings were as follows:

1. The actual and the desirable conditions of the teacher development based on the area network concept had been provided for both near and far educational institutions according to their own needs. These educational services developed the teachers and created opportunities for equality in the education development at the same time. The teacher development paradigms were the development of teachers according to the institutional command sent by the supervisory authority or professional organization, focusing on the outcome-based of the learners, and applying information and communication technology and digital platform. The model of the teacher development emphasized action-based learning. Additionally, the mechanism of the teacher development was the organization mechanism which was driven by the institution. The network mechanisms were mechanisms of cooperation and support among educational institutions, teacher production institutions, private sectors, local communities and jurisdictions of provincial-level educational institutions.

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2. The important need for the teacher development was to develop teachers according to their individual demand, orderly self-selected development and the development with non-deterministic circular. The desirable conditions were the orderly self-selected development, application of ICT and digital platform development, the individual demand development, and the outcome-based development. For the models of teacher development, the following needs were found: online simulation, co-research with a university, and the online course, individual-defined learning where the teachers could choose to study the e-learning program by themselves. As for the teacher development mechanism, classified as a unit mechanism, it was found that there was an essential need for the development mechanism by the teacher production institutions, and the desirable condition was the teacher development mechanism by the educational institutions; the network mechanism found the needs, namely, the cooperation and support mechanisms of educational institutions, teacher production institutions, and jurisdictions of national level, provincial group level, and provincial level. The desirable conditions were mechanisms of cooperation and support of educational institutions, teacher production institutions, and jurisdiction of the national and provincial group of educational institution levels.

The guidelines for using the teacher development paradigm according to the area network concept were the orderly self-selected development by the teachers, serving the academic-positioned structure, focusing on the outcome-based development, applying IT/ICT/digital platform, using performance base, and developing as needed for individual teachers. The guidelines for using the teacher development model according to the area network concept consisting of models during operation without online system, including a network of cooperation, a learning community, supervision, actual action by co-research with a university; the online operation model was a short-term course which allows the accumulation of time getting the development according to the needs of individual teachers, and the use of online simulations; the integration model was a combination of work or actual action and the guidelines for using teacher development mechanisms according to the area network concept, consisting of the mechanisms of the educational institution and the teacher production institutions. The school network mechanism was a tripartite network among educational institutions, teacher production institutions, and jurisdiction of the educational institutions at the provincial level; the educational institutions, the teacher production institutions, private sectors, and the jurisdiction of the schools at the national level, and; the educational institutions, the teacher production institutions, private sectors, local communities, and the jurisdiction of the schools at the national level.

3. The policy proposals of the paradigms, models and teacher development mechanisms are 1) the development paradigm should be adjusted to meet the needs of the teachers that focuses on the outcome of the students rather than focusing on the policy of the organization. The teacher development units and the teacher production institutions should focus on the teacher development according to the needs of individual teachers, and apply information technology to develop teachers to facilitate time and budget. A collaborative network should be established in the area. Schools should set up academic cooperation with the university or the teacher production unit to promote potential development of their teachers together. They should co-analyse the essential needs of individual teachers by giving priority to the students in the area whether they could develop or solve problems in any matter. Moreover, the teacher development process must be diverse. 2) The model of the teacher development based on the area network concept should focus on the network of teacher development in the area rather than being a centralized system at the ministry level. Additionally, to meet the needs of individual teachers, an online development model should be provided. 3) Regarding the teacher development based on the area network concept, the

teacher development should be supported by use of the network of educational institutions in the manner of five parties.

**Keywords:** teacher development of paradigm, model and mechanism, area network

**40-CS08-7355**

### **INDIAN POLITICAL ILLUSTRATIONS AS COMMUNICATIVE WEAPON IN NEWSPAPER**

Mrs. ANANYA Singh<sup>40</sup> Prof. Dr. Anant Kumar Ozarkar

Political illustrations are very important part of any mass-media. Political illustrations beautify a small part of a newspaper, habitually in the corner. This part have also recognised to be effective and influential learning tools that include viewers of all backgrounds. It is relevant that the mass-media has currently become emerged now a leading statement channel that charms widespread public attention using diverse tools of communicating thoughts and idea from a precise point of view.

Earlier illustrators used to take the back seat in the advertising world. Nowadays, they're developing the forerunners of certain amazing and extraordinary communication that is being accepted by the society. An illustration transfers a lot of information in very limited words. They deliver brief, humorous, clever snapshots of all kinds of subjects from politics and law to instruct general public with energetic efforts.

This paper focuses at signifying how newspaper illustrations became a weapon and are being used as a vehicle of setting national interest agenda. It will also understand the effectiveness of political illustrations over articles. Specifically, content study was used to organize the themes kept in the illustration exemplifications. The qualitative process was taken to examine the illustrations through semiotic analysis method. Qualitative analysis of political illustrations by questionnaire method to understand how public perceive illustrations over editorials. Thus, this paper contributes to the illustration exploration by involvement of theoretical perception to the illustration variety including case study of famous Indian illustrator R.K. Laxman, the man who was uncommon became common through newspaper.

**Keywords:** Illustrations, extra ordinary communication, weapon, public attention, sentiments, print media, mass media, Newspaper.

**42-DE38-7743**

### **EMPOWERED TO FEEL CREATIVE: CONTEXTUAL ENABLERS OF CREATIVE SELF-EFFICACY AMONG WORKING-AGE ADULTS**

Dr. Pamsy Hui<sup>41</sup>; Warren C. K. Chiu, Associate Dean (Quality Assurance)

Creativity is crucial to the success of an economy, especially as artificial intelligence gradually takes over routine jobs. A strong conviction in one's capability to accomplish something creative, i.e., creative self-efficacy, is pivotal to creative performance. The more individuals feel creative, the more likely they would engage and succeed in creativity. This presents opportunities for education and training. Research has argued that contextual factors can influence creative self-efficacy (Lubart, 1999). Understanding such contextual factors provides insights into how we can stimulate creativity. A recent study shows that family socialization practices emphasizing self-directedness, as opposed to obedience, are more conducive to individuals' creative aspirations (Chiu, Lun, & Bond, 2018). It is conceivable that in a tight culture, where people tend to adhere to cultural norms, individuals would be less inclined to

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think of themselves as creative compared with their counterparts in a loose culture. However, Singapore and South Korea have consistently ranked high as the most innovative nations despite tight cultures emphasizing obedience and harmony. This suggests that a more nuanced perspective on the relationship between context and creativity is necessary. Thus, we conducted an exploratory study to uncover contextual enablers of creative self-efficacy. Through purposive sampling of working-age adults in the Netherlands and Singapore, we attempted to uncover details on how individuals in different contexts perceived their own creativity. While both the Netherlands and Singapore were highly creative nations, the Netherlands had a relatively loose culture and Singapore was one of the tightest cultures (Gelfand et al., 2011). This sampling method allowed us to observe creative self-efficacy in two similarly creative contexts that have profoundly contrasting cultures. 99 respondents were recruited via Qualtrics Research Services – 49 from the Netherlands and 50 from Singapore. The respondents were 34% female, evenly distributed in the 18-34 and the 35-64 age brackets. We collected both quantitative and qualitative data on creative self-efficacy and creative activities. Our study presents a more nuanced picture of creative self-efficacy than extant research has suggested. While there was no evidence of a direct effect of cultural tightness on creative self-efficacy, we found significant moderating effect of gender. Specifically, female participants in the Netherlands reported the strongest creative self-efficacy among all, and were inclined to engage in creative activities for individual fulfillment and self-expression (e.g., painting for fun). Meanwhile, their counterparts in Singapore were the least efficacious in their creativity, and were inclined to engage in creative activities with tangible outputs for others (e.g., creating 3D cards for others). Interestingly, regardless of cultural contexts, male participants did not exhibit noticeable difference in creative self-efficacy, and tended to engage in similar utilitarian creative activities with little self-enhancement inclination (e.g., writing a program for work). Our findings suggest that both creative self-efficacy and perception of creative activities are constrained by contextual factors such as societal expectations of an individual's role (e.g., male breadwinners, independent or interdependent part of society). Cultural tightness works in conjunction with societal expectations to shape whether one is empowered to feel creative and how creativity is expressed.

**Keywords:** Creativity, Self-Efficacy, Social Norms

#### 43-CS16-7556

### **HANDMADE CERAMICS OF “PANELEIRAS DE GOIABEIRAS” (VITORIA, ESPIRITO SANTO, BRAZIL): AFRICAN, AMERICAN AND EUROPEAN POSSIBLE INFLUENCES**

**Ms. Maria Paola Bulla<sup>42</sup>**

The first written mention of the production of handmade ceramics in a place called Goiabeiras in the State of Espirito Santo, Brazil, dates to 1815, from the pen of the French naturalist Auguste Saint-Hilaire. Traditionally, the artisans themselves date the beginning of their pottery production to about 400 years ago. This contribution concerns the current production of craftswomen known as “paneleiras de Goiabeiras” in the city of Vitoria and wants to propose a parallel between these ceramics and others known as “neo-brasileiras” found in various colonial archaeological sites in Brazil and generally linked to African slaves. The morphological similarities as well as the surfaces treatment methods and even the technological process, offers the opportunity for reflection and a study on the origins of these productions. The same history and the present soul of Brazil, born from a melting pot of European, African,

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and indigenous cultures, suggests a multicultural nature of these peculiar productions. This work will therefore try to recognize, where possible, and to highlight the African, Indigenous, or European influences of these handcrafted ceramics.

**Keywords:** handmade ceramics, historical archaeology, colonial and postcolonial studies, slavery.

**44-DE12-7335**

### **CHALLENGES AND STRATEGIES ON CHILDREN'S EDUCATION: NEW CHINESE IMMIGRANT PARENTING IN SINGAPORE**

**Ms. Jun Wang<sup>43</sup>; and Dr. Min Zhou, Professor**

Confucian heritage culture values education and holds that a good education is the path to upward social mobility as well as the road to realizing an individual's fullest potential in life. In both China and Chinese diasporic communities around the world, education is of utmost importance and is central to childrearing in the family. Among new immigrants uprooted from their familiar habitats, many encounter challenges in adapting and integrating into their host societies and are, in the process, pressured to restructure their habitus and develop strategies for effective parenting. In this study, we address one of the most serious resettlement challenges that new Chinese immigrants face—children's education. We examine how social and institutional constraints in the host society and changes in the immigrant family create challenges for parenting, what immigrant parents do to promote their children's education, and what enables parenting strategies to yield expected outcomes. Our analysis is based on data collected from face-to-face interviews and participant observations among new Chinese immigrants in Singapore. We find that new Chinese immigrant parents hold high expectations on children's education, concerned and anxious about children's educational achievement outcomes, and tend to adopt overbearing parenting strategies. We also find that, while Chinese way of parenting is reinforced in Singapore's Asian cultural context in the processes of migration and adaptation, the success in promoting children's educational excellence involves not only the right set of culturally specific strategies but also immigrant selectivity support and familial and ethnic social networks. We discuss implications of and unintended consequences of overbearing parenting. **Keywords:** New Chinese immigrants; Education; Chinese parenting; Confucian heritage culture; Immigrant Selectivity

**45-CS14-7686**

### **THE TRACES OF AN ITALIAN ARTIST IN THE OTTOMAN PALACE: GENTILE BELLINI**

**Dr. Ozge Parlak Temel<sup>44</sup>**

The conquest of Istanbul by Mehmet the Conqueror in 1453 and the annexation of Serbia, Albania, the Greek peninsula, Bosnia and Herzegovina, led to violent clashes between Venice and the Ottomans. These conflicts lasted for sixteen years and ended in 1479 with the peace agreement signed by the Ottoman Empire and the Venice Senate. Maintaining the commercial superiority of Venice, which was one of the most important naval forces in the Mediterranean, in Europe, this agreement differed from the others by a significant difference: Mehmet the Conqueror requested an artist who was proficient in drawing human form to Istanbul. Upon this request, Venice commissioned the artist Gentile Bellini (1429-1509) to draw "Gran Turco" (Great Turk). Gentile, who came from an artist family, left his unfinished works to his brother Giovanni, who was also an artist like him, and set out for Istanbul, where he would spend nearly

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two years. Undoubtedly, this event reveals that the Ottoman Empire and the Republic of Serenissima did not only fight, but also interacted more in trade, art and culture than what is believed.

Today it is known that Mehmet the Conqueror tested Gentile Bellini's artistic talent many times and Bellini gained his trust as a result of his series of works ranging from Venice themed paintings to portraits of people around the palace. The fact that Gran Turco had the artist paint the pictures of the Venetian landscape before his own portrait brings several rumors with it: Some researchers claim that Mehmet the Conqueror's main purpose was not to support the fine arts, but rather he wanted to lay the groundwork for the plans for the conquest of Italy. However, Mehmet the Conqueror, who performed a conquest which was the beginning of one of the most important transformations recorded in history, was a mighty ruler and a victorious commander as well as a powerful poet who wrote his name in culture, art and literature. It is a known fact that Mehmet the conqueror, who was a broad-minded thinker and intellectual as well as a powerful sultan, was interested in literature, religion, mathematics, philosophy and astronomy, and enjoyed having the famous Italian humanists in his palace and discussing art and science with them. In this context, having an Italian painter in his palace to have his portrait and leaving behind all religious prejudices is quite important in terms of revealing how open-minded and intellectual he was in his time and his desire to exist for centuries.

Bellini had a role as an ambassador who fused Eastern and Western cultures, more than a painter during a two-year period in Istanbul, the intersection of Eastern and Western cultures, where he created many works. The Italian artist's works, which came to life in Ottoman lands, paved the way for new and radical changes in the West as well as in the East. These drawings, which are the signatures of Gentile Bellini and symbol of the intercultural meeting, are important sources especially in terms of reflecting the lifestyle of that period.

**Keywords:** Ottoman Empire, Republic of Serenissima, Gentile Bellini, Fatih Sultan Mehmet

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