Special Session.

Educational Administration 1: Exploring Dimensions of Liberal Arts Education in East Asia: A Boon or Bane for Competitive Higher Education?

Improving Teacher Education for Quality Education in Cambodia

Educational Administration 2: Changes in governance and collegiality culture after corporatization of National University

Comparison of Academic Organization among SNU-COE Partnership Universities

General Session I

Session 1. Digital media and learning in the global age
Session 2. Trends in counseling research (KCA)
Session 3. Global Citizenship Education A

Session 4. Educational Administration 3: International mobility of higher education in selected East Asian systems
Session 5. Teacher Education 1

General Session II

Session 6. Korean Educational Psychology Association: Students’ adjustment, academic success, and well-being
Session 7. Global Citizenship Education B

Session 9. Korea Children Adolescents Counseling Association

Session 10. Developing Future Education Design

Session 11. Teacher Education 2
General Session III

Session 12. Center for Learning Science and Creative Talent Development: Creative Studies from Psychological Perspectives

Session 13. Community Development and Reframing Lifelong Learning


Session 15. Special Education & Counseling

Session 16. Creative Ways of Learning in Education

Session 17. Assessments in Learning

General Session IV

Session 18. Designing Future Educational Policy

Session 19. Global Education Cooperation

Session 20. Mathematics Education

Session 21. Child Education

General Session V

Session 22. Living and Women’s Role in Education

Session 23. English Learning in Education

Session 24. Designing and Learning with Creativity

Session 25. Challenges in Education

General Session VI

Session 26. New Visions for Education
Session 27. Issues in Higher Education
Session 28. New Approaches to Learning
Session 29. Diversity in Education

**Institution Session 1 (KEDI)**
21st Century Trend Analysis in Global Education Reform: Elementary, Secondary, Higher education and Lifelong learning

**Institution Session 2 (KICE)**
Investigation of Educational Issues for the Enhancement of Key Competencies for Future Society

**Institution Session 3 (KSCE)**
Korean Society for Creativity Education: Research on Creativity in South Korea 1
Korean Society for Creativity Education: Research on Creativity in South Korea 2

**Poster Session**
Contents Day 1

[09:00-10:00]
Pre-convention Workshop I (bldg. 10-1)

[13:10-15:20]
Pre-convention Workshop II (bldg. 10-1)

[15:30-17:40]
Pre-convention Workshop III (bldg. 10-1)

[14:00-15:30]
Special Session. ..........................................................1

Educational Administration 1: Exploring Dimensions of Liberal Arts Education in East Asia: A Boon or Bane for Competitive Higher Education?

Improving Teacher Education for Quality Education in Cambodia

[16:00-17:30]
Special Session. ..........................................................11

Educational Administration 2: Changes in Governance and Collegiality Culture after Corporatization of National University

[17:30-20:00]
Special Session.
Contents Day 2

[09:00-10:15]  
General Session I

Session 1. Digital media and learning in the global age..............................17

Session 2. Trends in counseling research (KCA)........................................21

Session 3. Global Citizenship Education A.................................................46

Session 4. Educational Administration 3: International Mobility of Higher  
Education in Selected East Asian Systems..............................................50  
(Lily-Guest House)
Session 5. Teacher Education 1.................................................................55

[11:30-13:00]  
Keynote Speech (Mugunghwa-Convention Center)......................................60

[14:00-15:30]  
General Session II

(Camelia-Convention Center)
Session 6. Korean Educational Psychology Association: Students’ adjustment, academic success, and well-being.................................................................63  
(Water Lily-Convention Center)
Session 7. Global Citizenship Education B.................................................68
(Magnolia-Convention Center)
Session 8. Educational Administration 4: International Comparison of Doctoral Students’ Learning Experiences in Asian Research Universities………………71

(Rose-Guest House)
Session 9. Korea Children Adolescents Counseling Association………………75

(Tulip-Guest House)
Session 10. Developing Future Education Design………………………………80

(Lily-Guest House)
Session 11. Teacher Education 2………………………………………………..84

[16:00-17:30]
General SessionⅢ
t
(Magnolia-Convention Center)
Session 12. Center for Learning Science and Creative Talent Development: Creative Studies from Psychological Perspectives………………………….89

(Camelia-Convention Center)
Session 13. Community Development and Reframing Lifelong Learning…96

(Magnolia-Convention Center)

(Rose-Guest House)
Session 15. Special Education and Counseling…………………………………105

(Lily-Guest House)
Session 16. Creative Ways of Learning in Education…………………………111

(Tulip-Guest House)
Session 17. Assessments in Learning………………………………………………117

[13:00-17:30]
Contents Day 3

[09:00-10:30]

General Session  IV

(Camelia-Convention Center)
Session 18. Designing Future Educational Policy…………………………121

(Rose-Guest House)
Session 19. Global Education Cooperation…………………………………125

(Tulip-Guest House)
Session 20. Mathematics Education…………………………………………131

(Lily-Guest House)
Session 21. Child Education………………………………………………137

[11:00-12:30]

General Session  V

(Camelia-Convention Center)
Session 22. Living and Women’s Role in Education…………………………143

(Rose-Guest House)
Session 23. English Learning in Education…………………………………149

(Tulip-Guest House)
Session 24. Designing and Learning with Creativity…………………………154

(Lily-Guest House)
Session 25. Challenges in Education…………………………………………159
[14:00-15:30]

General Session VI

(Magnolia-Convention Center)
Session 26. New Visions for Education..............................................164

(Camelia-Convention Center)
Session 27. Issues in Higher Education.............................................170

(Rose-Guest House)
Session 28. New Approaches to Learning.........................................174

(Lily-Guest House)
Session 29. Diversity in Education....................................................180

[09:00-10:30]

Institution Session 1 (KEDI)

(Water Lily-Convention Center)
21st Century Trend Analysis in Global Education Reform: Elementary, Secondary, Higher Education and Lifelong learning.................................186

[09:00-12:30]

Institution Session 2 (KICE)

(Magnolia-Convention Center)
Investigation of Educational Issues for the Enhancement of Key Competencies for Future Society..............................................................191
Institution Session 3 (KSCE)

(Korea Lil-Convention Center)
Korean Society for Creativity Education:
Research on Creativity in South Korea 1.................................198

[14:00-15:30]
Institution Session 3 (KSCE)

(Korea Lil-Convention Center)
Korean Society for Creativity Education:
Research on Creativity in South Korea 2.................................204

Poster Session (Convention Center 1F)........................................211
Special Session. Educational Administration 1: Exploring Dimensions of Liberal Arts Education in East Asia: A Boon or Bane for Competitive Higher Education?

1. Challenges and Potentials of Liberal Arts Education in East Asia, Mikiko Nishimura (International Christian University, Japan)

2. Liberal Arts Education via Curricular and Extracurricular Activities in a Residential College of Yonsei University, Kyoung-Mee Chung (Yonsei University, Korea)

3. An Analysis and Comparison of Core Curriculum in Liberal Arts Colleges: Implications for East Asia Higher Education, Insung Jung (International Christian University, Japan)

4. Juggling Teaching and Research at Liberal Arts Colleges in East Asia: Implications for Quality of Education and Faculty Development, Toshi Sasao (International Christian University, Japan)

5. Christian Faith and Liberal Arts Education in East Asia, Wha-Chul Son (Handong Global University, Korea)
Challenges and Potentials of Liberal Arts Education in East Asia

Mikiko Nishimura

(International Christian University, Japan)

Despite the rising demand for vocational and practical education, the values of liberal arts education are still highly regarded and many higher education institutions have been integrating liberal arts education as an approach to the development of a well-rounded education, flexible and creative thinking, civic engagement, and internationalization demanded by globalization. East Asian universities, particularly those in Japan, S. Korea, Taiwan and China, are showing an increased interest in liberal arts education and small, independent dedicated liberal arts colleges and general education programs have been developed in these countries. However, liberal arts education in East Asia is facing a number of challenges including lack of understanding of liberal arts education, preference for vocational and professional education, a lack of integrated policies and limited funding support. The presentation illustrate multiple interpretation of liberal arts education in East Asia and its consequences that are often contradictory to the intention of liberal arts education.
Liberal Arts Education via Curricular and Extracurricular Activities in a Residential College of Yonsei University

Kyoung-Mee Chung
(Yonsei University, Korea)

Yonsei University started the residential college in 2013 and the University College is in charge of the RC. The goals of the general education in Yonsei University changed significantly since the beginning of the RC in 2013, the UC, which is now responsible for the Yonsei RC system. The University College (UC) at Yonsei was established in 1999, and has been collecting data to evaluate effectiveness of general education system via surveys to the freshman twice a year (beginning and end of the school year). In order to evaluate the impact of RC on students’ life, the survey items were modified significantly. In this presentation, data from 2013 to 2016 were analyzed. Descriptive and statistical analyses were conducted. The results suggested positive impacts of RC on general education, especially in academic area including reduction in academic retention rate as well as increase in study hours. Implications of these results on the Yonsei RC system as well as general education systems are discussed
An Analysis and Comparison of Core Curriculum in Liberal Arts Colleges: Implications for East Asia Higher Education

Insung Jung

(International Christian University, Japan)

Liberal arts colleges strive to produce creative, thoughtful and well-rounded citizens of the world within several environments. The core curriculum that promotes a strong liberal arts education is considered to be a critical part of such environments. This session will examine diverse approaches to the core curriculum employed in such selected liberal arts colleges from Asia, N. America and Europe to promote liberal arts core values, and clarifies commonalities and differences across the programs and discuss distinctive patterns. The selected cases include Japan’s International Christian University, Singapore’s Yale-NUS, Korea’s Handong, Hong Kong’s Lingnan, USA’s Pomona, Amherst, Hope, Williams, Germany’s Bard College Berlin and Netherlands’ Amsterdam University College. The session will then clarify the ways in which those approaches can effectively further goals of liberal arts education. It will conclude with the implications of those models for East Asia higher education and point out remaining challenges.
Juggling Teaching and Research at Liberal Arts Colleges in East Asia: Implications for Quality of Education and Faculty Development

Toshi Sasao

(International Christian University, Japan)

With the growing presence and importance of liberal arts education in East Asia (Jung et al., 2016), what would be its impact on the well-being or life satisfaction among faculty members? Recent trends and changes due to globalization provide good reasons for “threatened identity” as university professoriates with two major tasks: teaching and research. How could faculty members in liberal arts colleges reconcile their passion in academe? In fact, very little attention has been paid to faculty well-being in faculty development programs in East Asia while technical aspects of teaching are often emphasized. The purpose of this presentation is: (a) to discuss the emerging issues on the well-being of faculty in East Asia as a result of more globalized, liberal arts education policies; (b) to propose a conceptual framework for designing, implementing and evaluating innovative faculty development programs from a social ecological perspective.
Christian Faith and Liberal Arts Education in East Asia

Wha-Chul Son

(Handong Global University, Korea)

How can East Asian institutions of higher education integrate Christian faith and liberal art education? This question involves so many cultural, historical, and social issues that it will take a lot of time and effort for relevant institutions to formulate the question adequately, not to mention to answer it. In this paper, the complicated contexts that pose challenges for the integration will be presented first. The short history of Christianity, multi-denominational setting, various demands posed on Christian institutions of higher education, and the discrepancy between East Asian philosophy and Christian faith create dynamics unprecedented in Western countries. Second, the experience and effort of Handong Global University will be introduced and analyzed. Although the curricula of “Faith and Worldview” and “Basic Learning” have been revised several times, there are still many remaining challenges concerning the integration of Christian faith and liberal arts. Finally, an observation will be made concerning how those challenges are dealt with by other Christian institutions of higher education in Korea and Japan.
Special Session. Improving Teacher Education for Quality Education in Cambodia

1. An Analytical Framework of Educational Development and Reform in Developing Countries: Interaction Among Actors in the Context of Decentralization, Yasushi Hirosato (Sophia University, Japan)

2. Teacher Policy Action Plan – Cambodia, Dy Samsideth (Ministry of Education, Youth and Sports, Cambodia)

3. Higher Education Reform in Cambodia: The Case of Royal University of Phnom Penh, Yonghwan Bang (Higher Education Quality and Capacity Improvement Project World Bank, Cambodia)
An Analytical Framework of Educational Development and Reform in Developing Countries: Interaction Among Actors in the Context of Decentralization

Yasushi Hirosato
(Sophia University, Japan)

In some countries, sector program support using SWAp/PBA has already moved on from the adoption stage to the implementation and assessment stages. In these stages, the overall structure of the education system or the actions of the actors in the education reform process should be analyzed, with analysis using a political economy approach surveying the interaction and dynamism among actors (Corrales 1999; Crouch and Healey 1997; Crouch and DeStefano 1997; Hirosato 2001; Moulton et al. 2001; Pandey 2000; Williams and Cummings 2005). In other words, we must elucidate how decentralization progresses or how transaction costs can be reduced in the context of mutual interaction among the diverse actors who undertake the education reform process. However, research efforts adopting such interest are as yet few and far between. Therefore, this study aims to propose a framework for analyzing the interaction among actors in the educational development and reform process of developing countries with particular recourse to a political economy approach. Countries of Indochina as illustrations to investigate the applicability of the analytical framework hereby proposed. The focus of investigation is on how political actors relate to each other in the process of decentralization.
Teacher Policy Action Plan – Cambodia

Dy Samsideth
(Ministry of Education, Youth and Sports, Cambodia)

The Ministry of Education, Youth and Sport (MoEYS), under the Framework of the National Strategic Development Plan of the Royal Government of Cambodia, developed the Education Strategic Plan (ESP) 2014-2018 with the ambition to develop human capital to lead the transformation of Cambodia to an upper-middle income country by 2030 and a developed nation by 2050. The key factor in student learning is high quality teachers, while the prerequisite to developing the teaching force is high quality preparation, recruitment, placement, support and assessment of each teacher with supportive legislative instruments. Currently, the most pressing issue for both MoEYS and its relevant partners is how to attract academically sound, committed, and competent students to enter the teaching profession. Success in recruitment and training of teachers is the key to fundamentally reforming the teacher training system and ensuring that the status and roles of the teaching profession rises significantly.

The first step in reforming the national teacher recruitment and training system was the Teacher Policy approved by MoEYS in May 2013. It outlined the broad policy goals, objectives and general strategies to be pursued. As the next step, this Teacher Policy Action Plan (TPAP) was formulated, aiming to provide clearer direction for systemic reform and implementation. It includes concrete programs, activities, timelines, expected outcomes, and projected budget for implementation from 2015-2020. The aims of the TPAP are:

- Establish a new vision for the teaching profession in Cambodia
- Improve the education quality at all school levels
- Reform all teaching education institutions (TTCs, higher education institutions, etc.)
- Raise the status of the teachers, both financially and socially
- Fundamentally change existing practices in teaching and learning resulting in higher levels of student achievement
- Ensure involvement, commitment and a common vision from all stakeholders and development partners
- Lay the foundation for further deep reforms in teacher education post-2020.
Higher Education Reform in Cambodia: The Case of Royal University of Phnom Penh

Yonghwan Bang

(Higher Education Quality and Capacity Improvement Project World Bank, Cambodia)

Cambodian Higher Education is entering a new phase in its development. After two decades of rapid almost unregulated growth, tertiary enrollments have reached 16% of the 18-23 age group and the sector is positioned at the beginning of a transition from elite to a mass system (Trow, 2005). This growth was mainly due to the expansion of for-profit private Higher Education Institutions (HEI) and the transformation of many public sector HEIs into Public Administrative Institutions (PAI), a semi-autonomous status that resulted in significant increases in student intakes. There are now over 105 HEIs of which about 40% are public HEIs. But this rapid expansion was narrowly commercial in nature with most private HEIs focused on business related courses misaligned with societal and development needs.

Given this reality, RUPP has clearly been chosen to play a central role in the reform agenda for higher education. Therefore, after a brief outline of the proposed reform agenda, and situating the current changes in the wider policy making context, the focus of this study will be a critical analysis of how RUPP, one of the oldest government HEIs, is responding to the challenges of reform.
Special Session. Educational Administration 2: Changes in governance and collegiality culture after corporatization of National University

1. Corporatization of National University and the Influence on Organizational Culture and Management Style in Japan, Tsukasa Daizen (Hiroshima University, Japan)

2. How Neo-Liberalism Has Affected Taiwan's Higher Education, Chuing Prudence Chou (National Chengchi University, Taiwan)

3. Developing Management Capacity of Senior Managers: Japan’s Challenge, Shuai Wang (The University of Tokyo, Japan) & Akiyoshi Yonezawa (Tohoku University, Japan)

4. Changing Trends of Governance and Academic Culture in East Asia, Jung Cheol Shin (Seoul National University)

5. University Governance Reforms and Their Impact in Japan, Jun Oba (Hiroshima University, Japan)
Corporatization of National University and the influence on Organizational culture and management style in Japan

Tsukasa Daizen
(Hiroshima University, Japan)

In 2000, Ministry of Education in Japan where the review of the structure of the national university was demanded from as a part of the financial reform of the government, established an investigation review meeting. This review meeting argued about the structure of the national university mainly and submitted a report in 2002. Based on the report, the structure of the national university was discussed in the Diet, and, in July, 2003, "a national university corporation law" was passed. A juridical person was given to all 87 national universities in April, 2004. It was thought for a national university that the corporatization of National university demanded the financial independence for the university and invited the weakening of the management base, and could encourage the loss of various special privileges which was enjoyed as a national university. A purpose of this study is to clarify what kinds of influences the corporatization of National university has on the organizational culture and administration style from a change of the consciousness of academic staffs.
How Neo-Liberalism has Affected Taiwan’s Higher Education

Chuing Prudence Chou
(National Chengchi University, Taiwan)

Taiwan also experienced an unprecedented expansion in universities and student enrollments as a result of public elections and economic deregulation. Following this expansion, private higher education institutions came to outnumber public; the latter traditionally have enjoyed more resources and social prestige. Yet with the global influence of neoliberalism, which focuses on privatization and gives privileges to the market economy, more and more universities are considered to be fee-charging and public institutions are suffering from shrinking government funding thanks to the expansion of higher education. The consequences of neoliberalism in Taiwanese higher education have been mixed. Nevertheless, these results may provide valuable lessons to those countries whose universities are also in the process of transformation and expansion.
Developing Management Capacity of Senior Managers: Japan’s Challenge

Shuai Wang, Akiyoshi Yonezawa*
(The University of Tokyo, Tohoku University*, Japan)

The development of management capacity among universities is a global challenge under the rapidly changing environment surrounding the universities. The Japanese government and universities are also trying to develop the management capacity of universities by strengthening the decision-making power and supporting the organizations of university presidents. However, no clear vision has been provided on assurance and enhancement of sufficient competences necessary for the senior university managers, for whom the training systems and qualifications are relatively underdeveloped in Japan. This study investigates the kinds of competencies that are expected for senior managers in decision-making and how these enhance their skills for management development. Through a questionnaire survey for university senior managers, we identify the expected competencies, training opportunities and experiences of university managers especially focusing on the Japanese case.
Neoliberalism is adopted and institutionalized differently depending on institutional and higher education contexts in each country. One characteristic of the neoliberal reform in East Asia is ‘incorporation’ of national university, which provides much autonomy to national universities through providing public corporation status to national universities. Higher education policy is hardly understood without understanding the structural changes because governance change is at the core of higher education reforms. However, structural forms of new governance differ across countries depending on institutional and higher education contexts. The different policy approach across countries might be explained from a perspective of historical institutionalism and the growing similarities across countries are from a sociological institutionalism perspective. These two theoretical perspectives provide lens to interpret and understand institutional changes under the neoliberal reforms. Based on the policy discourses and case studies, this presentation develops governance discourses to a view from global higher education, then interpret the governance changes from a theoretical perspectives—historical institutionalism and sociological institutionalisms—to explain similarities and differences between the selected five higher education systems in East Asia. Finally, this presentation further develops how the incorporation brings changes in funding and institutional practices.
University governance reforms and their impact in Japan

Jun Oba
(Research Institute for Higher Education, Hiroshima University, Japan)

In Japan, the government has been requiring universities to reform their governance structures and practices. In 2014, the relevant laws were revised so that university governance would be streamlined. This reform is fully in line with a series of policies for university management reform, putting emphasis on the presidential authority. However, the policies have been regarded as ineffective. The present research, after summarising the effects of the reform, will analyse factors, in relation to university governance, that improve its effectiveness, based on a questionnaire survey concerning institutional characteristics, locus of decision, organisational climate, instructional activities and learning outcomes of the students, conducted among the faculty deans in 2015. This study provides a deeper understanding of the influence of organisational culture in enabling better student learning outcomes and suggests that each university should find ways to improve its management taking its organisational culture into consideration.
Session 1. Digital media and learning in the global age

1. Developing a Research Framework for Digital Learning for Development, Cher Ping Lim (Hong Kong Institute of Education)

2. Instructional Strategies of Smart Support System for Creative Problem Solving (S3CPS) in Engineering Education, Cheolil Lim, Miyoung Hong, Chanmi Lee, & Hyeongjong Han (Seoul National University, Korea)

3. Predicting the learning achievement of Korean teachers in distance education: A learning analytics approach, Yujin Park, Jihyun Sung, Yoon Kang Kim, Young Hoan Cho (Seoul National University, Korea)
Developing a Research Framework for Digital Learning for Development

Cher Ping Lim
(The Education University of Hong Kong, Hong Kong)

This presentation shares the key findings of a global review of current research on digital learning in addressing equity, quality and efficiency issues in the education sector. The review is supported by the IDRC and DFID and forms part of Digital Learning for Development (DL4D) programme. It considers research conducted across the education spectrum and covers a range of topics related to DL4D such as teacher development, education content, gender equality and inclusive education, and includes emerging technologies, open and distance learning and game-based learning. It also covers the research spectrum from scholarly research to practice-oriented action research, monitoring and evaluation and private sector-supported research and development. It is hoped that these insights will open up a conversation on a research framework for DL4D that is global in scope yet mindful of the experiences of the South.
The purpose of the study was to develop design strategies for applying Smart Support System for Creative Problem Solving (S$^3$CPS) and identify its effects in engineering education. The importance of improving creative problem solving ability has been raised in the engineering education. Team-based activities and team projects are being actively used for the development of creative talents in the field of engineering. Among the various approaches to enhance creativity, CPS model has been considered one of the most effective models. Smart Support System for Creative Problem Solving is an online system which was developed to support creative problem solving activities based on the CPS model. In order to effectively utilize the system in an engineering course, we developed a set of instructional design strategies based on analysis of the course and S$^3$CPS. The principal strategies were as follows: ‘providing a blended learning environment integrating traditional face-to-face environment and on-line environment’, ‘offering a practical engineering assignment’. By applying S$^3$CPS over two semesters, three application approaches of S$^3$CPS were identified. Also, responses of students were examined on the strength, weakness and improvement of S$^3$CPS. The major strengths are as follows: ‘helping for the systematic procedure of project’, ‘promoting the participation of team members’. For the major improvements, flexible adjustment of processing time according to the class in progress and selective implementation of detailed activities appropriate to the situation were suggested.
Predicting the learning achievement of Korean teachers in distance education: A learning analytics approach

Yujin Park, Jihyun Sung, Yoon Kang Kim, Young Hoan Cho*
(Seoul National University, Korea)

In distance education, learning achievement depends on clarifying learners’ online learning behaviors and providing appropriate actions. Recently, a number of studies applied to web-log data in Learning Management System (LMS) have been conducted to understand and predict learning achievement. Meanwhile, the number of teachers who have taken online teacher training courses is on the rise due to the characteristics of online learning; it is still not fully understood to predict teachers’ online learning achievement in Korean teacher education. Especially, it is hard to find studies verifying teachers’ learning patterns and relationships between their online learning behaviors and the learning achievement in a short-term period and informal online learning environment. The purposes of this study were to investigate teachers’ online learning patterns and to predict the learning achievements with online learning behaviors through analyzing the web log data in distance education for teachers. For these purposes, this study collected 438 teachers’ online behavioral data from the LMS in an online course for two weeks. The dataset included (1) total login frequency, (2) login number of days, (3) login regularity, (4) posting frequency on board, (5) playback time of video lectures, (6) playback frequency of video lectures, and (7) playback regularity of video lectures. With total seven variables regarding online learning behaviors and learning achievement, hierarchical clustering method and multi-regression analysis by enter method were implemented. According to the results, teachers mainly studied during the day time from 7 am to 10 am or from 1 pm to 2 pm. Overall trends of online learning patterns were increasing as the end of the learning period approached. Also, three specific clusters were derived (n1=92, n2=49, n3=297): low online learning behavior and low learning achievement, middle online learning behavior and middle learning achievement, and high online learning behavior and high learning achievement. The results of the multi-regression analysis showed that the prediction model explained 63.7% for learning achievement. Among the seven variables, login number of days, posting frequency on board, and video lecture study frequency were significant indicators of learning achievement. The results are discussed along with their implications for improved online learning behaviors and achievements through proper interventions in distance education for teachers.
Session 2. Trends in counseling research (KCA)

1. Trends in Counseling Research: Career and Work Counseling, Ae-Kyung Jung (Gyeongin National University of Education, Korea)

2. Current Trends in College Counseling, Young-An Ra (Handong Global University, South Korea)

3. Current Status and Future Challenges of Academic Counseling in Korea, Ji Hae Lee (Korea University, Korea)

4. Current Research Trends in Counselor Education, Hongryun Woo (University of Louisville, USA)

5. Current Research Trends in the School Counseling Fields of South Korea and America, Nanseol Heo (Seoul National University of Education, Korea)
The current article aims to provide a brief overview of the current research in career counseling and discuss its future direction. As an applied social science, career counseling is a field that is strongly influenced and challenged by changes and needs of the outer world. Counseling professionals, including researchers and counselors, have worked diligently to address social needs and help individuals and clients better navigate the world of work (e.g., Tate et al., 2014). Furthermore, career counseling professionals have raised their voices to make the unheard heard, address the challenges, inequality, and discrimination that people experience in educational and work settings, and suggest necessary interventions (e.g., Yang, Lee, Song, & Lee, 2016). In this presentation, I will briefly address the major changes in society and world of work that almost required career counseling professionals to transform their traditional approaches. Then, from a review of the major career-related journals, four emerging themes will be discussed with relevant studies. Finally, suggestions for future studies will be provided, especially in relation to the Korean society.

Changes in Society and World of Work

Many career theories and research, which were mostly developed by European-White upper-middle class American men, were built upon six hidden assumptions (see Flores, 2014 for more review): “universality, individualism and autonomy, affluence, the structure of opportunity open to all who strive and the myth of meritocracy, the centrality of work in people’s lives, and the linearity, progressiveness, and rationality of the career development process” (Flores, 2014, p.53). However, the continuing global economic recession that is occurring within the developed countries has shifted the world of work; high unemployment rates, particularly for young adults, a crisis of the middle-class, economic inequality (e.g., economic polarization), frequent layoffs, and high immigration rates are commonly observed. Therefore, those conditions challenged the effectiveness and practicality of the traditional career theories and interventions that focus on linear career-decision-making and person-environment match and motivated counseling professionals to develop new approaches that help people better survive and strive the changed society (Blustein, 2001; Blustein et al., 2002).

Four Themes in the Current Career Literature

Career counseling professionals have attempted to address the aforementioned social changes in several ways. The present study identifies four major themes that have been emerged in career literature: career adaptability, multicultural career studies and diverse groups, career versus work, and the intersection and interactions of work and other life domains.
The first theme, career adaptability, refers to “the quality of being able to change, without great difficulty, to fit new or changed circumstances” (Savickas, 1997, p. 254). Originally from Super’s life-span theory, career adaptability emphasizes helping clients better prepare to cope with changes and to promote the “planful attitudes, self- and environmental exploration, and informed decision making” of clients across life spans (Savickas, 1997, p. 254). Recently, more studies on career adaptability have been published, fueled by a series of articles that examined the construction, cross-cultural validation, and reliability of Career Adapt-Abilities Scales across 13 countries, including Korea (e.g., Savickas & Porfeli, 2012; Tak, 2012; Tolentino et al., 2013).

The second theme is the influence of multiculturalism on career studies. Multiculturalism is now considered one of the big waves in psychology, including within behaviorism and cognitivism (Sharf, 2014). With increased awareness of human rights and the power of education, many theories and studies have been criticized for their approaches and understandings that only reflect the experiences of the majority groups and invalidate, if not ignore, minority groups (Flores, 2014). Similarly, career literature has overwhelmingly studied the career and work experiences of the majority groups (Thomas & Alderfer, 1989). In addition, many career theories and models that were developed in one cultural context were applied to another cultural context without the appropriate evaluation or consideration of cultural differences and similarities (Fouad, 1993; Rounds & Tracey, 1996). Therefore, the development of new theories and the examination of cultural differences have received growing attention in career literature (e.g., Brown, & Segrist, 2016). One good example is the Social Cognitive Career Theory (SCCT: Lent, Brown, & Hackett, 1996; 2002), which has been expanded to address the different social identities of individuals and their impact on career-related variables, such as outcome expectations and self-efficacy, among diverse groups (e.g., Flores & O’Brien, 2002).

The third theme is career versus work. From the work of Blustein (2001), who argued for a shift from career to work, the increased acknowledgement of a varying level of work volition challenged the notion of a career, which often implies choices and advancement (e.g., Cheung, Wu, & Yeung, 2016). The efforts to differentiate work from career appear to contribute to an increased interest in work experience. In particular, work meaning, mattering, and dignity are listed as the core constructs of work experience (Blustein, 2011). For instance, Jung (2015) and Jung & Heppner (in press) have investigated the theoretical framework of work mattering and developed a Work Mattering Scale.

The last theme is the intersection and interactions between work and other life domains. With the increased employment of women and a widespread family-centered life style, work-family interface studies, including work-to-family/family-to-work conflict and enrichment, have gained continuous attention from counseling professionals who study work of adults (Whiston & Cinamon, 2015). In addition, career studies that address unpaid work at home, either directly or indirectly, are slowly growing with relational approaches to career counseling (Blustein, 2011; Jung & Heppner, 2015; Richardson, 1993; Schultheiss, 2009).

**Future direction**

Based on the preceding themes in the current career counseling literature, several suggestions and
implications for practitioners and researchers were identified for future direction.

First, more studies on career adoptability and readiness among diverse populations in South Korea are needed. A growing number of Korean studies have addressed career adoptability of college students (e.g., Park & Lee, 2015), yet more discussion around the meaning of career adoptability in the Korean context as well as career adoptability of other risk groups, such as early retirees and non-college populations, are strongly needed. In particular, the development and examination of well-designed career intervention studies for specific groups are critical. For example, given the high unemployment rates among young adults, it would be important for career counselors to not only educate young adults about career exploration and the job search process, but also provide psychological support for uncertainty and insufficient opportunities. In addition, career interventions for the elderly, the fastest growing population in Korea, will be crucial.

Second, the career needs and difficulties of diverse groups, such as North Korean refugees, LGBTQ, people with disability, and marriage immigrant women and their children, should be researched. A recent Korean career literature review study highlighted the issue of convenient sampling, such as college students or adolescents in middle or high schools (Jo, Kim, & Yi, 2009). Thus, career counseling professionals should be encouraged to investigate the career and work issues of diverse individuals by utilizing a theoretical framework that appreciates individual agency within the sociocultural contexts. For example, several theories and models, such as the ecological perspectives (Cook, Heppner, & O’Brien, 2002), SCCT (Lent, Brown, & Hackett, 1996; 2002) or the Race, Gender, Social Class Model of Career Development (Heppner & Jung, 2013), can be useful as a foundation for a nuanced understanding of different groups who may differ from experience in educational and work settings to accessibility to the career- and work-related services.

Third, it would be critical to investigate work mattering and dignity among those who work in Korea. The recent alarming incidents that reveal social stratification and discrimination at work and the inhumane (unsafe, harsh) working environment and conditions in Korea, such as the accident at the Guui subway station, clearly demonstrate that many working individuals are struggling with work mattering and dignity. Studies on the impact of work mattering and dignity on psychological and vocational wellbeing can promote social understanding of people’s work experience, especially for those whose work is insufficient protected by social welfare system. Given that a remedy for the issue is urgently needed yet the issue is rarely studied, this program of research would progress the awareness and knowledge of career and work counseling in Korea.

Finally, studies with comprehensive career and work frameworks that include not only paid work but also unpaid work may be beneficial and could possibly lead to better understanding of the whole-person work experience of individuals, particularly women (Blustein, 2011; Jung & Heppner, 2015; Richardson, 2009; Schultheiss, 2009). The recent cross-national and domestic statistics present striking indices related to the low childbirth rate and high unemployment of young women with children, and the highly unequal distribution of housework and childcare between couples in Korea (e.g., OECD, 2013). However, almost none of the career studies have directly addressed the impact of unpaid work at home on work- and psychological well-being of women and men, which is particularly relevant to Korea. Therefore, future studies should investigate and explore these important issues to better understand the work experience of individuals.
Conclusion

The present study provides a concise review of the current trends in career counseling literature and suggests future direction for research and practice. Career counseling is one of the areas that led to the development and expansion of counseling in Korea (Kim et al., 2010). The recent trends that aim to embrace the needs of diverse groups in the changing society can provide the necessary fuel for counseling professionals to work with a wide range of individuals whose work and careers have been understudied.

References


Current Trends in College Counseling

Young-An Ra
(Handong Global University)

The college counselors who are working in counseling centers in university support their higher education institutions’ missions by assisting students to work through psychological and academic issues that may affect the personal development and college graduation (Dungy, 2003). More specifically, those professionals cover issues of students’ wellness, college adjustment, and mental health needs including coping, problem solving skills, and decision-making strategies. Over the decades, college and university counseling has experienced periods of growth and development, since the current period has been characterized by increasingly demanding students’ needs (Watson & Schwitzer, 2011). As Bishop (2006) stated, college counseling centers function in an environment that has experiences frequent change and various dynamic. Counselors working in college and university counseling centers thus need to continually adapt to current trends in higher education institution to maintain their effectiveness (Smith et al., 2007).

A Paradigm Shift for College Counseling

According to Gallagher (2011), the number of college counseling services provided to students has been rapidly increased. Although the variability of the counseling services has been successful for the students, there still are difficulties that college counseling centers are facing. One of the remarkable challenges is the imbalance between students’ needs and useful resources in college and university. Hardy, Weatherford, and Locke (2011) indicated that counseling centers have tried to address this disparity between students’ demand and available resources in new and innovative ways. For instance, rather than focusing on traditional counseling styles and formats, college counselors have emphasized alternative ways of support to meet the students’ demands and handle the unique characteristics of college students (Boone et al., 2011). Therefore, college counseling professionals are now using diverse strategies, and interventions which are usually demand in community mental health setting, such as community outreach programs, community education, and psychiatric
consultation and referral (Rudd, 2004).

Additionally, in South Korea, college counseling professionals also suggest a new approach to dealing with the growing concerns of college students. One of the huge paradigm shifts for college counselors is focusing on prevention in addition to treatment. College counselors have recognized the important role of preventive counseling for increasing psychological and academic problems of college students. Therefore, developing effective preventive programs for college students would be helpful to assist those students who are struggling with various issues in campus.

**Changing Population of College Counseling**

As Bishop (2006) mentioned, university and college counseling centers has experienced huge changes and one of the noticeable changes has been in students’ demographics. An increasing number of multicultural students are now highly visible on university campus. This increasing diversity of the students’ population thus has become an important factor, so that university counseling centers will need to address this multicultural issues in the services (Lafollette, 2009). Universities in Korea also have accepted more students of varying cultural backgrounds, for instance, the number of international students in Korean universities reached 84,891 in 2014. The growing movement of multicultural students creates more culturally diverse campuses in South Korea. Therefore, it is essential for college counselors to develop their multicultural competency for culturally diverse clients.

Another remarkable change has been in the overall mental health of college students. Scholars have highlighted that students are presenting the severity of mental health issues and needs for counseling services. Therefore, not only providing developmental and preventive counseling services, college and university centers need to go beyond the original roles to help students’ increasing severe mental illness and developing crisis plans (Lafollette, 2009).

**Addressing the Challenges in Higher Education**

Although there has been a growing number of students appearing on campuses, Aud et al. (2012) noted that many students in higher education institutions do not persist through graduation. Watson (2013) mentioned that students’ drop-out and stop-out issues are by no means a recent phenomenon. Therefore, the retention is a critical challenge that universities and colleges need to deal with (Braxton, Bray, Berger, 2000). Student affairs professionals and higher education administrators are trying to ensure students success in campus
by committing significant resources and efforts. Even though the reasons why college students choose not to persist vary by individual, main factors that may prevent institutional drop-out are students’ social integration and academic adjustment (Tinto, 1993). To increase the students’ academic pursuit, an important resource can be college counseling. Coll and Stewart (2008) demonstrated the significant role of college counselors for those students and indicated that the counseling professionals can play an important role in the students’ retention process. Therefore, building relationships with students, understand their academic and personal backgrounds and goals, educating them about institutions, walking them through required processes, and finally motivating them to persist their higher education can be another important role of college counselors.

Conclusion

In order to help college students struggling with their psychological and academic issues in the institutional context which may affect on their personal development and academic performance, college counseling professionals need to recognize the current trends in college counseling. Understanding these trends will help the professionals effectively work with those students and make vital contribution to their practice.

Reference


1. Introduction

Academic achievement is crucial for students since positive outcomes from high academic achievement contributes to their successful development and a wider range of opportunities for career choices. Especially in Korea, studying hard is highly valued and appreciated by parents and teachers as well as the student himself/herself. It is a shared belief that academic success is believed to accompany higher socioeconomic status (Hwang, 2001).

Adolescent students in Korea spend around 5 hours in school (Ministry of Statistics, 2016), and a majority of high school students usually go to school from 8 o’clock in the morning until 10 at night or leave school earlier only to attend private education to prepare for college entrance exams. Academic competition is high among Korean students too, which can be explained by statistics showing that around 73.2% of Korean adolescents attend private education services to improve their grades in school (Ministry of Health and Welfare, 2013). Even after they enter college, Korean students still compete for higher grades since they believe higher GPAs will help them to get a well-paying job and achieve occupational and economic success. Not only Korea but also many other countries, there is an increased need for the field of academic advising (a.k.a. academic counseling) to help students succeed in their academics (Frost, 2000; Kuhn, 2008).

Responding to these growing needs for educational productivity from students, many universities developed programs to provide individual psychological help to students and educate them to utilize effective study skills. In the U.S., most universities operate an academic advising office specialized for academic advising. Korean universities have a Center for Teaching and Learning, which take charge of various learning issues of the students. Most implemented a brief-counseling model for learning issues named as academic counseling (e.g. Seoul National University, and Dongguk University). Other schools adopted similar programs but with different names such as academic coaching (e.g. Korea University, and Hanyang University), consulting (e.g. KAIST, Pohang University of Science and Technology, Hansung University, and Kangwon University) or even clinic (e.g. Catholic University of Korea, and Kongju National University). These programs involve a series of assessment tools related to the student’s learning difficulties and having follow-up sessions to interpret psychological assessment results to the student and help the student apply learning skills.

2. Review of the Literature

Services provided by academic counseling programs deal with cognitive, emotional, and environmental factors of the individual that may affect the learning process.
First of all, the cognitive domain consists of learning strategies that learners perform to acquire and save information. It also includes skills on retrieving previously learned contents and apply it to fit his/her needs. Research focuses on educating learners on reading and listening strategies as forming context through pre-existing knowledge, finding the core idea (Lim, 2016), utilizing their metacognitive strategies to help students evaluate and plan about their learning process (Park, & Choi, 2012), and improving memorizing skills (Ju & Kim, 2016). Counseling programs were also developed to educate students on these issues (Kang, 1997).

Secondly, the emotional domain includes attitudes, motivation and values on learning (Smith & Ragan, 1999). Researchers work on increasing motivation through various methods such as encouraging self-directed learning (Yoon & Park, 2014), making learning fun and meaningful (Yoon & Kim, 2004), trying to alter thoughts associated with negative emotions (Lee, 2006), or intervening on behaviors as test anxiety (Kim & Kim, 2009), or academic procrastination that hampers learning (Kim, 2013). Some research dealt with students on academic probation and searched for their characteristics (Ju, Kim & Won, 2012) and how to assist them to continue their education. (Kim, Kim, & Park, 2014).

Last but not least, intervening on environmental factors involve recruiting and managing internal/external resources. This can be about effective time management (Han & Lee, 2013), creating an environment for better concentration, or seeking instrumental/emotional support from family, friends and teachers (Kim, Kim & Park, 2012; Kim, Na, Kwon, 2014). Meanwhile, intervention on environmental factors also includes identifying unhelpful influences that may come from home, school, peers, or community and searching for ways to compensate for it (Kong, 2011).

3. Future Challenges for Academic Counseling Research

The field of academic counseling is currently expanding in Korea. However, related research is yet focused on the general population rather than smaller groups which have specialized needs: international students, disabled students, professional athletes, part-time students, or even students attending cyber universities. Future research should consider diverse contexts of learning and guide academic counselors to adjust their methodology and resources to address their specific needs. Since students in the minority group are less exposed to these academic services, continuous advertisement s needed and counselors should constantly find channels for communication.

Secondly, academic counselors need to be brought down to the level of students and understand their way of communication to better connect with them. Nowadays, communication methods within individuals are changing from face-to-face into e-mails, SNS, chatting and other indirect ways rather than face-to-face direct communication methods. By utilizing modern technology of internet and smartphones, both students and counselors can benefit in means of communication and more readily search for academic resources for students. Diverse means of communication could increase the accessibility of academic counseling while invoking new challenges such as privacy issues, and building rapport between the student and the counselor.
References


Lim, U. (2016). The Differences of Using Amount of English Listening Strategies of Female & Male Students in


Counseling as a Profession: Establishing Professional Status

The counseling profession has evolved over the past few decades. Since 1900, when the first systematized guidance was used in public schools (Calley & Hawley, 2008), the profession of counseling has advanced through the development in credentialing, accreditation, and ethical standards (Gale & Austin, 2003). One specific advancement has been an increase in the various types of counseling specialty programs, such as mental health counseling, school and community counseling, marriage and family counseling, and personnel services for college students (Hosie, 1989).

Another significant advancement has been a constructive efforts made to clarify counseling professional identity as related to the profession as a whole (Calley & Hawley, 2008; Gale & Austin, 2003; Gladding & Newsome, 2004; Myer, Sweeney, & White, 2002). Although increased sub-specializations in the counseling profession are valuable from several standpoints, these multiple sub-specialties have occasionally resulted in rifts within the counseling field (Gale & Austin, 2003) by making it difficult to forge a unified professional identity (Calley & Hawley, 2008). As a result, there has been an increasing awareness of the importance of shared professional identity that both encompasses sub-specialties in the counseling profession and promotes a sense of “unity through diversity” (ACA, 2002).

Importance of Professional Identity

Having a clear sense of its own identity is essential for the counseling profession to flourish. Professional identity refers to a core set of beliefs, values, and assumptions about the distinctive characteristics of an individual’s chosen profession that distinguishes it from other professions (Weinrach, Thomas, & Chan, 2001). On a basic level, the words ‘professional identity’ in the counseling field includes who professional counselors are, what they do, how they are different from other helping professionals (e.g., counseling psychologists, social workers, and psychiatrists), and further, how they are trained in terms of job qualifications and licensure. The advantages of having a strong professional identity include ethical performances, promoted wellness, and increased awareness of roles and functions among individual counselors (Grimmit & Paisley, 2008; Ponton & Duba, 2009). A deeper understanding of professional identity at the individual level influences cohesive professional identity and the profession’s future (O’Bryant, 1992). Myers, Sweeney, and White (2002) highlighted advocacy efforts achieved by counselors who have strong professional identities essential to maintaining the professional status of the profession such as by enhancing a professional image of the profession (Borders & Benshoff, 1992) and to planning the future of counseling like making an effort to work towards promoting quality (Pedersen & Nisenholz, 1999).
History of Professional Identity Issue in Counseling

The ACA has played a major role in promoting identity and professionalism in counseling. The ACA has initiated a task force to help create comprehensive strategic approaches for the future of counseling (Gale & Austin, 2003). In its golden anniversary year of 2002, ACA celebrated with the theme of “Unity Through Diversity.” Under this theme, ACA restarted the discussion over counseling’s unified identity and its relations with other mental health professions (ACA, 2002). In 2006, the ACA delegates, representing 29 major counseling organizations, created a common definition of counseling in its 20/20: A Vision for the Future of Counseling: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (ACA, 2010). Along with this definition of counseling, which is a great first step in getting the profession on the same accord, the delegates have also released seven Principles for Unifying and Strengthening the Profession in 2008. Of the principles, sharing a common professional identity among counselors is identified as the first critical principle in moving the counseling profession forward (ACA, 2010). These efforts that the ACA made to determine what the counseling profession should be envisioning have been another milestone in the discussion of professional identity. Furthermore, this initiative calls on counselor educators and professional counselors to recognize changes essential for the sustainability and progress of the counseling profession.

The efforts to develop and strengthen a clear, unified professional identity within the profession have been also evidenced in the curricular requirements formulated by the CACREP (Calley & Hawley, 2008). Professional development rests on deliberate efforts to instill the values, attitudes, and behaviors expected of future counseling professionals in trainees (Choate, Smith, & Spruill, 2005). CACREP standards (2000) reflected this emphasis by instituting a professional orientation into the profession as one of the core knowledge areas mandatory in the graduate curriculum. The standards specify that a professional orientation course should focus on an in-depth understanding of the counseling profession, including its history, ethical standards, professional roles and responsibilities, associations, credentialing processes, and public policy processes (Choate et al., 2005). Further, CACREP standards (2000) articulated that counselor educators should develop and implement systematic procedures in gauging individual students’ professional development throughout their progress in a counselor education program.

Finally, professional identity of counseling remains a current, salient topic among counselor educators, shown by continuing discussions among those who are members of a professional on-line community, Counselor Education and Supervision Network (CESNET-L), in the counselor education field. Through this electronic mailing list, counselor educators and professional counselors have been constantly discussing and debating topics of counseling’s professional identity. Topics discussed varied from a counseling philosophy and orientation that distinguishes the profession from other helping professions to whether faculty members in counselor education programs should possess doctorates in counselor education. Over 70 individuals then posted their responses. Other topics associated with professional identity, such as 20/20: A Vision for the Future of Counseling, the importance and meanings of CACREP accreditation, educational standards and training, credentials and licenses, and advocacy efforts for the profession, also were frequently discussed within this
current community.

Current Research Trends in Counselor Education: Counselor Professional Identity

Defining Professional Identity. Although the existing definitions of professional identity are inconsistent, attempts to define it and to identify its elements are well documented in counseling literature. Moore-Pruitt (1994) described professional identity as a part of ego and defined it as “an integration of theoretical orientation and methodology that is consistent with the counselor’s personal values and beliefs; the counselor is authentic” (p. 34). She also depicted counselor identity as “a measurable domain of ego identity that individuals formulate much as they formulate religious, political, and gender role ideologies” (p. iii). Building another definition, other researchers explained that professional identities are established as counselors cultivate attitudes about their professional roles, involvement within the profession, ethical standards, and learning styles that reinforce higher level cognitive functioning (Skovholt & Ronnestad, 1992; Vanzandt, 1990). In line with the definition of professional identity articulated by Brott and Myers (1999), Weinrach and his colleagues (2001) described identity as “a core set of values, beliefs, and assumptions about the unique characteristics of one’s selected profession that differentiates it from other professions” (p. 168). In particular, they emphasized an aspect of identity in terms of what distinguishes counseling professionals from other mental health care professionals. Similarly, Gray (2001) explained that professional identity is “understanding and having a sense of pride in one’s profession…essential both for one’s own internal satisfaction with one’s chosen career and for the continued societal recognition of the profession” (p. 12). Others (Gladding & Newsome, 2004) defined professional identity under which the use of a certain approach to counseling practice is used. Likewise, Puglia (2008) defined professional identity as consisted of three elements, including “agreement with the counseling philosophy, beliefs that the counseling profession includes activities, such as becoming licensed and certified, and professional engagement” (p. 13).

Instrument Development to Measure Professional Identity. Several researchers have attempted to measure the construct of professional identity by developing instruments. For example, Moore-Pruitt (1994) in her dissertation study developed The Counselor Identity Scale (CIS). She used the term counselor identity for this scale; however, she was intended to operationalize and measure counselors’ ego identity based on Erikson’s framework of ego identity. A few years later, Puglia (2008) created the Professional Identity and Engagement Survey (PIES) to quantify how professional identity develops in master’s level counseling students in CACREP-accredited programs, based on her definition of professional identity aforementioned. Two years later, Emerson (2010) also developed the Counselor Professional Identity Measure (CPIM) in attempt to measure professional identity of counselors. Emerson constructed her items, based on Remley and Herlihy’s (2007) understanding of professional identity that includes six components: (a) history of counseling, (b) philosophy of counseling, (c) counselors’ roles, (d) professional ethics, (e) professional pride, and (f) professional engagement. Most recently, Woo and Henfield (2015) developed The Professional Identity Scale in Counseling (PISC) to measure professional identity among counseling professionals across counseling sub-specialties and sub-populations. They conceptualized professional identity as comprising six subdomains of self-perceived ability to: (a) demonstrate knowledge of the profession; (b) articulate philosophy of the profession; (c) establish expertise
required of members of the profession and understand members’ professional roles; (d) validate attitudes towards the profession and oneself; (e) be engaged in professional behaviors expected of members; and (f) interact with other professionals in the field.

**Research on Professional Identity Issues.** There have been a variety of research studies conducted related to the topic of professional identity in the counseling field. Many counseling professionals have studied professional identity using different groups of counseling individuals, such as counselors-in-training and their preparation programs, counseling practitioners, and counselor educators. For example, in a qualitative study with 238 practicing counselors, Mellin, Hunt, and Nichols (2011) examined how counselors define the counseling profession and how they perceive the profession as distinct from social work and psychology. The authors found that participants believed their professional identity as grounded in a developmental, preventive, and wellness approach toward helping. In a quantitative study with counselor trainees, Busacca and Wester (2006) explored the career concerns of counselors-in-training, specifically their professional development concerns. In this study, Busacca and Wester reported that approximately 83% of participants considered professional development concerns as greatly important. In a recent qualitative study with 43 counseling trainees, either from school counseling programs or marriage, family, and couples counseling programs, Gibson, Dollarhide, and Moss (2010) investigated what transformational tasks are necessary for professional identity development of counselors-in-training. They found tasks, such as personal definition of counseling, responsibilities for professional growth, and transformation to systemic identity, as necessary for the transformation of counselor professional identity.

**Conclusion**

After reviewing the literature, the need to create a consistent and comprehensive definition of professional identity was evident. Also, the review of the measures of professional identity has illustrated the need for developing an instrument of professional identity, based on the comprehensive definition. To monitor quality of services provided by professional counselors and to support the moves for increased professionalization continued research on professional identity issues is warranted.
References


39


Current Research Trends in the School Counseling Fields of South Korea and America

Nanseol Heo

(Seoul National University of Education, Korea)

1. Introduction

Scholarly journals related to the profession reflect the current practices and trends in that discipline (Blancher, Buboltz, & Soper, 2010). Thus, reviewing flagship journals in the school counseling field can inform scholars and practitioners how the movement or trends in the field has changed over time. In addition, comparing the research trends in Korea and America could shed further light to the scholars and practitioners in both nations. Along this notion, this study aims at exploring the current research trends in the school counseling fields of South Korea and America. More specifically, the purpose of this study is twofold: to provide a systemic review of the research trend in the school counseling fields of South Korea and America, and to identify the important movements or trends of the disciplines reflected in the articles.

2. Methodology

The research team examined the articles related to the school counseling published in two journals – Professional School Counseling journal and the Korean Journal of Counseling during 2011-2015. First, Professional School Counseling (PSC) journal was selected as the flagship journal of the American school counseling field, since the America School Counseling Association (ASCA), the representative association of the profession in America publishes this journal. All PSC articles were examined except for the non-scholarly articles (e.g., introduction to the special issue, editorials), and a total 100 articles were included in the analysis of this study.

On the other hand, the Korean Journal of Counseling (KJC) was selected as the journal which includes most articles related to the school counseling in Korea due to there being no specific flagship journal of the Korean school counseling field. First of all, the research team searched articles in the peer-reviewed journals during 2011-2015 with the searching term "school counseling", using the RISS database in July, 2016. The articles related to school counseling have been published most in the KJC among the rated journals by the Korean Citation Index; 410 among the 939 articles under the basic search. Then, the research team identified 220 (28.2%) articles related to the school counseling among the total 781 articles published in KJC during 2011-2015. The scope of the school counseling related articles was determined through the continuous discussion of the research team and the criteria was as follows; 1) its participants were school aged students, parents of the school aged students, teachers, or school counselors, 2) its foci was the professional issues or duties of the school counselors, 3) content analysis or meta-analysis of the studies related to the school counseling.
3. Summary of the result and discussion sections

3.1 Types of studies and research design

A comparison of the proportions of conceptual and empirical between two journals showed that KJC published much higher proportion of empirical researches; KJC=99.1%(n=218), PSC: 70%(n=70). Conceptual articles were only 0.9%(n=2) of of the identified KJC articles, while those of the PSC took up 30%(n=30). These dissimilarities may come from the differences of two journals’ basic philosophies and editorial boards’ acceptance tenets. Table 1 shows the proportions of the research design used in the identified empirical research of two journals. Small portion of the empirical research of the KJC (3.6%, n=8) was categorized neither quantitative nor qualitative, since those studies contained the properties of both categories (e.g., Q methodology, and concept mapping). One of the noticeable trends was that the heavy portion of the quantitative researches of the KJC examined the mediation/moderation effects in the relationship among the variables, while only one PSC research focused on such effects.

Table 1: Summary of Research Design Analysis Result

<table>
<thead>
<tr>
<th>Categories</th>
<th>KJC</th>
<th>PSC</th>
<th>Categories</th>
<th>KJC</th>
<th>PSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>80%</td>
<td>50%</td>
<td>Qualitative</td>
<td>12.7%</td>
<td>20%</td>
</tr>
<tr>
<td>Descriptive survey</td>
<td>4.5%</td>
<td>13%</td>
<td>Grounded theory</td>
<td>3.2%</td>
<td>1%</td>
</tr>
<tr>
<td>Comparative analysis</td>
<td>2.3%</td>
<td>2%</td>
<td>Case study</td>
<td>2.7%</td>
<td>4%</td>
</tr>
<tr>
<td>Relationships investigation Mediation/Moderation effect</td>
<td>31.8%</td>
<td>1%</td>
<td>Phenomenology</td>
<td>0.5%</td>
<td>3%</td>
</tr>
<tr>
<td>Others</td>
<td>18.2%</td>
<td>13%</td>
<td>Narratology</td>
<td>0.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Instrument development</td>
<td>9.1%</td>
<td>5%</td>
<td>CQR</td>
<td>1.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Quasi-experimental</td>
<td>7.7%</td>
<td>14%</td>
<td>Content analysis of the documents</td>
<td>1.8%</td>
<td>4%</td>
</tr>
<tr>
<td>True-experimental</td>
<td>6.4%</td>
<td>1%</td>
<td>Thematic analysis of the interviews</td>
<td>1.8%</td>
<td>5%</td>
</tr>
<tr>
<td>Meta-analysis</td>
<td>3.6%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total N</td>
<td>220</td>
<td>100</td>
<td>Total N</td>
<td>220</td>
<td>100</td>
</tr>
</tbody>
</table>

3.2 Types of Subjects

Table 2 shows the proportion of the research subjects of the identified articles in two journals. The result revealed that PSC published much more studies which examined the data collected from school counselors (34.3%, n=24), compared to the 3.7%(n=8) studies of the KJC. Even taking account of the different characteristics of two journals, KSC journals showed the numerical inferiority regarding the research of data collected from school counselors. One of the reasons of this result may come from the relatively difficult data
collection process from Korean school counselors compared to America. While many American researchers reported they reached to the school counselors through ASCA and school districts, a lack of strong school counselor networks and difficult access to the regional educational offices makes it hard for the researchers to try collecting data from Korean professional school counselors.

3.3 Content Topics

Table 3 summarizes various content topics covered in the articles of two journals. The result shows that the focus of KJC articles concentrated on understanding students and families in addition to introducing specific interventions. In particular, of the articles categorized into the symptoms and disorders, researches about internet addiction (6.4%, n=14), smartphone addiction (3.2%, n=7) and cyber bullying and violence (2.3%, n=5) were much more found among the KJC articles compared to the PSC. This trend reflects the current challenges of Korean school counselors and educators facing the students struggling with these issues.

In a relative sense, the PSC articles cover more diverse topics of the professional issues than KJC. This result is largely caused by the PSC’s characteristics, which clarifies its target profession and serves for advancing the knowledge-base of the school counselors (Wood, 2012), while the KJC focuses on generating knowledge for an academic groups of researchers. Further, this result may imply that research themes related to the school counseling in America has shifted to ‘how’ knowledges from ‘what’ and ‘to whom’ knowledges as the discipline has evolved. In addition, one of the most studied topics in PSC articles was accountability. This theme denotes the contents regarding the measurement of the effectiveness of the school counseling programs or school counselors’ competencies in this study. This result reflects the important movement in the American school counseling field as manifested from the 2003 ASCA national model. Under the influence of the No Child Left Behind Act of 2001, the leaders in the American school counseling field take the initiative in advocating the profession by reinforcing the evaluation system of comprehensive school counseling (Dahir & Carol, 2009). The result of this study shows that the PSC has responded to the call for increasing school counselor accountability.
<Table 3> Summary of Content Topics

<table>
<thead>
<tr>
<th>Content topics</th>
<th>KJC</th>
<th>PSC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding students and families</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic &amp; career planning</td>
<td>7.3%</td>
<td>9%</td>
</tr>
<tr>
<td>Socio-emotional attributes</td>
<td>39.1%</td>
<td>13%</td>
</tr>
<tr>
<td>Symptoms &amp; disorders</td>
<td>15.4%</td>
<td>7%</td>
</tr>
<tr>
<td>Multicultural issues</td>
<td>5.9%</td>
<td>18%</td>
</tr>
<tr>
<td>Parenting</td>
<td>20.9%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Understanding phenomena</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School violence and bullying</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Burnout</td>
<td>1.8%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Intervention/treatment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatments for the specific groups</td>
<td>15.5%</td>
<td>11%</td>
</tr>
<tr>
<td>Whole-school level treatment</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Professional issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School counselors’ belief and perception</td>
<td>0.9%</td>
<td>8%</td>
</tr>
<tr>
<td>School counselors’ duties</td>
<td>1.8%</td>
<td>19%</td>
</tr>
<tr>
<td>School counseling ethics</td>
<td>0.9%</td>
<td>1%</td>
</tr>
<tr>
<td>School climate and culture</td>
<td>0.5%</td>
<td>4%</td>
</tr>
<tr>
<td>Accountability</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Leadership &amp; advocacy of the profession</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Roles and perception about the profession</td>
<td>0.9%</td>
<td>0%</td>
</tr>
<tr>
<td>School counselor and training</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Etc.</strong></td>
<td>6.4%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td>220</td>
<td>100</td>
</tr>
</tbody>
</table>

*Total percentage of each journal exceeds 100%, since many articles were coded on two topics depending on the contents.*
References
Session 3. Global Citizenship Education A

1. Global Citizenship Education as Essentially Contested Concept, Yoonil Auh (Kyunghee Cyber University, Korea) & HeeJung Raina Sim (Seoul National University, Korea)

2. Global Citizenship and ODA Education in the Korean Contexts, Sunyoung Park (Korea National Sports University, Korea)

3. Global Citizenship Education Agenda Setting in South Korea: An Analysis Using Kingdon’s Multiple Streams Framework, Raina HeeJung Sim, InSun Jeon, & Rebekah HwaJin Lee (Seoul National University, Korea)
Global Citizenship Education as Essentially Contested Concept

HeeJung Raina Sim, Yoonil Auh

(Seoul National University, Korea, Kyunghee Cyber University, Korea)

Within the last few decades, global citizenship education (GCED) has emerged as an active area of research and practice in the education field. Nevertheless, scholars and practitioners are still far from reaching a universal consensus as to what it stands for. Such has generated a number of different concepts and perspectives within the field. To this extent, this study aims to build a longstanding tradition that sees this conceptual haziness and ensuing contestation as inevitable and explicable while proposing a novel conceptual understanding of the concept, which can expedite the development of structured and systematic future research. Hence, the study analyzes GCED on the basis of the theory of essentially contested concept (Gallie, 1955) and finds that a universal definition that may be accepted among contestant concepts is almost impossible. The study further concludes that the conceptualization of GCED can be associated with a cluster concept, which can serve as a conceptual tool to help improving GCED as a coherent field of research despite its contested nature.
Global citizenship and ODA education in the Korean contexts

Sunyoung Park
(Korea National Sports University)

There is a rapid increase of multiculturalism in Korea since 1990 and this kind of social change requires especially young people to develop skills and confidence in order to live harmoniously in a fast changing and interdependent world. This means Korean young people have to be equipped with a new citizenship that is different from a national and a conservative citizenship. Actually, the concept of citizenship, global citizenship and ODA are very new idea in South Korea even though those three are interconnected deeply. Global citizenship engages with distant places and different cultures, which are also applied in ODA and is very related into our daily life. Therefore, this study aims firstly to analyse the both concept of global citizenship and ODA for young people, secondly is to find out the similarities and differences of them, and finally is to discuss how the both education can be provided in efficient ways in the Korean context. In conclusion, this study will suggest how to global citizenship education involves ODA as well as national citizenship and why global citizenship should be in the centre of education and youth work for young people.
Global Citizenship Education Agenda Setting in South Korea: An Analysis using Kingdon’s Multiple Streams Framework

Raina HeeJung Sim, Insun Jeon, Rebekah Hwajin Lee

(Seoul National University, Korea)

The rapid growth of Korea's national interest in Global Citizenship Education at the end of the Education for Sustainable Development (ESD) era had brought a myriad of attention among scholars questioning its validity and direction. In this paper, the procedure of GCED related policy implementation, specifically the process of agenda-setting, is analyzed using Kingdon’s Multiple Streams Framework (MSF) that examines three separate streams: problem, policy, and political. Kingdon's model demonstrates how the coupling of the streams, as well as the critical role of policy entrepreneurs, contributed to opening the policy window for the emergence of GCED agenda in Korea. While Kingdon's model is limited in explaining the contingencies of agenda setting procedure, the variable roles of policy entrepreneurs, as well as the unanticipated or unplanned effects, this research nevertheless contends that the politicization of GCED in Korea calls for a multifaceted approach, for which Kingdon’s model opens meaningful discussions for further study.
Session 4. Educational Administration 3: International Mobility of Higher Education in Selected East Asian Systems

1. The International Mobility of Faculty Members: Focusing on the Recruitment of International Faculty Members in Japan and China, Futao Huang (Hiroshima University, Japan)

2. Improving International Mobility of Academic Programs and Campuses: Chinese and Regional Cross-Border Partnerships, Gerard A. Postiglione (The University of Hong Kong, Hong Kong)

3. Chinese Exchange Doctoral Students’ Academic Engagement Abroad: Disciplinary Difference and National Difference, Wenqin Shen (Peking University, China)

4. To Stay or to Leave? Factors Influencing International Students’ Career Plan in Korea, HeeJin Lim & Jung Cheol Shin (Seoul National University, Korea)
The international mobility of faculty members: focusing on the recruitment of international faculty members in Japan and China

Futao Huang
(Hiroshima University, Japan)

As early as the late 19th century, both Japan and China employed international faculty members to help them to form modern higher education systems. Since the early 1950s, the number of international faculty members in Japanese universities have increased in a steady and gradual way. While China began to emphasize the recruitment of international faculty members based on national policy and projects as late as the late 1990s. The purpose of this study is to discuss major reasons why both Japan and China have made efforts to recruit and employ international faculty members, why international faculty members came to the two countries, and what roles they play in local higher education institutions based on the analysis of government policies and strategies, national projects, national statistics and the main findings from interviews with individual institutions and international faculty members employed in the two countries. The study argues that because there exist remarkable differences in the context and national policies of attracting and employing international faculty members, tradition and values of culture of higher education system between the two countries, more significant differences can be found in the definition of international or foreign faculty members, objectives of recruiting international faculty members at both government and institutional levels, types of international faculty members employed in individual institutions, roles of international faculty members are expected to play, motivations of international faculty members, and their actual roles and views of their working conditions, etc. between Japan and China in recent years. The study offers implications for research, policy and practice through the two case studies.
Improving international mobility of academic programs and campuses: Chinese and regional cross-border partnerships

Gerard A. Postiglione
(The University of Hong Kong, China)

The rise of China's universities, regional cooperation, and cross-border partnerships in higher education will reinvigorate the study of international higher education. It can provide an opportunity to reconsider key policy issues such as the extent to which cross-border sharing makes higher education systems and institutions more similar or distinctly unique, more dependent or autonomous, and more or less nationally relevant in the course of globalization.

The background of the study reviews research on eastern Asian regional cooperation and cross-border partnerships programs and campuses. The research proposes selected university case studies aimed at breaking new ground in gaining an understanding of how collaboration among higher education institutions and systems can address the main challenges of economic globalization and deepen the dialogue among members of the global academy. In general, most university partnerships are aimed at improving the quality of the curriculum, instructional delivery, and/or the quality of research being undertaken at the partner institutions. Yet, these issues have been less studied as they affect China's universities. Moreover, while there are advantages to focusing on Chinese university partnerships with their counterparts in the West, regional partnerships will grow in importance as Asia moves toward the center of global production by mid-century.
Chinese exchange doctoral students’ academic engagement abroad: disciplinary difference and national difference

Wenqin Shen

(Peking University, China)

In 2007, the Ministry of Finance and the Ministry of Education set up the CSC program which sends graduate students abroad for joint training (six month to one year) or Ph.D. degrees. The project has so far dispatched a total of about 40,000 students, including exchange doctoral students and doctoral students who pursue PhD degrees abroad. Entrusted with China Scholarship Council, the task group assesses the effectiveness of the project.

Through the network platform, the research group distributed 16,000 questionnaires (so far received 5506 copies). In addition to the questionnaire, the research group carried out interviews in more than twenty universities in different parts of China.

On the basis of questionnaires and interviews, the paper intends to analyze the academic engagement of Chinese exchange doctoral students, including their classroom participation, involvement in the research project of their foreign mentors, quality of supervision, scientific cooperation with foreign mentors, participation in international conferences, and their overall assessment of the experience of studying abroad.

In addition, the paper analyzes the difference of academic engagement between countries and disciplines. Our Preliminary findings indicate that those exchange students in USA, Japan and Singapore are more deeply involved in their host supervisor’s research project. In general, students in natural sciences, engineering, agricultural studies and medicine have a higher proportion to engage in host mentors' project, with 19.2% of students in these disciplines spending largest amount of time in mentors' projects, the corresponding proportion in Humanities and Social Sciences is 7.2%.
To stay or to leave? Factors influencing international students’ career plan in Korea

HeeJin Lim & Jung Cheol Shin

(Seoul National University, Korea)

Korean government has introduced ‘Study Korea Project’ since 2004 to respond towards fast changing nature of globalized higher education system and to attract more highly skilled foreign labors. As a result, Korea rapidly became a country with the highest increase rate of international students among the OECD countries. In contrast to the rapid influx of arriving international students, those who stays in Korea after completion of their study is found to be as low as 5%. However, there has been lack of interest in finding out about the international students’ post-study mobility patterns and its related factors although such ‘stay or leave’ decision is widely acknowledged to be as important as international students’ motivation to choose a host country. Based on such point of view, this study aims to find out about the career plan of international students studying in a research-focused university in Korea. Moreover, career plan was specified into ‘work’ and ‘to continue study’ in order to find out whether there are differences in the influential power of variables based on each choice that international students make. Survey instruments was developed which contains various factors related to international students’ career decision, and total 306 sample was used for survey analysis. Various implications related to higher education internationalization policy and to retain highly skilled foreign labors are discussed based on the results from this study.
Session 5. Teacher Education 1


2. A Framework for International Comparative Teacher Education: Implications for Practice, Research, and Theory Jenelle Reeves (University of Nebraska-Lincoln, US)

3. The relationship between resiliency and burnout among faculty members Hossein Karimi Mounaghi1, Zari mansourian2, Javad Sarabadani3, Seyad Reza Mazlom4 (Mashhad University of Medical Sciences, Iran)

4. Classroom Assessment in Japan: Responsive and Emergent Classroom Assessment Terumasa Ishii (Kyoto University, Japan)
Future Design for Culturally Intelligent Teachers:
Preparing Teachers for Culturally Diverse U.S. Urban Classrooms

Michael Goh
(University of Minnesota, USA)

This paper analyzed our experience in developing a new hybrid course in the post-baccalaureate initial teacher licensure program at the University of Minnesota. The author had served for many years as instructors of record for previously required “foundations” courses in the program: Human Relations: Applied Skills for School and Society and was asked to synthesize the multicultural and foundational content of two courses into a new offering that would, in addition, address weaknesses that had been identified in the overall program. Viewing achievement gaps as relationship gaps between teachers and their diverse learners, we further trouble these relationships to be inherently cultural and, therefore argue for the need to develop intercultural competence in teachers.

The new course, entitled, “Culture, Schools and Communities (Human Relations)” was developed in collaboration with colleagues, local teachers, and includes several innovative features, including a year-long format consisting of 10 “Great Lessons,” multi-media content that draws on multicultural, historical, philosophical, and anthropological perspectives, a Teacher Identity Self-Study, Professional Rotations in schools themselves, and regular meetings with Professional Learning Communities led by Graduate Assistants, and comprised of teacher candidates from diverse preparation programs. Willing to challenge what has not worked in teacher education around intercultural competence, we are perpetually discovering new ways to improve the teacher education experience. In particular, we explore what it means to be interculturally competent teachers and how to develop in-situation competence to be leaders in culturally diverse classrooms. Consequently, teacher candidates in this course will have the opportunity to be a part of an innovative project to frame their teacher preparation journey using a leading intercultural concept and model: Cultural Intelligence (Earley & Ang, 2003; CQ).

Our analysis was guided by interdisciplinary perspectives that include culturally relevant pedagogy, multicultural education, intercultural competence, and the emerging field of cultural intelligence. Reflexive analysis was a key qualitative strategy that we employed for this paper. Reflexivity in research gives professional and personal meaning to the topic of discovery, encourages a transparent process for owning the assumptions, values, and inherent biases that all research partners bring to the table, and recognizes critical informants to the research context (e.g., teacher candidates, schools, students) in order to communicate directly with these stakeholders (Gilgun, 2010). Qualitative methodology was ideal for this study to build an understanding and knowledge of this teacher education course redesign process by studying a complex transformational system in a holistic versus reductionist form (Hoshmand, 1989). Our reflexive analysis included: (a) previous and current course syllabus and associated instructional materials; (b) anonymous student survey responses concerning the course; (c) journaling of our course development and evolution timelines and documents; (d) insights from teaching assistants; (e) critical incidences; (f) pre-post assessment profiles of an intercultural assessment; and (g) our own ongoing subjective monitoring of our collaborative experience in designing and teaching the course.
A Framework for International Comparative Teacher Education: Implications for Practice, Research, and Theory

Jenelle Reeves
(University of Nebraska-Lincoln, USA)

The practice of international comparative teacher education invites educators to notice and explore the ‘cracks between worlds’ in which what teachers know and presume to be matter-of-fact in schooling is called into question by deeply exploring other, unfamiliar ways of schooling. Mere exposure, however, to other systems of schooling is likely not enough for impactful teacher development. The purpose of this presentation is to put forth a framework for theorizing, researching, and facilitating international comparative teacher education that makes an impact on teacher development for global citizenship. The presentation utilizes data from comparative teacher education programs and research studies in the U.S., South Korea, and the Netherlands. Analysis is grounded in teacher development and global citizenship scholarship. In terms of research methodologies, ideas for addressing the perennial issue of how researchers can best capture teacher learning through comparative study, as well as subsequent changes in teacher behavior and thinking, are discussed. The resulting framework offers numerous implications for teacher education practice, research, and comparative education theory.
The relationship between resiliency and burnout among faculty members

Hossein Karimi Mounaghi¹, Zari mansourian², Javad Sarabadi³, Seyad Reza Mazlom⁴

(Mashhad University of Medical Sciences, Iran)

Introduction: Burnout is one of the factors reducing productivity of faculty members. Due to the multiplicity of tasks and hard work in the faculty of dentistry, this issue is very important. Resilience is one of the coping strategies with burnout. There are little information about the state of burnout and the coping strategies with that. This research evaluates relationship between resiliency and burnout among faculty members of school of dentistry.

Methodology: In this descriptive-correlation and applied study, 81 people were selected among dentist faculty members in Mashhad University of Medical Sciences by Simple random sampling and data was obtained using the Standardized Maslach Burnout Inventory for university professors and two researcher made resiliency and demographic questionnaires. The validity was estimated through specialist advice and in order to calculate its reliability the Cronbach alpha coefficient was measured. Statistical tests such as t-test, one-way ANOVA, correlation were applied to analyze. P-value <0.05 was considered significant.

Results: In emotional exhaustion, 65/4% of the participants were showed low level, in the lack of personal accomplishment 98/8% and in depersonalization 64/2% have high level. %97.5 have high resiliency and %2.5 low resiliency. There was a direct correlation between resiliency and academic burnout in emotional exhaustion and depersonalization. There was a revers correlation between among resiliency and academic burnout in the lack of personal accomplishment. The increased resilience leads the person feel lower emotional exhaustion and depersonalization and that experience personal accomplishment and successful.

Conclusion: The results showed that resilience is one of the predictors of academic burnout. The resilience promotion skills training, including self-care methods in mental, physical, spiritual, professional and communication, through workshops, conferences, scientific-mental support and specialization and professional empowerment of professors, is essential.
Classroom Assessment in Japan: Responsive and Emergent Classroom Assessment

Terumasa Ishii
(Kyoto University)

In Europe and the US, the debate about educational measurement and assessment has historically moved from outside the classroom to inside it, and from relying on testing specialists to teachers and even students. The educational measurement movement aimed to make education scientific and objective. R. W. Tyler proposed the concept of “educational evaluation” as a way to improve educational activities in accordance with educational goals; his proposal served as a corrective to the measurement movement’s stance of not specifying the aim of measurement. B. S. Bloom proposed “formative assessment” as a way to revise and improve the trajectory of ongoing educational practice, rather than only evaluating the result of the practice for grading purposes. In recent years, under the heading “assessment for learning,” formative assessment has been integrated into the everyday mutual operations of teaching and learning in the classroom. Moreover, under the heading “assessment as learning,” research on learner metacognition, self-regulated learning, and educational assessment have been internally connected, opening up for examination not only the teachers but also the children themselves as subjects capable of understanding assessment data and improving learning.

In contrast to these developments in assessment research in Europe and the US, test specialists and others in Japan have not necessarily accumulated enough measurement and assessment research, yet this does not mean that assessment has not been conducted in Japan. Rather, Japanese teachers, especially elementary school teachers, have worked to sincerely understand the children and to generate excellent teaching and learning through creative whole-class teaching that systematizes children’s speech and thinking as well as facilitating deeper reflection through classroom discussion. The act of assessment was embedded in the teacher’s teaching process, in the creative dialogue between teacher and children. The maturation of “lesson study,” highlighted as a culture of teacher co-learning, in Japan in recent years is intimately connected with the craftsmanship of the teachers who have strived for creative whole-class teaching.

These teachers’ art of response, inherently fulfilling an evaluating function, has much in common with the ideas behind “classroom assessment” and “assessment for learning.” This teacher responsiveness has usually been discussed in terms of teaching technique and is supported by various tools that visualize children’s thinking. By examining this from the perspective of formative assessment, we should find suggestions that can be added to recent assessment scholarship, which aims toward assessment that is embedded in classroom teaching and learning.

This presentation first introduces some cases that became the historical beginnings of the creative dialogue teaching style. By analyzing these cases, I extract the fundamental idea of “teaching that builds on children’s stumbles” and discuss the clues provided toward future research on formative assessment.
Keynote Speech

1. **New Challenges and Creative Solutions: The Key to Effective Programs** Bruce E. Wampold (University of Wisconsin-Madison, USA)

2. **Immersive Thinking and Creativity** Nong-Moon Hwang (Seoul National University, Korea)
There are many activities in society that are conducted within a social context, including teaching and psychotherapy. The efficacy of these practices is often attributable to various intervention characteristics such as curricula, treatment components, and interventions. However, these practices are made effective by the human interaction and the social context. The science of social relationships has been employed to increase the effectiveness of education, psychotherapy, medicine, political advertising, and a variety of other activities.
The speaker had a special experience of immersive thinking, which produces lots of creative ideas. After three days of efforts to think out the solution for some problem intentionally without stopping for a second, he reaches a state of immersive thinking with perfect concentration, where his consciousness is fully occupied with the problem. It is like a transition from the disordered to ordered state of consciousness. In this state, the mental ability is boosted abruptly with miraculous ideas coming out so frequently. Besides, happy feeling continues as long as this state is maintained. The experience is very similar to the description of ‘samadhi’ experienced by the priests practicing oriental ‘zen’ meditation. This experience is highly reproducible. Making the most use of this state, he could solve many puzzling problems, which had remained unsolved for such a long time in the field of materials science and engineering. He published three books related with this experience, all of which became the best seller in Korea. He tried to understand the underlying principle of such a state based on his experience and the recent knowledge of neuroscience. He also tried to deduce the logic about how immersive thinking leads to creativity. Based on this understanding, he tries to establish the method as to how students can be educated for creativity. In this talk, he will summarize his special experience and what he achieved through immersive thinking. He will also suggest how creativity can be developed and educated.
Session 6. Korean Educational Psychology Association: Students’ adjustment, academic success, and well-being

1. Impact of a Private Scholarship Program on High School Students’ Well-Being in South Korea Tae Seob Shin, Sung Sik Kim, Junyeop Kim, Byeongcheol Min (Ewha Womans University, Seoul National University of Education, Hongik University, Seoul Metropolitan Institute for Lifelong Education, Korea)

2. An investigation of utilizing a subset of the Personality Assessment Inventory-Adolescent (PAI-A) for evaluating juvenile offenders in Korea Hye-Sook Park (Honam University, Korea)

3. Does College Students’ Sense of School Belonging mediate the Relationship between Perceived Home-School Dissonance and School Adjustment? Yoon Jung Cho (Sungshin Women’s University) & Sungok Serena Shim (Ball State University, USA)

4. Grit as a Promising Pathway to Academic Success Hyo Jin Lim (Seoul National University of Education, Korea)
Impact of a Private Scholarship Program on High School Students’ Well-Being in South Korea

Tae Seob Shin ∙ Sung Sik Kim ∙ Junyeop Kim ∙ Byeongcheol Min
(Ewha Womans University ∙ Seoul National University of Education ∙ Hongik University ∙ Seoul Metropolitan Institute for Lifelong Education)

Purpose of this study is to examine the impact of a private scholarship program on low SES high school students’ physical and psychological well-being. Since free and compulsory education is provided only up to the middle school in South Korea, there are significant amounts of high school students who cannot afford to pay their tuitions not to mention other education related expenses. To address this issue, several private scholarship programs, that provide financial supports for students who fall below the national poverty level, have been launched within the last few years. However, few studies have been conducted to examine whether the scholarship had positive impacts on these low SES students. This study is one of the first attempts to examine the effects of a private scholarship program, specifically focusing on Samsung’s Dream Scholarship program, one of the largest and oldest private scholarship programs in South Korea. To examine the impact of scholarship more accurately, we compared the low SES scholarship recipients with the low SES non-scholarship recipients. We first created a dataset that combined subsets of data from the 2014 Study on Dream Scholarship Recipients’ Growth and Changes (2014 DSRGC) and the 2014 Korean Children and Youth Panel Survey (2014 KCYP). A total of 1,093 DSRs responded to a survey that contained multiple self-report items regarding their school and family life experiences in 2014 (2014 DSRGC). Among the sub-scales, we used data on the perceived physical health, self-esteem, life satisfaction, and peer attachment for our analysis. These four sub-scales were originally adopted from the 2014 KCYP. We also drew a sample from 2014 KCYP that is equivalent to the DSRs in terms of their financial status by only including students who fall below the Korean poverty level in 2014. As a result, data of 241 low SES students regarding their physical and psychological well-being were combined with the data of 1,093 DSRs. We then compared the mean scores in those four aspects of well-being between the low SES scholarship recipients and low SES non-scholarship recipients. Results of t-tests suggest that there were significant group differences between the two groups in terms of their perceived physical health ($t = 3.76, p < .001$), self-esteem ($t = 10.99, p < .001$), and peer attachment ($t = 4.03, p < .001$), favoring the DSRs. In other words, DSRs had more positive perceptions regarding their physical health, self-esteem, and peer-attachment. There was, however, no significant group difference in life satisfaction between the two groups. Findings from our study suggest that scholarship programs can have positive impacts on low SES students’ well-being. This is one of the few studies that used a large dataset to investigate the benefits of scholarship programs on students. We argue that more empirical studies that explore the impact of scholarship are needed.
An investigation of utilizing a subset of the Personality Assessment Inventory-
Adolescent (PAI-A) for evaluating juvenile offenders in Korea

Hye-Sook Park

(Honam University, Korea)

This study investigates the validity of utilizing a subset of the Personality Assessment Inventory for Adolescents (PAI-A), employed throughout Korea to guide judiciary and correction decisions regarding young offenders, in place of the full 344-item four-point Likert scale questionnaire. PAI typically takes between forty minutes and one hour to complete. Since it is considered a high-stakes hurdle for juveniles involved in the judiciary or corrections settings, it is imperative that the instrument should be valid, reliable, and accepted as such. However, a previous validity study of the full-form PAI-A showed that some subscales did not seem to work in the way the developers intended. One of the probable reasons is the length of the test, especially for individuals who may lack the reading skills, test-taking experience, and/or attentive attitude of their peers. This study intends to investigate the possibility of utilizing a shorter version of the PAI-A by breaking most of the 344 items into two segments of 160 items each and then comparing the validity of the subset results to the original, as well as to each other. The baseline will be the results of the full PAI-A questionnaire as previously administered to nearly 3,000 delinquent youths (559 females, or 19.0%, and 2,384 males, or 81.0%) in Korea as part of their probation hearings. The segmentation for comparison purposes would be basically aligned with the two halves of the current test, with two exceptions. First, because it was important to maintain comparability of subscales, in cases where the number of subscale items in the two halves would not be equivalent (for example, the subscales for warmth [WRM], negative impression management [NIM], alcohol abuse [ALC], Dominance [DOM], and Aggression [AGG-P] had more items in the second half of the exam than the first), items would be removed from the larger half to make them comparable. Second, the subscale Stress had to be removed in its entirety because all eight items were located in the second half. With these caveats, a primary focus will be to determine through confirmatory factor analysis and the Rasch measurement model of the 2,943 completed questionnaires whether any short form with roughly half the number of items of the original PAI would yield more valid results than the full questionnaire. A secondary focus would compare the subsets in the two arbitrary segments. Initial analysis shows that, while some subscales apparently offer better psychometric properties depending on the placement of their constituent items, other subscales demonstrate reasonable reliability and item fit regardless of the location of individual items. In conclusion more valid ways to utilize the instrument and the data to be drawn from it will be suggested.
Does College Students’ Sense of School Belonging mediate the Relationship between Perceived Home-School Dissonance and School Adjustment?

Yoon Jung Cho, Sungok Serena Shim
(Sungshin Women’s University, Ball State University, USA)

College represents a time when students learn to navigate both their academic and social lives in a more independent way. During this time, college students often experience home-school dissonance which refers to perceived discrepancies in values, beliefs, and expectations between home and college environments (Kumar, 2006). Home-school dissonance has important implications for student achievement, school adjustment, and motivation (Stevens, 2009). It has been well-documented that the home-school dissonance tends to lead to school adjustment problems and maladaptive outcomes such as self-deprecation, anger, less hope about the future, low self-efficacy, cheating, and disruptive behavior (Smith, 2013). However, little is known about the mechanisms underlying the negative impact of home-school dissonance on school adjustment. In addition, most studies on home-school dissonance have mainly been examined in K-12 settings (Kumar, 2006). This study aimed to investigate school belongingness (defined as the feelings of belonging in college) as a potential mediator through college students’ perception of home-school dissonance relates to school adjustment. It was hypothesized that home-school dissonance would affect students’ school belongingness, which in turn, would be positively related to school adjustment.

A total of 996 students at a large land-grant institution within the Midwestern United States took the survey in a classroom setting. Of these participants, approximately 57% were female. In terms of grade classification, approximately 32% were freshmen, 27% sophomores, 24% juniors, and nearly 17% seniors. The items for home-school dissonance were drawn from the Patterns of Adaptive Leaning Scales (Midgley et al., 2000) and modified to reflect college student experiences. Sense of school belongingness was assessed using 4 items drawn from the School Belonging Scale (Roeser et al., 1996). School adjustment measure was adapted from the Student Adaptation to College questionnaire (SACQ) (Baker & Siryk, 1999). All the measures were proven to be valid and reliable, showing acceptable psychometric properties (reliability coefficients ranging between .80 and .95). We conducted structural equation modeling to estimate the model including sense of school belonging as a mediator of the relationship between home-school dissonance and school adjustment.

The hypothesized model fit the data well ($\chi^2/df = 2.95$, RMSEA = .05; CFI = .92, TLI = .92; SRMR = .04). As expected, the negative relationships between home-school dissonance and college students’ academic, social, and emotional adjustment in school were partially mediated by sense of school belongingness. The current study indicates that home-school dissonance has a negative impact on students’ college adjustment because it is detrimental to the development of students’ sense of school belongingness. Since this touches on classroom considerations, college instructors must be aware of ways to deal with students’ home-school dissonance experience and its association with student school adjustment by increasing students’ sense of belongingness in school. Additionally, future research warrants further explorations and identification of college culture and instructional practices that potentially lead to students’ perception of home-school dissonance.
Grit as a Promising Pathway to Academic Success

Hyo Jin Lim

(Seoul National University of Education, Korea)

Grit has been presented as a trait-level passion and perseverance for the long-term goals. This paper provides a literature review of the grit studies particularly focusing on its theoretical and operational conceptualization and empirical findings from its predictive validity in performance. Researchers distinguished grit from other related personality (e.g. conscientiousness, self-control), and motivation (e.g. self-regulatory processes). Still, the problem of jangle fallacy is raised by many researchers in terms of its conceptual overlap with similar constructs.

Measurement of grit has been established with Grit-O scale (12 items) and Grit-S (eight items) scale. Two subscales of grit measure pertaining to consistency of interest and perseverance of effort comprised of the higher-order grit nonetheless the factor structure of grit is in question. Thus, psychometric properties should be reconsidered in the future research.

Grit has predicted many promising outcomes in the field of education and psychology, from academic achievement to happiness and well-being. Researchers now become interested in the underlying mechanism of grit to successful performance. Deliberate practice, for example, is one of the mediators in relation of grit and outcome variables. Finally, this paper suggests directions for future research.
Session 7. Global Citizenship Education B

1. Governance Approach to Global Citizenship Education in Korean Higher Education ChongJae Lee & HeeJung Raina Sim (Seoul National University, Korea), Minji Kim (Vanderbilt University, USA)

2. GCED at Selected Research Universities in Asia ChongJae Lee & Rebekah HwaJin Lee (Seoul National University, Korea)

3. Measuring global citizenship of South Korea university students Chong Jae Lee, Kwangyeong Heo (Seoul National University, Korea)

4. Citizenship Education in Japanese Universities Shigeo Kodama (Tokyo University, Japan)
Governance Approach to Global Citizenship Education in Korean Higher Education: Preparing university graduates for the challenges of the 21st century

Chong Jae lee, HeeJung Raina Sim (Seoul National University, Korea)
Minji Kim (Vanderbilt University, USA)

Over the recent few years, global citizenship education (GCED) has emerged as an important task to prepare students for the challenges of the 21st century in higher education, and South Korea is no exception. While significant research has been conducted, much work still remains to be done to grasp fully the role of Korean higher education in adopting and applying GCED. To this extent, this paper aims to critically review the overall current status of GCED in Korean higher education, thereby further drawing its possible governance approaches and strategic projects. Through analyzing academic journals and studies, the study shows that many colleges and universities have difficulty with building basic infrastructure, receiving administrative and fiscal support from the government and coordinating cooperation between relevant organizations despite the continuous attempts and efforts made to practice GCED. It also finds that fostering global citizenship through Korean higher education seems to be inadequate in reality since expanding international activities and student support in competency development are still limited. Likewise, most students seem to be motivated to have overseas or enter global market, yet far behind to make any global contribution. Based on such findings, the study hence recommends developing an effective GCED platform in the current higher education structure as well as governance approaches that link three major actors including the government, NGOs and universities. As this study has the potential to lead to new insights into the structured approach to ground GCED, it will invigorate GCED in Korean higher education and relevant discussion within the country; therefore improving prospects for its sustainability.
Higher education institutions in Asia have long strived to establish themselves as global presence through strategies of internationalization and global competitiveness. With the emergence of the principle of global citizenship, Asian research universities are now asked to contribute to global welfare through knowledge production, nurturing global citizens, and institutionally engaging with the local and the global community. This paper examines some present efforts by selected research universities in Asia: China, Japan, and Singapore. By examining information online and strategic planning reports, each institution is examined on the levels of vision and mission statements, academic programs and curriculum, related research centers and events, international office study abroad programs, and other student services such as residential colleges and student-initiated service activities. Whether through direct reference to global citizenship or by indirectly engaging in related matters of global and local sustainability and critical engagement, many of the research universities in Asia are engaging in holistic and trans-disciplinary programs to foster global citizens. The results offer significant implications for South Korean universities.

1. The Embeddedness of STEM doctoral training Kong Chong Ho (National University of Singapore, Singapore)

2. Doctoral Training in Hong Kong China Gerard A. Postiglione, Li-fang Zhang, Hugo Horta, Jisun Jung (The University of Hong Kong, Hong Kong)

3. Doctoral Training in Korea Seungjung Kim, Jung Cheol Shin, Eunyoung Kim, and Heejin Lim (Seoul National University, Korea)
The Embeddedness of STEM doctoral training

Kong Chong Ho
(National University of Singapore, Singapore)

My presentation represents an attempt to understand the nature of STEM doctoral training in East Asia in general and Singapore in particular. The key argument of this paper is that STEM doctoral training systems are not entirely within the domain of the universities and has to be understood in terms of relationships with government and industry.

China, Japan, S. Korea, Taiwan and Singapore have a shared economic history in that they have, at one point earlier (Japan) or later (China), or in between (S. Korea, Taiwan and Singapore) been hailed as manufacturing miracles. And while these economies have diversified, the reliance on higher value added manufacturing and research and development to drive such production continue to be a key dynamic of the science and technology narrative of this group of countries. It is these national economic narratives, the inherent embeddedness of STEM disciplines in industry and the state (triple helix), and even the nature of inter-state cooperative relations, which in turn influence doctoral training in STEM disciplines in ways which are largely absent in humanities and social science disciplines. Although there are exceptions, the training in the hard sciences is also more likely to be characterized by an environment intergovernmental relations result in movement of students under training agreements, where the instructional requirements are more systematic, where research needs to be sustained by adequate numbers of high quality graduate students working in teams, where the research networks beyond the university maybe more extensive, and research internships (especially in industry), and relations with professors more critical.

Survey data from three different projects will be used to illustrate the embedding of these elements in STEM doctoring training.
Doctoral Training in Hong Kong China

Gerard Postiglione, Li-fang Zhang, Hugo Horta and Jisun Jung
(The University of Hong Kong, China)

This presentation will be comprised of a preliminary examination of the profiles, factors affecting research topic, and career plans of doctoral students at the University of Hong Kong
Doctoal Students' Satisfaction with their Doctoral Education in Korea

Seungjung Kim, Jung Cheol Shin, Eunyoung Kim*, and Heejin Lim
(Seoul National University, Korea; Seton Hall University*, USA)

This study analyzes the doctoral students' satisfaction with their doctoral training program. The data for this analysis is from a doctoral students' survey, which was developed through a collaborative works between the University of Hong Kong, National University of Singapore, and Seoul National University. We found that institutional culture, personal relationship with academic supervisor, interaction with peers, motivation for academic profession, and job prospects were strong, salient predictors of satisfaction with doctoral education and satisfaction with doctoral curriculum among Korean doctoral students. With regard to significant predictors of overall student satisfaction with doctoral education, interaction with peers was the most salient, strongest predictor, followed by job prospects, personal relationship with academic supervisor, which were also found to be significant predictors of student curriculum satisfaction.
Session 9. Korea Children Adolescents Counseling Association

1. Understanding High School Students’ Experiences in STEM Education: An Ecological Systems Approach Hongryun Woo (University of Louisville, USA)

2. The role of hope and acculturation in career development of adolescents Hyoyeon In (KRIVET, Korea)

3. Development and Validation of Youth Cyberbullying Cognitive Change Scale Yeo-Ju Chung, Kim Han-Byul, Kim Hee-Ju (Korea National University of Education, Korea)

4. Internet Addiction Symptoms of Adolescents Perceived by Counselors: Concept Mapping Approach Yun-hee Lee (Sunmoon University, Korea)
Although many researchers have begun to pay attention to the pressing concerns facing STEM education, such as the underrepresentation of ethnic minority high school students and those of low SES families (Schultz et al., 2011), most research studies center on issues of persistence and attainment among those who are already in STEM fields (e.g., Dai, Steenbergen-Hu, Zhou, 2015; Garriott, Flores, & Martens, 2013). The literature is bereft of information detailing the experiences of high school students towards majoring in STEM fields and the influences on their interest in STEM careers, this information would serve to inform educational planning into the STEM pipeline. Thus, it is critical to provide students, especially those from underrepresented groups, with the rigorous academic curriculum and support mechanisms needed to assist them in pursuing STEM fields in the postsecondary setting, allowing them to successfully participate in competitive careers in the modern global economy (Erford, 2011). Needless to say, these educational supports will rely on collaborative efforts by multiple parties involved in student education. The decision to pursue a STEM college major is typically a longitudinal process that develops throughout a student’s education (Cotabish, Dailey, Robinson, & Hughes, 2013). As such, a full picture of this process is best described through collaborative efforts among people working with students in their environment (Bronfenbrenner, 1979; 1994; Hill, Ramirez, & Dumka, 2003). Therefore, theoretically-oriented empirical work from a holistic perspective is necessary to better understand factors and experiences relevant to students’ interest in and consideration for STEM fields of postsecondary study. Indeed, most existing studies and their theoretical considerations examined secondary school experience, background influences (e.g., Tyson, Lee, Borman, & Hanson, 2007), and social factors (e.g., Xie, Fang, & Shauman, 2015) in isolation of each other; thus, providing limited insight into the understanding of the developmental and ecological nature of students’ interest in STEM professions (Wang, 2013). Such an oversight has the potential to have a negative impact on creating effective STEM-focused academic/career programs and policies and further to delay student career development in STEM fields. Given the lack of a comprehensive framework in the STEM literature, this study focuses on ethnic minority high school students’ perceptions of their experiences in relation to their aspiration of STEM majors and careers through the ecological systems framework. Specifically, this study explores the experiences and perceptions of 17 African American, high school seniors enrolled in STEM programs. Using the ecological systems approach, we identified several variables at the ontogenic, microsystem, and macrosystem levels, which affected these students as they explored their academic programs and career interests. We demonstrate that environmental factors, such as counseling and family, played a substantial role in impacting their career interests, experiences, and perceptions in their pursuits of STEM fields of study. Implications for educators, policy makers, and school counselors are discussed.
The role of hope and acculturation in career development of adolescents

Hyoyeon In
(KRIVET, Korea)

During adolescence, young people develop a sense of identity, explore the world of work, and make their educational and career planning. Various personal and contextual factors influence this career development process. Among the personal factors, hope has received attention as a positive psychological construct that helps individuals sustain their effort while pursuing their goals in the face of adversity. With increased globalization, acculturation is another important consideration that reflects cultural context where career development takes place. This session reviews the concepts of hope and acculturation, research findings on the role of hope and acculturation in career development, and the practical implications.

Snyder (2002) defined hope as “the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways” (p. 249). Snyder argued that high-hope individuals derive alternative plans and persist in taking steps toward achieving their goals, even if they face obstacles. It is unlikely that adolescents would navigate the career development process without facing any challenges and obstacles; having high hope can help adolescents sustain their effort to make and follow through on their career plans. Research findings suggest that having high hope is positively related to adaptive academic and career development across diverse cultures, highlighting the importance of fostering hope among adolescents for their career development.

Increased international mobility among adolescents has made it critical for practitioners to pay attention to their acculturation experiences. Berry (2005) defined acculturation as “the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members” (p.698). Research findings suggest that learning about the host culture and maintaining the home culture are independent processes that do not interfere with one another, and that individuals’ engagement with the host and home culture differs across dimensions or domains of life. Acculturation has been found to be associated with career preferences, choices, aspirations, self-efficacy, as well as vocational identity. It is important for educators and counselors to help adolescents engage with the host and home culture, make sense of their acculturative experiences, and integrate their cultural experiences into the formation of identity and designing their career paths.

Taken together, educators and counselors should be mindful of adolescents’ overall levels of hope and experiences with acculturation in order to facilitate their career development. Strategies to promote hope and support the acculturation process are discussed in this session.
Development and Validation of Youth Cyberbullying Cognitive Change Scale

Chung Yeo-Ju, Kim Han-Byul, Kim Hee-Ju
(Korean National University of Education, Korea)

Frequent use of the internet by adolescents today has led to new formats of problems that they can encounter. Many adolescents are addicted to internet use and exhibit many problems in parent-child relationships, peer relationships, school life, and studies. Cyberbullying is defined as bullying that involves the use of e-mail, instant messaging, digital images sent via cellular phones, web pages, blogs, chat rooms, or discussion groups. Cyberbullying victims can have a number of cognitive and affect problems. But most studies about cyberbullying focus on the cause of occurrence and the ways to reduce cyberbullying, there is a lack of research about cyberbullying victims. This study aimed to develop and validate a scale to measure youth cognitive change by cyberbullying victimization. The scale developed in this study provide much more information about youth cognitive change by cyberbullying, and it will be useful when we counsel with victims of cyberbullying.

Total 272 youth participated in the preliminary survey and main survey have been carried out by 1,105 youth in all parts of the country. First, preliminary scale items were developed based on former literatures and FGI(Focus Group Interview). Then, exploratory factor analysis was conducted on responses from 272 youth, finally 25 scale items were selected. Next, main survey and confirmatory factor analysis were performed. Lastly, we computed reliability, criterion validity, and construct validity. The research scales for this study were preliminary survey items, Cyberbullying Experience scale, Smart Media Addiction scale and Internet addiction scale.

The result of main survey found that the reliability of this scale was Cronbach α of .968 and support for the scale’s criterion validity has been demonstrated by relationship to the Cyberbullying Experience scale(r=.196~.337), Smart Media Addiction scale (r=.174~.305) and Internet addiction scale(r=.188~.285). In addition, the results of construct validation showed five-factor structure which are "assessment of the offender", "internalization of damage problems", "assessment of the other peoples", "worry about peer relationship" and "thought about result of cyberbullying" to be valid. According to the confirmatory factor analysis, we could verify correlations among the subscales(NFI=.935, TLI=.932, CFI=.945, RMSEA=.068).
Internet Addiction Symptoms of Adolescents Perceived by Counselors: Concept Mapping Approach

Yun-hee Lee
(Sunmoon University, Korea)

The present study was conducted to explore Internet addiction symptoms of adolescents perceived by counselors. Although many scholars have agreed that when it comes to definition of the internet addiction, excessive internet use is harmful, impulsive and addictive, which can be detrimental for adolescents development, there is not a such universal agreement of what consists of internet addiction syndrome. Thus, in an effort to examine the phenomenon of internet addiction, more attention is needed to consequences resulting from problematic internet use. The present study investigated how adolescents internet addiction syndrome appeared from a perspective of counselors who provide counseling to internet-addictive adolescents in clinical settings. The study’s findings will be used as baseline data to provide a comprehensive understanding of internet addiction.

The study was proceed as follow; first, based on expert’s review and preliminary interview, final interview questions were developed and research announcement and reference materials were prepared. Also, counselors who have more than 3 years experience of internet addiction counseling for adolescents were recruited. Second, in the stage of producing ideas, individual interviews using the developed questions were conducted with a total of 20 interview participants. During this process, all of the interviews were audio recorded and documented for the summary counseling forms. Third, in the stage of statement structure, statement production about internet addiction syndrome of adolescents was conducted. Key words were first extracted from statements including adolescents’ internet addiction syndrome, and next, similar key words were categorized, and examined the relevance. During this process, four experts including the researcher examined and agreed the content analysis and a total of 120 statements were extracted. Next, 84 statements were chosen through the process of summary, revision, and synthesis, based on experts’ and interview participants’ feedbacks, and finally 69 statements were determined. Fourth, using the final 69 statements identified by perception analysis, 23 counselors were asked to examine the grouping of statements based on the similarity and the levels of importance on whether each statement well represents internet addiction syndrome of adolescents. Based on the analysis, multi-dimensional measure and clustering analysis were conducted and counselors’ perceptions of factors and dimensions were examined. Finally, in the five stage of perception interpretation extradited dimensions and groups were explained and importance of each statement was examined.

As a result of the study’s findings, 69 statements about internet addiction syndrome were grouped by 2 dimensions and 5 groups. With regard to the dimension, internet-specific addiction symptoms vs internet-unspecific addiction symptoms and personal problems vs interpersonal problems were discovered. In terms of grouping, ‘failure to control game and switch abnormal behaviors when adolescent cannot play the games’, ‘difficulty in interpersonal relationship’, ‘difficulty in daily life’ and ‘psychological immersion and desire’ were identified. With regard to importance of statements and groups, ‘I behave aggressively because I am prohibited from playing game’ and ‘abnormal behaviors when adolescent cannot play the games’ showed the highest means.

Limitation, implication, and future directions were discussed.
Session 10. Developing Future Education Design

1. The Challenges and Prospects of Future Education Design based on Character Education Kim Dongil, Choi Seonjoo, Shim Sung-yong, Lee Jaejin (Seoul National University, Korea), Ra Young-An (Handong Global University, Korea)

2. The Practice of Admission Selection of Vocational High Schools in South Korea Sunhee Paik (Gyeongin National University of Education, Korea)

3. The Effectiveness of a Semester-long Career Exploration Program for Female College Students in STEM Field Majors Eun Ji (Anyang University, Korea)
The Challenges and Prospects of Future Education Design based on Character Education

Dongil Kim, Seonjoo Choi, Sung-yong Shim, Jaejin Lee (Seoul National University, Korea)
& Young-An Ra (Handong Global University, Korea)

The purpose of this study was to investigate the importance of character education in Korea and the major issues regarding character education for future education design. First, we explored the rapid changes of future society and what future human resources would be. Next, we tried to clarify the definitions of the 'character' and 'character education' to include the values of our society, in terms of discipline, refinement, and competence, for successful character education in future. Then we provided two issues of character education which are evaluation issues and pedagogical agents of character education. At the end, implication of character education as well as the strategies of developing future education design based on character were discussed.
The practice of admission selection of vocational high schools in South Korea

Sunhee Paik
(Gyeongin National University of Education)

In South Korea, ninth graders (i.e., middle school graduates) should make a decision about to which type of high schools they advance, and those decisions may play significant roles in establishing their future. Before graduating middle schools, ninth graders have experienced complicated admission selection process in between middle schools and vocational high schools as well as in between what they actually could do with their grades and what they really wanted to do in the future. Sometimes, what their parents expected have a strong impact on their decision as well. Despite the importance and complexity of the decision, not many things about the process of admission selection of vocational high schools have been known. Based on the analysis of the interview data with middle school and vocational high school teachers as well as parents of vocational high school students, this study will provide ample information regarding the process of admission selection of vocational high schools through revealing pros and cons of the process.
The Effectiveness of a Semester-long Career Exploration Program for Female College Students in STEM field majors

Eun Ji
(Anyang University)

The purpose of this study is to analyze the effectiveness of a semester-long career exploration program based on the NCS (National Competency Standard) among female college students in STEM (Science, Technology, Engineering, Mathematics) field majors. This study examines how a career exploration program influences change in female college students’ career assurance, career self-efficacy, career preparation, self-reported depression. This semester-long career exploration program was co-designed based on the NCS and co-taught by one professor in educational counseling department and one practitioner in human resource management. The data was collected from one university in Gyeong-gi province (treatment group: 29, control 38) in which female seniors in STEM majors were assessed at the program’s beginning and ending. Data analysis was conducted using the t test after modifying difference-in-differences. The career assurance, career self-efficacy, career preparation, self-reported depression scores in treatment group are statistically higher than those in controls. Finally, suggestions for future research and limitations are discussed.
Session 11. Teacher Education 2

1. Challenges Faced by Teachers towards Implementing Inclusive Education in Classroom  Abu Siddik
   (Hiroshima University, Japan)

2. The 21st Century Education: A Study of Challenges Faced by Principals in Malaysian Primary Schools
   Simin Ghavifekr (University of Malaya, Malaysia)

3. How to Integrate Research and Teaching of Academic Professions  Hideto Fukudome (University of Tokyo,
   Japan)

4. The effects of PBL on Critical Thinking and Speaking Proficiency  Amira El Wahab (International
   Christian University, Japan)
Challenges Faced by Teachers towards Implementing Inclusive Education in Classroom: Public Schools in Bangladesh.

Abu Bakar Saddik, Norimune Kawai
(Hiroshima University· Higashi-Hiroshima, Japan)

Giving equal opportunities to all citizens was one of the slogans of Bangladesh to become independent from Pakistan by the Liberation War in 1971. Now, almost four decades later, the Government of Bangladesh has taken many steps to ensure an equal education opportunity for all children and to accept all the international conventions the Convention on the Rights of Persons with Disabilities (2006) in order to bring the level of school education up to international standards. However, there are still problems to provide appropriate education for all children, specifically for those who have barriers to learning. Various studies have been conducted to find out the causes of dropout of excluded children, but less focus has been awarded to teaching processes in classrooms. The purpose of the current study is to investigate the challenges faced by teachers towards practicing inclusive education, which is beneficial for all children. The data will be collected from the teachers who currently work for Government Primary Schools in Dhaka City, the capital of Bangladesh. For data collection, the four different questionnaires: a. Demographic Information, b. Teacher Efficacy for Inclusive Practice Scale, c. Sentiments, Attitudes, Concerns regarding Inclusive Education, and d. Understanding the Teachers’ Challenges will be given to the teachers. A mixed methods research design will be applied in order to reveal valid empirical findings based on the difficulties that the teachers are experiencing to promote inclusive education systems in Bangladesh.
The 21st Century Education: A Study of Challenges Faced by Principals in Malaysian Primary Schools

Simin Ghavifekr, Adebayo Saheed Adewale, Umi Kalsum Mohd Salleh

(University of Malaya, Malaysia)

As we move forward to the new millennium, our world is becoming more complex and difficult and the new changes occur rapidly. In the current 21st century, educational leaders face with many social and economic pressures to deal with the everyday realities in their tasks. This is relates to the new changes in nature of work, technology integration, and competition of the global market. As a result, conventional methods of school leadership that was popular in the past, are now insufficient to meet demand and challenges related to the 21st century education. School principals as the educational leaders must align their individual leadership style to reflect the needs and expectations of their organization for this globalized era. Therefore, the main purpose of this study is to identify the challenges and issues faced by principals as the educational leaders in schools. The survey questionnaires were distributed randomly to 200 principals, and management team at public primary schools in Kuala Lumpur, Malaysia. Data were analysed using SPSS (V.23) software for both descriptive and inferential statistics. From the data analysis, it was found that ICT implementation and utilization, teachers training and professional development are among the most highlighted challenges that faced by principals as the school’s leadership. It is hoped that the outcome of this research can be considered as recommendations for the future educational leaders which are strong, decisive, charismatic, educated, independent and brave enough to strive towards excellences of this digital era.
How to Integrate Research and Teaching of Academic Professions

Hideto Fukudome
(The University of Tokyo, Japan)

Research and teaching constitute the core work of the academic profession. Burton R. Clark once discussed that there is no issue more basic in modern higher education than the relationship between research and teaching, and that no issue occasions more superficial thought and retrogressive criticism both outside and inside the academy. The relationship between research and teaching can be viewed on the premise of either conflict or integration. Both perspectives are important in characterizing the academic profession in theoretical and empirical ways. We need some frameworks to approach the relationship between teaching and research.

Ernest Boyer conceptualized integration of teaching and research, and identified four categories of scholarship as key components of the academic profession: discovery, integration, application, and teaching. In our rapidly changing environment, conceptualization of core values for the academic profession, such as Boyer’s, is still essential and stimulating. Boyer’s framework has often been interpreted as one which emphasizes teaching more than other scholarships. However, I think Boyer’s contribution should be interpreted more with the emphasis on interrelationship or transferability between each scholarship. Each scholarship in Boyer’s framework is not fixed or rigid, but flexible and transferable between each other.

Based on this framework, in my presentation I will discuss the integration between research and teaching from two perspectives. First, I will focus how teaching and research are intertwined in the processes of faculties’ work. Second, I will discuss how inquiry-based learning, or inquiry model of education, is useful for undergraduate studies. This is one of the ways to approach the integration of research (or inquiry) and teaching which can be significant for undergraduate education.
The effects of PBL on critical thinking and speaking proficiency

Amira El Wahab
(International Christian University, Japan)

This paper aims to find out the effect of Problem based learning (PBL) approach on critical thinking and oral communication in English language education. PBL has started to be known and used in teaching many subjects in both higher and K–12 education settings (Barrows, 2000; Dochy et al., 2003; Gallagher et al., 1992; HmeloSilver, 2004; Hmelo et al., 2000; Torp and Sage, 2002; Williams and Hmelo, 1998). In addition, Critical thinking (CT), along with English communication, is recognized as two essential 21st century competencies (Yang, et al., 2013). The President of UNESCO indicated to the significant role of critical thinking relates to the “very purposes of education” (Matsuura, 2007, p. 5). Although critical thinking has been identified as a 21st Century skill (Diamond, 2002; Kay & Honey, 2006; Miri, David, & Uri, 2007), only a few studies have been conducted to secondary and postsecondary education. Regarding speaking, according to Folse (2006), a lot of people considers speaking is the most important skill for communication, they believe in being able to speak means knowing the language.

The research questions:

1. What is the effect of PBL on students’ critical thinking?
2. What is the effect of PBL on students’ speaking proficiency?
3. What is the effect of gender, educational background on both CT and spoken proficiency?
4. What are the students’ perception towards critical thinking and learning English?

Methodology

This research is a quasi-experimental study. It is based on mixed methods for collecting data. It contains of two groups: the control group and the experimental group. The pilot study will be conducted in international Christian university (ICU). The students are going to take the academic writing and reading (ARW) course. The tests and surveys are going to be distributed before and after the course to investigate the changes and to compare the results between the two groups. Then, semi-structured interviews will be conducted after the course randomly according to the difference in their scores between pre-test and post-test in the English and critical thinking exams. Final project will be considered as a tool to compare the students’ performance between the control group and the experimental group. These methods will be introduced to find out any shortage to fix before collecting the main data.

Findings

The researcher is going to discuss the findings of the pilot study.
Session 12. Center for Learning Science and Creative Talent Development: Creative Studies from Psychological Perspectives

1. **Nature or Nurture?: The Perceptions of Pre-service Teachers**  
   Soowon Park, Jongho Shin (Sejong University, Seoul National University)

2. **The Effects of Teacher's Autonomy Support and Feedback on Students' Help Seeking Behavior**  
   Ah-Rong Beik, Jongho Shin & Seo-Young Lee (Seoul National University, Korea)

3. **The Influence of Question Prompts in Ill-Structured Problem Solving on the Improvement of Problem Solving and the Transfer of Metacognitive Strategies**  
   Hyunjung Byun, Yunkyung Seo, & Hyoseon Choi (Seoul Women’s University, Seoul National University)

4. **The Effect of Implicit Theories of Intelligence on Academic Achievement Mediated by the Self Study Time: Focus on the Difference among Subjects**  
   Boyeon Seol, Jongho Shin, & Soowon Park (Seoul National University, Sejong University)

5. **An Investigation of Domain-Specific Creativity: Focusing on 3Ps**  
   Donggun An & Seo-Young Lee (Seoul National University)

6. **Teachers' Preferences and Feedback for Students' Creative Responses in Class Discussion**  
   Eunjoo Boo, Myung-seop Kim, Jungha Kim, & Seo-Young Lee (Seoul National University)
Genetic (nature) and environmental (nurture) influences on education have been a critical issue among educators and researchers. A huge amount of knowledge about the genetic/environmental influences on educationally relevant characteristics was improved through neuro-scientific approaches. However, it is not clear how students, who are on their way to become teachers, perceive the nature-nurture influences. The purpose of this study was to examine pre-service teachers’ perceptions of genetic and environmental influence on personal features (i.e., sociality, morality, creativity, giftedness, and violence), learning, memory, intelligence, behavior problems, learning disorders, and mental illness. A total of 131 participants answered questions about nature-nurture influences on these characteristics. The percentages of pre-service teachers who perceived that the genetic factors were at least as influential as the environmental factors were 16.9% (sociality), 16.2% (morality), 63.8% (creativity), 90.8% (giftedness), 30.8% (violent), 78.5% (learning ability), 91.5% (memory ability), 92.3% (intelligence), 37.2% (behavior problems), 64.8% (learning disorders), and 56.9% (mental illness). More than 90% of pre-service teachers considered the genetic factors at least as important as the environmental factors regarding characteristics such as intelligence, memory ability and giftedness. These results showed nature-nurture perceptions were different depending on the characteristics. Since perceptions of nature-nurture influences are closely related with changeability, it could affect to seek intervention or amount of effort to change.
The effects of teacher’s autonomy support and feedback on student’s help seeking behavior

Ah-Rong Beik, Jongho shin, Seon-Young Lee

(Seoul National University)

The purpose of this study was to examined that teacher’s support in actual class promote student’s help seeking behavior. This study shows the process that teacher’s autonomy support and feedback consistently advocate student’s initiative that student find necessary resource himself. Surveys were administered to middle school students in capital area and for teacher’s autonomy support, feedback and student’s help seeking behavior.

The result shows that there was the effect of teacher’s support. In studying situation, teacher’s autonomy support that a teacher empowers their students to choose the task and sympathize with students’ choice, promotes student’s help seeking behavior that they search for necessary resources and supporters.

Teacher’s feedback promotes student’s help seeking behaviors. Feedbacks mean teacher’s response to student’s study, effect on student’s self-directed learning. Teacher’s autonomy support and feedback predict help seeking behavior. Therefore, supplying autonomy support and feedback unitively, accelerates most student’s help seeking behavior.

The suggestions are as follows. First, teacher’s support can accelerate student’s help seeking behavior as self-directed learning. Second, the students in real learning situations should be recognized that being understanding and respect. In addition to supporting research is needed concerning the autonomy that allows students to feel free to choose or the questions to the teacher. Third, teachers should continue to feedback to the student. Teachers are needed, especially efforts to provide diagnostic feedback to guide the learning areas and methods necessary to the student.
The Influence of question prompts in ill-structured problem solving on the improvement of problem solving and the transfer of metacognitive strategies

Byun Hyungjung, Seo Yunkyung (Seoul Women’s University, Korea),
Choi Hyoseon (Seoul National University, Korea)

The study is to investigate the transfer effect of meta-cognitive strategies in ill-structured problem solving among undergraduates. There are three research questions. First, are the question prompts as meta-cognitive strategies transferred? Second, does the transferred question prompts as metacognitive strategies influence on the performance of ill-structured problem solving? Third, whether the use of metacognitive strategies influence on the increase of metacognitive awareness? Thirty two undergraduate students participated in the team based, ill-structured problem solving tasks for three times; entry, learning and transfer tasks. As a result, students acquired question prompts as a meta-cognitive strategy and transferred to the third task which performed after the treatment. Students took into consideration of essential questions in problem solving process because the transfer of metacognitive strategies influenced on the performance of ill-structured problem solving positively. In addition, the awareness of metacognition has been improved after performing three tasks and using question prompts in the second task as a metacognitive strategy. As an instructional design consideration, teacher’s appropriate interruption is suggested in the process of problem solving considering novice learner’s week steps.
The effect of implicit theories of intelligence on academic achievement mediated by the self study time: Focus on the difference among subjects

Boyeon Seol, Jongho Shin (Seoul National University, Korea),
Soowon Park (Sejong University, Korea)

The purpose of this study was to identify the different effects of implicit theories of intelligence on academic achievement mediated by the self-study time according to subjects including Korean, English, and mathematics. The data of 6,908 middle school students sampled from Korea Education Longitudinal Study were analyzed. The results suggested that the incremental theories of intelligence exercised a significant effect on academic achievement through self-study time indirectly, but it did not affect directly. Secondly, the mediating effect of self-study between incremental theories of intelligence and the academic achievement was differentiated by the subjects. In case of Korean, the incremental theories influenced the academic achievement directly, and the indirect effects mediated by the self-study time were significant. On the other hand, in case of English, even though the incremental theories of intelligence didn’t have impact on the academic achievement directly, they had significant effects mediated by the self-study time. However, in case of mathematics, there were not neither any direct effects nor indirect effects mediated by the self-study time between the incremental theories of intelligence and the academic achievement. These results showed that academic achievement is not improved by the incremental theories of intelligence alone, but by the behavioral effort (i.e., self-study) should be needed. Additionally, the results suggested that even both one’s belief and effort can’t improve achievement according to domains. Therefore, teachers and parents should not only encourage students to make an effort with the belief that their intelligence is malleable, but also support students to overcome their intrapersonal limit by giving them appropriate help such as providing scaffolding and study strategies.
The purpose of this study was to investigate domain-specific creativity based on the 3Ps (Person, Process, and Product) explanation of creativity. In particular, we looked at it from both social psychological and psychometric perspectives. From a social psychological view, this study examined the different characteristics of creative persons, processes, and products in various domains. For creative persons, we examined different cognitive characteristics including intellectual patterns, philosophical assumptions, decision-making processes, and non-cognitive representations including personality traits/types, mental stability, and learning/cognitive styles among natural scientists, social scientists, humanists, and artists. Regarding creative processes, we compared the four creative process stages of preparation, incubation, illumination, and verification across domains. This study also examined diverse characteristics of creative products (the rate of speculative theories-to-confirmative laws and visual representations, the speed of obsolescence, and agreements rate of assessment) in various domains. From a psychometric perspective, this study compared the different multidimensional (cognitive, motivational, and personality) mechanisms underlying creative products across domains.
The purpose of this study was to examine teachers’ preferences for students’ creative responses during classroom discussions. A scenario questionnaire of classroom setting was developed to collect teachers’ response preferences and feedback. Student responses in the scenario were presented as four types according to the levels of uniqueness and relevance. Korean primary school teachers participated in this study. Results indicated that teachers’ feedback types were related to their response preferences. Implications of the results were discussed in terms of the strategies on how to respond students’ creative ideas in order to develop their creative potential.
Session 13. Community Development and Reframing Lifelong Learning

1. Development of Freirean Approach in Community Development: Significance of Double Bind Theory for Community Learning Takashi Miyazaki (Hokkaido University, Japan)

2. From “Employed Work” to “Associated Work” in Diverse Society: A Challenge of Social Enterprise to Create a New Paradigm of Community Development Learning Through the Work with the Socially Disadvantaged Kendo Otaka (Seigakuin University, Japan)

3. The End of the Global Lifelong Learning Policy Framework and the Beginning of the Diversification and Localization of the Concept: Asian Case Study Han SoongHee (Seoul National University, Korea)

4. Lost in Travel or Different Conception? (Mis-) Appropriation of Transformative Learning Theory in South Korea Dae Joong Kang & Sungmin Cho (Seoul National University, Korea)
Development of Freirean approach in community development
- significance of double bind theory for community learning -

Takashi Miyazaki
(Hokkaido University, Japan)

One of the common cultural features in East Asian countries is “compressed modernization” (Sato). In this process, the exploitative aspect of modernization was revealed to the public, however, community-based struggles against the modernization existed at the same time, and spread over many communities.

Namely, modernization progressed with the formation of the critical social power as anti-modernization. Researchers of radical community education in Japan tried to find the theory of community learning for emancipation in this contradiction.

However, in Japan, from around 1980, people realized the same exploitative nature in their critic. It became difficult to justify their movement, if they still had a simple dichotomic frame of “modernization vs anti-modernization”. What was requested of the participants of community movement was to establish alternative logic that can ground their critic by grasping the whole system that could assimilate even the oppositional activities.

This challenge also required researchers of community education to rethink the concept of “learning for emancipation”. Double-bind (Bateson) which appeared in oppositional movement based on community was a key moment to theorize a neo-radical frame which can facilitate creative way to solve the double-bind.

In order to solve this issue, we have to produce a new theoretical frame which combines Freire’s learning theory and Activity theory. In this paper, based on the some experiences of community learning in Japan, theoretical point where both theories meet will be investigated. We can say that community learning in East Asia has enormous possibility for creating new types of learning theory.
From “Employed Work” to “Associated Work” in Diverse Society: a challenge of social enterprise to create a new paradigm of community development learning through the work with the socially disadvantaged

Kendo Otaka
(Seigakuin University, Japan)

In the area of the studies in adult and community education in Japan, one of the most significant elements placed on its practice is dialogical community learning embedded in the collective practice. In a variety of contexts, these collective activities have been seen as an alternative approach to social, cultural and economic development, and have been geared particularly towards the betterment of the community life and human development.

This presentation aims to explore implications for community development learning focusing on social enterprise practice. Following a brief critical discussion on the current trend of the emergence of the social enterprise culture in a climate structured by the welfare restructuring process, some experiences of the Japan Workers’ Cooperative (JWC), which is founded and operated by workers to create an alternative way of work diverging from conventional subordinate relationships of employment, is demonstrated.

Through the analysis of mutual-learning processes with multi-stakeholders in local communities, the focus is particularly on its challenging attempts to create a drop-in space and job working alongside those who have been excluded from labor market and to promote self-affirmation and awareness of connectedness with others.
Lifelong learning is a conceptual framework that directs adult education policies and practices, and the outcome feeds back to re-defining the identity of not only adult education but also significant part of schools and colleges. For the last thirty years, the advent of global discourses and frameworks of lifelong learning, mainly guided by transnational organizations like UNESCO, OECD, or EU, has given huge impacts on the emergence of regional and local levels of discourses on lifelong learning frameworks. In this paper, I pay attention to the ways in which the system of lifelong learning evolves and reproduces itself. I argue that education system is like a living creature, which defines the territory by self-referential production not by the direct interventions of outer forces. The recent theories of systems approaches provide a meaningful turning point to re-conceptualize the whole mechanism. Human civilization in general, from this perspective, and education in particular, have been practiced to create its own territory and emerged a super-stabilized social system. In so doing, multiple directions of evolutions of lifelong learning discourses and systems have been made in the history of the whole process. My presentation shares some preliminary pictures, from the experiences of Europe and Asia, on how the discourse of lifelong learning has created self-stabilizing conceptual frameworks in different ways, which gave the whole educational system a meaningful rupture and niches to create significant changes inside the structure.
Lost in travel or different conception? (Mis-) Appropriation of transformative learning theory in South Korea

Dae Joong Kang, Sungmin Cho
(Seoul National University, Korea)

Even if adult and/or lifelong learning practice has thousands years of history in South Korea, theoretical thinking about it in the past few decades is largely indebted to Western theoretical frameworks. Academic journal articles and doctoral dissertations dealing with the topic of learning in adulthood flooded with Western, typically American, theories and concepts. It is quite natural that either advanced scholars or novice graduate students use the foreign theoretical frameworks—andragogy, experiential learning, community of practice or transformative learning, just to name a few—to describe or explain the domestic phenomena of learning in adulthood. But, is it really unproblematic to use foreign theoretical frameworks in understanding domestic phenomena? To tackle this question, we looked into 12 South Korean academic journal articles that are explicitly taking Jack Mezirow’s transformative learning theory as theoretical framework. We chose Mezirow’s theory because its seemingly undoubted status as a solid theory regarding adult learning—there are even devoted academic journal and conference to this theory—has been seriously challenged in Western scholarly communities. In the analysis of 12 Korean journal articles, we focus on how those articles used the Mezirow’s theory in terms of its core elements. We concluded that Mezirow’s theory has been largely misappropriated. To discuss possible reasons for this misappropriation, we used Edward Said’s concept of traveling theory and suggested that socio-cultural and historical influence should be concerned in theory-use as well as theory-making.

1. Determinants of Academic Profession as a Career Choice among Doctoral Students in an American University Eunyoung Kim (Seton Hall University)

2. Single Supervisor or Supervisory Team? : Chinese Doctoral Students’ Preference and Satisfaction with Different Supervision Models Wenqin Shen & Gao Yao (Peking University)

3. First-year Doctoral Students: Preparation for the Scholar’s Role Jinghuan Shi, Ni Kang, & Fei Guo (Tsinghua University)
Determinants of Academic Profession as a Career Choice Among Doctoral Students in an American University

Eunyoung Kim
(Seton Hall University, U.S.A)

With the declining academic job market (fewer tenured and tenure-track posts and an increased use of part-time faculty), the quality and value of graduate education has recently come into question in conjunction with high attrition rates in doctoral education in the United States. Many studies have looked at doctoral training and socialization experiences, at how these experiences contribute to students’ future careers, and what demographic characteristics may complicate the process of graduate education. While a growing body of research has documented the variations in graduate student socialization by department, discipline and institutional and organizational contexts—and critiqued a monolithic treatment of doctoral education—few studies look at the relationship between doctoral training and career development. Drawing upon the Social Cognitive Career Theory (SCCT), this study is to identify possible determinants of academic profession as an ultimate career goal. More specifically, this study aims to investigate how doctoral competency, learning experience, and the organizational culture of graduate schools influence doctoral students’ interests in pursuing an academic career. The survey data was collected from a large, public research institution in the Midwestern region of the United States.
Single Supervisor or Supervisory Team? : Chinese Doctoral Students’ Preference and Satisfaction with Different Supervision Models

Wenqin Shen & Gao Yao
(Peking University, China)

There is a global reform of doctoral education after 1990s, and one of the main reforms is the introduction of supervisory team model. But relevant research about the comparison of one supervisor model and supervisory team model is rare (Pole C.1998, Guerin, 2015).

Based on a national survey of Chinese doctoral students (a sample of 20046 Chinese doctoral students who graduated in 2008) and interviews of Chinese doctoral students and supervisors in different times (2007, 2010, 2014 & 2016), this paper analyzes Chinese doctoral students’ preference and satisfaction with different supervision models, that is, single supervisor model and supervisory team model.

The results show that in all disciplines, more than half of the doctoral students prefer supervisory team model, most doctoral students in science and engineering field in particular choose the team model. Furthermore, we use Ordinal Logistic Regression to test the relation between supervision models and the satisfaction of supervision. The result shows that there are no significant differences between the two models except in the field of Medicine. In some disciplines, although the students are nominally mentored by a single supervisor, but in fact they get joint supervision, so our regression analysis may underestimate the actual effect of supervisory team model.
First-year doctoral students: preparation for the scholar’s role

Jinghuan Shi, Ni Kang, Fei Guo
(Tsinghua University, China)

Doctoral education programs, being the cradle of the next-generation scientists and scholars, undertake the mission of transforming a talented student into a promising scholar. This transformation is featured by two simultaneous processes: academic professionalization and scholarly socialization. Institutional environment, academic advisors, and more importantly the interaction between these factors and individual students play the key roles in the transformation. Using data from a longitudinal survey of Cohort 2014 doctoral students in Tsinghua University, this study explores students’ experience during a crucial stage of the transformation—the first year in a doctoral program, with a focus on their preparation for and initial adaption to the role of a scholar. Implications for doctoral students, academic advisors, and institutions are discussed based on the findings.
Session 15. Special Education & Counseling

1. Data-based Instruction in Early Writing: Results from a 3-year Development Study Erica Lembke (University of Missouri, USA), Pyung-Gang Jung (Ewha Womans University, Korea)

2. A Multi-Level Meta Analysis on the Effect of the Solution-Focused Group Counseling Dong Il Kim, Hye Eun Lee & Eun Ji Park (Seoul National University, Korea)

3. The Study on Thai Writing Skills of Students with Hearing Impairment Using CIPPA Instructional Model Sophon Chaiwatthanakunwanich (Songkhla Rajabhat University, Thailand)

4. Accommodating Persons with Disabilities: A Philippine Higher Education Institution Experience, Ditas L. Ligue & Angelita D. Germinal (West Visayas State University, Philippines)

Data-based Instruction in Early Writing: Results from a 3-year Development Study

Erica Lembke

(University of Missouri, USA)

In this Goal 2 Institute on Education Sciences (IES) project we developed a professional development system to support teachers’ use of data-based instruction (DBI) with students at risk for or identified with disabilities that affect early writing development. The professional development system is called “DBI-TLC,” representing the Tools, Learning Modules, and Collaborative Support that it provides. Across three years, we developed, tested, and refined this system via an iterative process. In Year 1, we developed the DBI-TLC protocol, drawing from theoretical and empirical literature supporting teachers’ use of data to individualize instruction, and soliciting feedback from School Partners and Content Experts. In Year 2, we implemented DBI-TLC with a small group of teachers to examine its feasibility in school settings. In Year 3, we conducted a pilot study with a larger group of teachers to examine the promise of DBI-TLC to improve teachers’ timely and appropriate individualization of instruction, and students’ writing outcomes.

At this point, the DBI-TLC system is fully developed, with evidence of feasibility to implement in school settings, and promise to improve teachers’ timely and appropriate individualization of instruction and students’ early writing outcomes. We have submitted the fully-developed DBI-TLC for an IES Goal 3 efficacy trial.
A Multi-Level Meta Analysis on the Effect of the Solution-Focused Group Counseling

Dong Il Kim, Hye Eun Lee, Eun Ji Park

(Seoul National University, Korea)

The group counseling applying the Solution-Focused Approach has been applied to various fields such as counseling, psychotherapy, social welfare, mental health, and education, and used a variety of objects up to now. The current study examined the key features to synthesize studies of the group counseling applying the Solution-Focused Approach, and the Multi-Level meta analysis was conducted using the HLM 7.0 in order to analyze the effect and factors affecting the effectiveness. Among empirical studies of the group counseling applying the Solution-Focused Approach from 2001 to 2016, studies in domestic journals were selected, which includes at least three or more of the seven key elements of the Solution-Focused Approach. Also, they had to fit three or more six criteria of the APA. As a result, 114 effective sizes of a total of 37 papers were calculated, and then the overall effect size and the factors that affect the effect size were examined. First, approximately 95% of studies are being applied to people who need specific interventions and common people, mainly utilized for emotional, social, and behavioral areas. Second, The overall average effect size of the Solution-Focused group counseling program showed a very large effect size of 1.223. Third, there is not a significant difference in gender, and the high school student group is more effective than the adult group. Effect sizes between common people and the mixed are significantly different. Forth, it is found that the more seven key elements of the Solution-Focused Approach are used, the more group counseling programs are effective. The groups which fit at least six and not more than 10 sessions and less than 1 hour per one session are more effective. Lastly, the implications of these results were discussed along with a suggestion to do follow-up studies.
The Study on Thai Writing Skills of Students with Hearing Impairment Using CIPPA Instructional Model

Sophon Chaiwatthanakunwanich
(Songkhla Rajabhat University, Thailand)

The purposes of this research are to study determine Thai writing skills of students with hearing impairment and investigate factors enhancing their Thai writing skills using CIPPA instructional model. Selected by purposive sampling, the samples in this research are 10 undergraduate students with hearing impairment enrolling in the second semester (2015) at Songkhla Rajabhat University. The research instruments include instruction plans and group conversation questions and the data are analyzed by utilizing median and quartile deviation. The findings show that students with hearing impairment instructed in CIPPA model possessed a good level of Thai writing skills. Moreover, factors enhancing their Thai writing skills include 1) awareness 2) difference between Thai sign language and Thai verbal language 3) confidence in writing Thai for communication 4) determination in self-development 5) putting effort persistently and 6) knowledge and insights of instructors and team teaching towards students with hearing impairment.
Accommodating Persons with Disabilities: A Philippine Higher Education Institution Experience

Ditas L. Ligue, Angelita D. Germinal

(West Visayas State University, Philippines)

This study responds to the world wide call of including the marginalized, specifically, persons with disabilities in the mainstream of society. Its purpose was to document the higher education faculty’s (professors and college instructors) experience of accommodating students with special needs (SWSN) in a Philippine state university. The areas of interest in the study included accommodation concept awareness of the faculty members and the type of accommodation given to students with disabilities. Results showed that the faculty are very aware of the concept of inclusion through accommodation practices. They practiced setting, timing, and scheduling accommodations.

The results show that the faculty members of both sexes are very aware of accommodation concepts. This means that regardless of sex, all purposively selected participants had higher familiarity on the concept of accommodation. When respondents are categorized according to age, those in the 31 – 40 years are very aware ($M = 3.88, SD = 0.928$). In terms of awareness on the accommodation concept being used, the faculty are Very Aware of using Setting Accommodation. It calls for making the SWSN (student with special needs) sit in front, making the classroom arrangement less distracting and modifying the physical arrangement of the classroom to suit the needs of the students.

They are also highly aware of Timing and Scheduling Accommodations. It means increasing the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized. Thus, they provide SWSNs additional time to answer questions, to give breaks within the class period and to give specialized examinations.

In general the faculty are very aware of accommodation.

Asri Wijiastuti, Novia Dyah Ekawati
(State University of Surabaya, Indonesia)

The purpose of this study is to analysis the scientific approach through hands on activities teaching to increase the science concepts “heat energy” of the students with hearing impairment in an special school science classroom. Science skill process (SPS) to be able to observe, to analyze, to hypothesize, to experiment, to conclude, to generalize, and to apply the information they have with the necessary skills. These skills can be gained by students through certain science education activities (Harlen, 1999; Huppert, Lomask & Lazarorcit, 2002). Using experiment, observations, test, it is revealed that this teacher's approach focuses on two major ideas: (a) Combining activity-oriented science curriculum of heat energy unit with the building of comprehension relationships in her classroom; and (b) Developing comprehension for science skill process and fulfilling students' personal purposes. Research design was One Group Pretest-Posttest Design. Research Design through observation and 5 times intervention phase. Participant from special need schools about 30 participants. The data analysis uses t test through N-Gain and Norm test. The result of this study shown pretest of 30 participants was average 27 (the lowest of NPZ was 13 and the highest of PTR was 63), after 5 times treatment, the post test data was 77 (the lowest of NPZ was 40 and the highest of ZDK, MA was 93). The conclusion of the study was the scientific approach through science process skill to increase competence science concepts “heat energy” student with hearing impairment (t counted= 17,597 > t table= 2,045, α = 0,05). The emphasis on enhancing scientific concepts is placed on an appreciation of the nature of science, the development of personal attributes and the acquisition of socioscientific skills and values.
Session 16. Creative Ways of Learning in Education

1. Rethinking ICT in Education for Sustainable Development (ESD): Conscientization of Global E-waste Issue through Education Yikun You (Seoul National University, Korea)

2. Design Interactive Response System Digital Learning for Future Chun Yi, Shen & Hsin Yu, Chang (Tamkang University, Taiwan)

3. Influence of Learning Readiness and Attitude toward Social Media on Learning Outcomes in a Pre-Dental Flipped Classroom Jungjoon Ihm (Seoul National University, Korea)

4. Implications and Learning from the development process of IPE (InterProfessional Education) - based professional training/education program and its practice Yoko Watanabe (Kyoto University, Japan)

5. A Case Study on SPAT-based Flipped Learning in Music Education Sungmin Cho, Gayoung Lee, Sunyoung Keum, Myungsun Kim & Ilju Rha (Seoul National University, Korea)
Rethinking ICT in Education for Sustainable Development (ESD):

Conscientization of Global E-waste Issue through Education

Yikun You
(Seoul National University, Korea)

In recent days, educational policy makers and administrators have been making a concerted effort to integrate ICT in classrooms. By increasing computer-student ratio and WLAN speed, it is widely believed that ICT integration in learning and teaching is an irresistible historical trend and has huge potential in providing equal access to and better quality of education. ICT also plays a significant role in Education for Sustainable Development (ESD) by assisting to resolve environmental problems. On one hand, we have to admit ICT as a versatile tool is effectively and efficiently used in different fields; on the other hand, there needs to rethink adversely whether the large-scale ICT integration in education can really keep its promise towards an environmentally friendly process of ESD.

In this paper, the answer to the above doubt is NO. Every year, thousands of tons of e-waste is generated from abandoned electric and electronic devices and some are traded across the oceans from developed to developing countries for disposal or second-hand selling. With the progress of ICT integration in education, education could be the future ‘criminal’ charged with environmental destruction. Thus, the assumption of this paper is that the universalization of ICT’s installation and replacement on campus intrinsically hinders sustainable development in terms of e-waste. By examining the significance of e-waste issue in ICT integration, this study will firstly reveal the fact of how integration of large-scale ICT which lacks comprehensive plans, could obey its promise to ESD as the e-waste it produces has extreme negative effects on both environment and human health in the flow of global trade. Then, it proposes that there should be an accountability for education to utilize its ability of conscientization, to help children form a dialectical way of thinking of technology from an environmental perspective. This is to set up the foundation of global education cooperation of reducing the harm of e-waste. At the same time, two cases will be provided for discussion in what way can e-waste issues be more sustainably and appropriately integrated in different forms of education. Finally, the study will appeal to all educators to take the e-waste issue as an opportunity to work together to prepare 21st Century Learners with a global environmental concern, a integrating and transformative ability. By applying Paulo Freire’s pedagogy of the oppressed theory, this paper is to construct the rationalization and feasibility of the conscientization of e-waste through educational approach.
Design Interactive Response System Digital Learning for Future

Chun Yi Shen, Hsin Yu Chang
(Tamkang University, Taiwan)

Recent, Interactive Response System (IRS) was used to integrate into innovative mobile device to reinvent digital learning environments. Typically, this device was assumed to enhance student’s motivation and attitudes efficiently. This study conducted Interactive Response System (IRS) and cooperative learning approach in junior high school for detecting their learning effects. An experimental design was conducted in this study. The participants were classified into two groups, namely the control group (26 participants) and the experimental group (26 participants). Two or three students in both experimental and control groups were interviewed to collect their motivations and learning attitudes each week by randomly. Results reveal IRS can improve students’ motivation and learning attitude in class. The IRS provides an instant answer function which allows students to focus on in-class learning. Furthermore, the IRS has more flexible functions for students’ interactive discussion in class. The results of this study demonstrate the innovative design was workable.
Aims: A flipped classroom is an instructional strategy that has been introduced recently; however, it is still debated as to how well it works. This study investigates whether pre-dental students’ learning readiness (LR) and attitude toward social media (ASM) empirically influences their learning outcomes in a flipped classroom.

Materials & Methods: Out of 82 pre-dental students in Seoul National University School of Dentistry who signed up for ‘Biodiversity and Global Environment’ class, a 15-week 3-credit course, 61 (74.3%) answered the paper-based survey. The course was designed on the basis of flipped learning where students were supposed to view course materials (video lectures) online before the class session, take the scored written test, and join the group discussion or debate in class facilitated by tutors. At the end of the course, they were asked to rate their LR and ASM using a five-point Likert survey (Gunawarda & Duphorne, 2001; Mostafa, 2015). Pearson correlations were calculated for LR, ASM, and performance scores, such as written test and tutor evaluation.

Results: The high Cronbach’s scores attested that there is consistency and reproducibility of the LR (Alpha = 0.901) and ASM (Alpha = 0.722) measures. Most students felt a little more prepared before going to class (mean score 3.17 on a 5.0 scale) and expressed a relatively low preference for social media use (mean score 2.49). Thus, it was found that LR in a flipped classroom was significantly correlated with written test ($r = 0.361$, $p = 0.042$) and tutor evaluation ($r = 0.371$, $p = 0.035$). However, ASM was not significant and negatively correlated with performance scores.

Conclusions: This study offered insights into designing a flipped learning course in terms of pre-dental students’ LR and their ASM. Success of flipped learning depends on students’ self-perceived level of preparedness, and much still remains to be done to apply social media benefits in a flipped learning context.
Implications and Learning from the development process of IPE (InterProfessional Education) -based professional training/education program and its practice.

Yoko Watanabe  
(Kyoto University, Japan)

This study is focused on the IPE (InterProfessional Education) project of our multi-disciplinarily composed team which aims to develop a new professional education program based on the principles of IPE. Through review and reflective examination of that process, we would try to clarify the feature and challenges of the IPE-based professional education program.

As often is discussed and acknowledged (such as Schön, 1983), the professionals in various vocational areas and fields are facing the hardships, meeting with the complexities and difficulties of the present professional world in the rapidly changing global society. While not only the concept of ’reflective practitioner’ but also the method of reflection and its assessment have been widely examined and explored, the higher vocational or professional education have still somehow narrowly located themselves, and compartmentalized their professional work-world, excluding the outsiders or amateurs, and stayed as an authorized homogeneous society.

In such situation, a challenging example in recent years may be the ’multi-professional education’ in clinical / health and welfare professionals. The wide diffusion of team-based medicine has led attention to the IPW (InterProfessional Work)-directed IPE, which has recently been introduced to the advanced vocational or professional education curriculum; medicine, nursing, pharmacy, rehabilitation, social work and so on. It is the IPE to make these professionals achieve their task more effectively by learning to communicate smoothly among different professions.

I would say, there are roughly two types of IPE. And the other is, what we call, Interactive IPE. It looks somehow similar to the business exchange meetings between the different business fields. They do look similar to each other, but Interactive IPE is definitely practiced from the education point of view; we focus on the role and significance of IPE activities in the context of professional consciousness-raising and professional personal development of each participant.

In the academic year of 2014, Kansai IPE study group was organized. It consists of a Coast Guard teacher (a coast guard officer), a pharmacy teacher (a pharmacist), a nursery education teacher (non-nursery teacher), a graduate student (ex-office worker on legal affairs), and myself (non-medical educationalist).

As the members of the group have different professional and academic backgrounds, we started our experimental activities with efforts for the mutual understanding, through each other’s presentations and workplace visits. It took nearly one and a half year to get ready for some collaboration trial. And in the second year, we built up the program of IPE open workshop, make a preparation for it, put into practice, and made various trials for reflection. The Kyoto University IPE Open Workshop 2015 was held on 18th October with the title of “Considering Professionalism from the InterProfessional; with the case of Wood-related professionals”

Through this whole process, the most important and most commonly shared point was that it was the very members of the study group that learned the most from the workshop. As the final output, the Interactive IPE principles have been extracted from the practice and would be refined to be utilized in the future workshop model plan and program.
A Case Study on SPAT-based Flipped Learning in Music Education

Sungmin Cho, Gayoung Lee, Sunyoung Keum, Myungsun Kim, Ilju Rha
(Seoul National University, Korea)

The purpose of this study is to develop a case for SPAT-based flipped learning in music education at the university level. Since music education at the university level requires both new learning and individual practice, flipped learning seems to be a promising option for improving current educational practices. As of now, learners learn and practice with their instructors in classroom hours in a rather piecemeal manner. If part of the instruction could be delivered in a pre-class lecture, the learning would be far more effective, as instructors could focus more class time on students' individual progress. SPAT, a newly suggested mobile learning delivery format in digital environments, is an acronym of Still Picture, Audio and Text. In this format, the learning material is packaged into a series of scenes which each consists of a matching still picture, audio and text. The SPAT material is small in file size and flexible in updates, and thus can be suggested as a suitable format for mobile learning.

To examine the effectiveness of SPAT-based flipped learning in music education, the study looks at data gathered from five music students in a university in South Korea. Flipped learning material on rhythm learning was developed in SPAT format and was delivered via mobile phones and tablet PCs, by an application called gglearn. Afterwards, a questionnaire on motivation and self-efficacy was administered. Qualitative data were also collected through the class observation and in-depth interviews. The results show that flipped learning has a positive effect on learning motivation and self-efficacy. Flipped learning seems to improve motivation elements such as attention and confidence, as well as having a positive effect on students' self-efficacy. The students also generally exhibited a positive attitude towards the SPAT–based mobile delivery method.
Session 17. Assessments in Learning

1.Are Peer Assessments in Online Learning to be trusted? A Literature Review Jenni Fajardo (International Christian University, Japan)

2. The Determinants of Transition from Middle School to Top Senior School in China Jun Xu (Kobe University, Japan)

3. Graduating World Citizens: The Impact of Global Issues Curriculum on University Students’ Attitudes and Actions Sarah Sanderson (International Christian University, Japan)
Are Peer Assessments in Online Learning to be trusted? A Literature Review

Jennifer Christine C. Fajardo
(International Christian University, Japan)

The purpose of the study was to examine peer assessments in the context of online learning. A closer examination on literature on and about peer assessments in the context of online learning revealed various forms of peer assessment being used. These studies include but are not limited to satisfaction, effectiveness, and perception on peer assessments. The literature review only covered studies from 2000-2015 associated using keywords “peer assessment” and “online learning” from respected journals. Results showed that in most cases having an effective feedback design along with proper training and guidance were found to be important considerations in effective peer assessment especially in the online learning context.
The Determinants of Transition from Middle School to Top Senior School in China

Jun, XU
(Kobe University, Japan)

In China, there are a few studies on the determinants of the education gap at the point of the different transition between normal high school and top senior school. The purpose of the study was to investigate the determinants of the transition from middle school to top senior school in school and teacher factors to examine the effects of night study course, teacher experience years, parents who working away from home on the transition to top senior school. Moreover, China Education Panel Survey 2013-2014 was using as data in this study, gathering from 112 middle schools and 438 classes, which contained 19825 students from grade 7 to grade 9. The samples were chosen randomly from 28 districts, and in the estimation process, incomplete school data was getting excluded, the number of samples decreasing to 95 schools. Based on the regression analysis, teachers experience showed quite big significance to transition rate from middle school to top senior school but significance limits for night study course and parents out of home sectors in this study. Therefore, making standardization strategy for the teachers’ teaching profession, balancing the special-grade senior teachers as an equal distribution and managing the system of night course study in education policy were considered to provide a new sight in empirical studies in education gap as the case of the transition from middle school to top senior school in China.
Graduating World Citizens: The Impact of Global Issues Curriculum on University Students’ Attitudes and Actions

Sarah Sanderson
(International Christian University, Japan)

In a world struggling to deal with seemingly overwhelming problems such as inequality, widespread disease and conflict, it is now more important than ever to not only graduate students with the knowledge and awareness of global issues and the critical thinking and problem-solving skills necessary to tackle them, but also the social responsibility and motivation to take action. This presentation is based on several studies toward an M.A. thesis and seeks to answer the research question to what extent does global education in the foreign language classroom promote international awareness and social responsibility in students? It aims to not only empirically test the impact of the existing theory and framework of Global Issues in Language Education (GILE) as classroom methodology but also suggest that (and measure if) it can provoke student action and social responsibility in activities outside of class. Quantitative and qualitative data were collected from surveys, instructor interviews and student focus groups. Preliminary results show strong student satisfaction with GILE lesson plans and include several suggestions on how to improve as well as ideas on how to encourage student involvement with social justice organizations in the community. Being able to establish a possible connection between a language learning approach and voluntary student action outside of class will be an important step in the field of foreign language education and one that will be welcome in the state of current international affairs today.
Session 18. Designing Future Educational Policy

1. Budget for quality education in Bangladesh: the 2030 Agenda for Sustainable Development Alam. Md Jahangir (Kobe University, Japan)

2. Financial Limitations of Technical and Vocational Education and Training in Sri Lanka and Policy Recommendation Ki-Seok Lee (Seoul National University, Korea)

3. Policy Design for Promoting Youth Global Mobility in Taiwan: Challenges and Prospects Dian-Fu Chang, Wen-Ching Chou (Tamkang University, Taiwan)
To accomplish the United Nations Decade of Education for Sustainable Development, Bangladesh is exasperating to concentration further on comprehensive and equitable characteristic education and stimulate lifelong learning opportunities for all by 2030. Its not easygoing for the government of Bangladesh to lessen the gap amid the supply and demand sides area being a developing country with immense challenges. This research concentration on the supply side matters to congregate the challenges. The government trying to ensure the educational structural adjustment policies for 2030 and to guarantee its strategies for the international development and cooperation. In Bangladesh, like other developed and developing countries whole over the world, education has been contemplated as an importance segment in all the continuous Five-Year Plan documents of Bangladesh. However, Bangladesh has accomplished inadequate advancement in terms of stipulating the indispensable resources for education. Total expenditure of Bangladesh on education was 1.6% of total GDP in 1990 which increased to about 2% in 2000. Meanwhile, Bangladesh has been dangling approximately this horizon, such level of allocation does not actually correspond to Bangladesh’s performance as regards the attainment of education-related MDGs especially for the 2030 Agenda for Sustainable Development. Not only has the apportionment for education been incompetent, the productivity of implemented funds in terms of anticipated outcome has been reasonably incomplete. The EFA, Global Monitoring Report estimates that delivering excellence education in the areas of pre-primary, primary and secondary education in low and low-middle-income countries will require a total of USD 340 billion per year (6.6% of GDP) over 2015–2030. Analyzing the accessible trend, the projected support deficit (for education) per year may stand at USD 39 billion for these countries. The objectives of this research is to underline the spaces and experiments in the educational sector through the lens of SDGs in Bangladesh, to compartmentalize significances in the education sector for acceptable financial plan allotment, to analyze tendencies and contemporary settings as regards education financial plan in Bangladesh and set suggestions towards ensuring quality education in Bangladesh. The results show that, following such plan in the long run, if we (Bangladesh) could develop such plan in the light of developed countries model, then it would be easy to cope with the challenges for 2030 which will help for International Development and Cooperation. Furthermore, investment or additional budget allocation in education could ensure the quality of education in Bangladesh.

Ki-Seok Lee
(Seoul National University, Korea)

In Sri Lanka, only 9.4% of students enter state and foreign universities annually and therefore approximately 90% of youth - who are not accommodated in the higher education institutes - require skill training to escalate the chance of employment\(^1\). Nonetheless, out of 326,000 numbers of school children who require skill training annually, only 174,000 numbers are accommodated in either public sector or private sector owned skills education institutes. As a result, approximately 50% of young students have no chance for further education and this leads to the large numbers of youth unemployment - also terms as Skills Development Gap by National Planning Department (hereinafter NPD) - in Sri Lanka.

Meanwhile, the Government of Sri Lanka (hereinafter GoSL) has emphasized the development of human resources by its national strategies and policies for the past decade. Particularly, the roles of Technical and Vocational Education and Training (hereinafter TVET) have been highlighted since many numbers of youth have remained outside the formal education system in Sri Lanka. However, lack of national budget on education led to the financial limitations in developing TVET and this caused financial barriers in the skills sector development, decrease of youth employment, worsening quality in TVET and widening of skills gap. Nonetheless, some exemplary cases can be the stepping stones for the improvement of financial status in TVET and this was proven in this study.

In this sense, the purpose of the study was to examine the limitations of Sri Lankan TVET in financial context and it tried to explore the recommended policies to better the limitations. For the methodology, several methods were used such as research literature review, focus-group interview and field-visits and the scope of study is focused on proving the 1) limitations of Sri Lankan TVET in financial aspects, 2) cases of financial breakthroughs and 3) recommended policies for financial investment on TVET.

Note> This paper was originally submitted to the Journal of Social Sciences and Humanities of Chiangmai University, Thailand in early 2016 and it is going to be published within 2016.

\(^1\)The population of Sri Lanka is approximately 20 million and there are 15 numbers of state universities nation-wide. GoSL provides free education for the university students.
Policy Design for Promoting Youth Global Mobility in Taiwan: Challenges and Prospects

Dian-Fu Chang, Wen-Ching Chou

(Tamkang University, Taiwan)

Followed Korean’s K-Move, Australia’s New Colombo Plan, United States’ Generation Study Abroad, and EU’s Erasmus, Taiwanese MOE initiated Mobility+ plan in 2015. The four years plan has been designed to implement from 2016 to 2019, which targets to promote youth capability of global mobility. In this plan, the four key competences have been prompted for young generation, namely capabilities of communication, adaptability, professional competence, and practice focusing ability. Last five months, 15 workshops supported by MOE have been conducted for the policy purpose in universities and senior high schools for their directors or staffs. This study focuses on the challenges of this policy implementation and prospects. Policy document analysis has been applied to address the Mobility+ plan. Related challenges and prospects were synthesized the opinions of 450 participants from both levels of education. The participants are consisted of 32.2 % in north, 33.2 % in south, 26.8% in central, and 7.7% in east of the island. The result reveals current Mobility+ plan has faced high challenges and relative low resources support which might impact on the result of implementation. However, the intention of the policy implementation is strong in both levels of education. Most of high schools and universities have initiated their mobility plan in campuses. Basically, the universities have been found better than high schools in their current working plans, available resources, and effects of implementation. In this study, we found there is no significant difference in sectors. The findings can be used to enhancing the policy design for youth global mobility in future.
Session 19. Global Education Cooperation

1. Pedagogical Implications of UNESCO’s Theoretical and Operational Framework of Intercultural Competence to ESL/EFL Curriculum Design Teri An Joy Magpale-Jang (De La Salle University-Manila, Philippines)

2. Household Decision making process and its Impact on Basic School Attainment in the Democratic Republic of Congo Bernard Loleka Yungu (Kobe University, Japan)

3. Reflections of Intellectual Legacy of Jung Yagyong: Dimensions of Servant Leadership Shinyoung Park (Seoul National University, Korea)

4. Global Governance of Education and Training: as reviewed from Jomtien via Incheon to New York: Sung Sang Yoo, Bong Gun Chung, In Sun Jeon, Rebekah H. Lee, In Young Park (Seoul National University, Korea)

5. Multicultural Education to Overcome Ethnic Conflict from a Global Citizenship Perspective Ayami Nakaya (Hiroshima University, Japan)
Globalization results to the creation of cultural fabrics of different societies. It has shifted cultural boundaries to global interconnectedness. Accordingly, this presentation reviews the theoretical and operational underpinnings of the United Nations Educational, Scientific, and Cultural Organization (UNESCO)’s framework on building intercultural competence amongst learners. This study aims to analyze the different pedagogical implications of this framework to the cultural component of an ESL/EFL curriculum. Primarily, the operational framework uses Deardoff’s (2011) Process Model of Intercultural Competence, which focuses on respect, self awareness/identity, seeing from other perspective/world views, listening, adaptation, relationship building and cultural humility. Building on Deardoff’s intercultural model, this presentation provides examples of practical cultural classroom tasks which are appropriate for ESL/EFL classes and resources for teachers who wish to broaden the students’ multicultural awareness. Lastly, it presents different possible problems with proposed solutions which teachers might encounter in implementing the intercultural approach in an ESL/EFL classroom.
Household Decision making process and its Impact on Basic School Attainment in the Democratic Republic of Congo

Bernard Loleka Yungu
(Kobe University, Japan)

With the Democratic Republic of Congo (The DRC) lagging far behind to achieve EFA-second goal of having every child of primary schooling age enrolled at school, while the jargons have evolved towards the ESDGs, I have initiated this study with the objectives, to estimate the effect of households and families characteristics on secondary school attendance rate in the DRC. The study is built upon the household schooling framework decisions determined by an interaction of social, cultural and economic factors working through power relations within the household. This study hypothesizes that if the households and families decisions towards children schooling increase, primary school enrolment in the DRC will increase, so will the primary school completion rate and, the secondary school attendance rate. The paper used multivariate regression techniques to analyze the probability of households and families characteristics to send a child to school, controlling for ten Congolese province-specific effects. The households and families schooling decisions were analyzed at three stages of the schooling system. Especially, whether the households and families send the child to primary school or not, whether the child completes primary school conditional on the child having entered the primary school system and, finally, whether the child attends secondary school. The data used are taken from the second Demographic and Health Survey (DRC-DHS II, 2013-2014) conducted by the Congolese Ministry of Planning, in collaboration with the Ministry of Public Health. The DRC-DHS II was financed by the government of the Democratic Republic of Congo (DRC) and, the US government through the United States Agency for International Development (USAID) and many other actors. The preliminary findings have shown great impact of household characteristics on basic schooling attainment in the DRC. The study is very significance to the fact that, literature on educational attainment in DRC is not abundant. Studies mainly in French often use aggregate data and analyze only school enrollment. A few studies in English, such as (Shapiro & Tambashe, 2001, 2003, and 2010), (Mabika & Shapiro, 2001) used household survey to examine women’s schooling and educational attainment in one province of the DRC namely Kinshasa. This paper will estimate the effect of households and individual characteristics on primary school enrollment decision, as well as their effect on primary school completion rate and, further their influence on secondary school attendance across ten provinces of the DRC.
Reflections of Intellectual Legacy of Jung Yagyong: Dimensions of Servant Leadership

Shinyoung Park

(Seoul National University, Korea)

This article attempts to make the case for visionary leader Jeong Yagyong as a role model for servant leadership in its analysis of the key accomplishments of the sage in 18th century Chosun Dynasty of Korea. Dasan, a pen name well-known for Korean, was a great thinker and reformer of the times and was genius in many disciplines by numerous contributions to Korean society in such as public policy, moral philosophy, good governance to name a few. Among other things, his personal traits of prudence, humility, compassion, tireless courage and will to the challenges of his time is what global leaders to show homage for the intellectual legacy of practical knowledge, inventions, and integrity and spirituality. He is not only moral leader for Koreans, but also for entire humanity in times of crisis as the global villages face unprecedented conflicts present times hence demands transformative solutions for common good. Many nations exert to foster global leader in the 21st century, portraying a wide array of desired qualities of future leaders. By elaborating virtues and philosophical works of Dasan back in 250 years of Korea, the author suggests dimensions for genuine servant leader today beyond national barriers. The article begins with an introduction to early conceptions, frameworks, and theories of servant leadership literature. In conclusion, she addresses the importance of universal traits of servant leader and implications of developing learning resources for civic education.
Global Governance of Education and Training:
as reviewed from Jomtien via Incheon to New York

Sung Sang Yoo, Bong Gun Chung, In Sun Jeon, Rebekah H. Lee, In Young Park

(Seoul National University, Korea)

Global agenda plays a set of diverse roles such as rules and regulations, guidelines for the effectiveness of policies and measurements in the functioning of governance. This is why the paper focuses on the “setting of global agenda.” Relying on selected literature reviews of academic analysis, publicized official documents, and statistics, the paper postulates the governance of EFA, MDGs and SDGs in education. The modified characteristics of Rameststeiner’s four dimensions of good governance: rule of law, accountability, participation and effectiveness, were deployed to discuss these global agendas in terms of global good governance. The study asserts that the issues of global governance arose with EFA but governance of EFA was weak so did its accountability and effectiveness. The MDGs’ governance was stronger than EFA’s but strong governance of the MDGs cannot be interpreted as good governance. The actual process of MDG setting, despite the pervading rhetoric of country ownership and development partnership, are overwhelmingly donor centered, which makes it problematic from the dimensions of rule of law and participation in good governance. This paper claims that the establishment of a strong frame for global governance is critical in order to raise effectiveness and accountability hence strong governance is a priority for the global education community. However, it should bear in mind that strong governance is different from good governance from many aspects. The power asymmetry is inevitable in the multi-stakeholder governance approach, which is why the co-existence of good governance and strong governance difficult. The SDGs emphasize good governance in order to achieve successful outcomes upon a democratic process but it misses an important point. Without strong governance, the goal for good governance cannot be achieved either. The SDGs is in a dilemma. That is why the future of the education SDGs remains as pessimistic.
This article examines how multicultural education can overcome ethnic conflict from a global citizenship perspective. The research field is West Kalimantan of Indonesia, which reported incidents of ethnic conflict from 1997 to 2001. After the conflict, there have been educational efforts undertaken by teachers in schools, in collaboration with NGOs, the local government, and international institutions, to overcome this problem. The features of new textbooks are including theory of multiculturalism and mainly ethnic cultures and history in West Kalimantan. However, a question arises here: How does gaining a deep knowledge about the history and culture of another ethnic decrease the prejudice against the group after the conflict? To answer this question, the author initially conducted a textbook analysis and observation practice and interviewed the teachers. Second, the author surveyed junior high school students, their parents, and university students to understand the social identity of the young generation: national, ethnic, local, and global. Based on all these, the author proposed the idea of multicultural education from a global citizenship perspective to reduce conflict among ethnic groups.
Session 20. Mathematics Education

1. Variables Relating to Middle School Students’ Math Achievement: An analysis on TIMSS 2011 Korea with a New Data Mining Technique, Random Forests Jin Eun Yoo (Korea National University of Education, Korea)

2. Bipolar Analysis of the Impact of Computer Access and Use Factors on Students Math Performance across Countries Angeline M. Pogoy (Cebu Normal University, Philippines)

3. Discourses in Mathematical Problem Solving Among Thai and Filipino Students Rosemarie Felimon, Rosalie G. Pido (West Visayas State University, Philippines)

4. Success Stories of International Winners in Intensive Mathematics Program Jonathan Glorial, Rosemarie G. Felimon (West Visayas State University, Philippines)

5. Mathematics Principles Used by an Ilonggo Abstractionist: Implications for the Mathematics Curriculum of the Philippines Alona Belarga, Rosemarie Felimon (West Visayas State University, Philippines)
Variables relating to middle school students' math achievement:

An analysis on TIMSS 2011 Korea with a new data mining technique, random forests

Jin Eun Yoo
(Korea National University of Education, Korea)

A substantial body of research has been conducted on factors relating to students’ math achievements with TIMSS. However, most studies have focused on selected few indicators instead of utilizing hundreds of variables TIMSS provides, and have employed conventional statistical methods including HLM, SEM, and LGM. This study aimed to investigate possible sets of indicators from a totally different approach: random forests, currently one of the most popular data mining techniques. In random forests diverse decision trees are built up via bootstrapped samples, and the results of each tree are combined for more accurate prediction. Korean 8th graders of TIMSS (Trends in Mathematics and Science Study) 2011 were used as the sample, and the prediction accuracy of the random forests model was 76.78%. Variables of importance index and partial dependence plots of the random forests showed that students’ math efficacy, attitude, home educational resources, and the amount of books at home were influential to their math achievement, which was consistent with previous studies. Additionally, mother’s education level, student’s educational aspiration, and the extent the student being bullied at school were also important indicators. More interestingly, students’ birth month and science self-efficacy, which rarely have been in model for predicting math achievement, showed a relatively high index of importance.
Bipolar Analysis of the Impact of Computer Access and Use Factors on Students Math Performance Across Countries

Angeline M. Pogoy, Martin W. Baguio, Lyra C. Bitayo, Lady Vi B. Costas
(Cebu Normal University, Philippines)

The study utilized the bipolar analysis of the impact of nine (9) ICT components for instruction on the mathematics performance of the students based on the Trends in Mathematics and Science Study (TIMSS 2011) mathematics scores of the top twenty (20) and bottom twenty (20) performing countries. Exploratory method through cluster analysis and formal test of statistical hypotheses through t-test, analysis of variance and regression analysis were used to analyze the data. Results revealed that computer access of having computers and international internet subscription and computer use such as computer availability for practicing skills and procedures and computer software as supplement have statistically significant bearings on the general characteristics of mathematics education in these countries.
Discourses in Mathematical Problem Solving Among Thai and Filipino Students

Rosemarie Felimon, Rosalie G. Pido

(West Visayas State University, Philippines)

With the implementation of the student and faculty exchange program, three Thai female college students enrolled in Number Theory and Problem Solving in a state university in the Philippines. This discourse analysis focused on the leading characteristics of the discourses employed by these purposively chosen international students as they interacted with Filipino peers and professors during informal tutorial sessions. The characteristics of the Thai and Filipino discourses are displayed in the context of kinesics and paralanguage, power relations, and discourse negotiations. Recommendations on bridging programs and peer support for Thai international students are discussed.
Success Stories of International Winners in Intensive Mathematics Program

Jonathan C. Glorial, Rosemarie G. Felimon
(West Visayas State University, Philippines)

Since Mathematics Trainers’ Guild, Philippines organized the intensive mathematics program in 1995, several Filipino students reaped awards in international mathematics competitions. Some of these winners excelled not just in school but also in their chosen career. Hence, this narrative research sought to describe the success stories of five international winners who were chosen through purposive sampling. The data from the audio and video recorded interviews underwent narrative analysis, which includes transcribing, coding, writing memos, identifying common themes, supporting and matching themes, and writing the manuscript. The narratives show how the intensive mathematics program established network, built self-confidence, developed positive character, and defined the path toward a mathematics-oriented career. Implications discussed focus on the use of intensive mathematics program as a supplement to the mathematics curriculum in order to promote culture of excellence, and nurture giftedness among fast learners in mathematics.
Mathematics Principles Used by an Ilonggo Abstractionist:
Implications for the Mathematics Curriculum of the Philippines

Alona Belarga, Rosemarie Felimon
(West Visayas State University, Philippines)

This paper examined the mathematics principles used by Allain Hablo, a visual artist from Iloilo, which is a province in the island of Panay in central Philippines. Through case study, we focused on the mathematical tools used by the artist, the mathematical patterns and meanings in the artworks, and the artist’s views on mathematics and art. The triangulation of the results was anchored on the principles of constructionism and symbolic interactionism. The naturalistic data collection done through observation, interview, and analysis of artifacts was followed up by thematic, mathematical, semiotic, and computer analyses. The findings revealed that mathematical tools anchored on calculation, measurement, similarity, arithmetic, and geometry were used by the artist. Furthermore, golden ratio and similarity transformation were evident in the artist’s abstract paintings. Mathematics was viewed to be important and art was considered to be an expression of self and selflessness. Embedded in the discussion of the implications are the potentials of art in teaching mathematics and in promoting local culture through the Philippine K to 12 Mathematics Curriculum.
Session 21. Child Education

1. Chinese Students’ Values in Effective Mathematics Teaching in Four Primary Schools Xiaoqing Li (Shenzhen University, China)

2. Situation Analysis of Early Childhood Care and Education (ECCE) in the Republic of Korea - With Focus on Enrolment Rate and Integration of Care and Education Najung Kim (Kobe University, Japan)

3. Financing for Early Childhood Care and Education in Asia and the Pacific Keiichi Ogawa (Kobe University, Japan)

4. Teacher Opinion on Tpm-kurtitas Implementation Amal Keluara and Bunda Balita Kindergarten Aan Listiana, Yeni Rachmawati (Universitas Pendidikan Indonesia, Indonesia)

5. Creativity in the Social Skills Education of Children and Young People with Autism Spectrum Disorder Carmel O’Sullivan (Trinity College Dublin, Ireland)
Chinese Students’ Values in Effective Mathematics Teaching in Four Primary Schools

Xiaoqing Li, Minling Lin
(Shenzhen University, China)

This study aimed to examine the structure and characteristics of Chinese students’ value in effective mathematics teaching. 1001 students, grades 4 to 6, from four primary schools in Shenzhen participated in the current study. WIFI (What I find important in mathematics learning) questionnaire was used to measure students’ values. Exploratory factor analysis and MANOVA were used to analyze the data. The results showed that: (1) there were five dimensions in the students’ value structure, namely achievement, relevance, practice, communication, information and communications technology (ICT). (2) The differences in schools, grades, gender and prior achievement were significant on the students’ values in effective mathematics teaching. Specifically, the students of the ordinary schools paid much more attention on mathematics relevance and practice than their peers of the key schools. Students of the lower grades emphasized mathematics relevance, communication and practice than students of the high grades. And the higher grades attached more importance to ICT than the lower grades. What is more, girls value mathematics achievement and communication more than boys. The students with higher achievement thought highly of mathematics achievement than the students with lower achievement. Implications of the results were discussed in terms of assessment of and intervention to improve mathematics teaching of elementary students.
The purpose of this study was to analyze Korea’s high enrolment rate in pre-primary education by examining the contributing factors behind it and to discuss the government’s ongoing integration efforts in Early Childhood Care and Education (ECCE) under the Nuri Curriculum. These two aspects – high enrollment rate and integration of care and education – are two distinctive and exemplary elements of Korea’s pre-primary education. The importance of ECCE in children’s cognitive development and its impact on children’s later academic performance is evidenced by a growing body of research and advocated by a number of international mandates. Korea’s high enrolment rate in ECCE institutions is supported by, among other factors, increased government-provided subsidies accompanied by innovative user-friendly allowance disbursement mechanism, expansion of ECCE institutions – both public and private, and wide access to ECCE service centers of diversified types. Integration of care and education in the provision of ECCE is a relatively recent development in Korea which is expected to ensure provision of comprehensive curriculum and more equitable access. This study, conducted mainly by desk review, is expected to provide useful policy implications for international efforts to increase pre-primary enrollment rate and to pursue integration of early childhood care and education.
Financing for Early Childhood Care and Education in Asia and the Pacific

Keiichi Ogawa
(Kobe University, Japan)

There is growing amount of evidence that Early Childhood Care and Education (ECCE) lays the foundation for lifelong learning, and children’s early experiences and environments build the groundwork for all later learning, behavior and health. UNESCO (2010) reveals that the return on investment is estimated to be over 17 US dollars for each US dollar invested in preschool education. It also indicates that children who have received quality early childhood care and education show stronger probability of advancing to higher levels of education and obtaining better remuneration.

Moreover, the Sustainable Development Goal 4 (SDG 4) states in its Target 4.2 that by 2030, we will “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.” Notwithstanding the advantages of investing in ECCE and global commitment to expanding quality ECCE are still underfunded in many countries in Asia and the Pacific region.

This study focused on the financing of ECCE, with emphasis on children aged 3 to 5 years. The objectives of the study are twofold: (i) to analyze the current status of ECCE financing in the selected countries as well as highlight some of the innovative ECCE financing mechanisms in the region; and (ii) to provide policy-makers in the Asia–Pacific region with recommendations and policy options for increasing ECCE funding, as well as to improve its effectiveness, efficiency and sustainability.

The research methodology includes in-depth desk reviews, interviews and group discussions. This study selected ten country cases, namely, Bangladesh, Bhutan, Fiji, Indonesia, Japan, Kyrgyzstan, Mongolia, Republic of Korea, Sri Lanka and Vietnam. In four out of the 10 selected countries (Vietnam, Indonesia, Sri Lanka and Bangladesh), field study data collection exercises were also conducted. The field research exercises included interviews with relevant key informants drawn from line ministries, local governments, ECCE schools/centers and external partners (including international donors, CSOs and others). Household survey data were analysed to investigate household spending on ECCE.

The study found that parents’ contribution is one of the major sources of ECCE funding. However, it is difficult to secure sufficient and sustainable funding from poor parents. Owners of the schools (e.g., community-based ECCE centers) have to consider lowering tuition fees. The study also found that public expenditure on ECCE is sufficient. ECCE expenditure as a percentage of total government expenditure is generally below the OECD average of 1%. Spending on ECCE as a percentage of GDP in all participating countries was below the 1% rate recommended by UNICEF. The study also found that there is lack of sustainability in essential financing source. External funding is an essential financing source in many participating countries, but it lacks sustainability as the provisions of such funding are at times sporadic and project-based.

Based on the findings, the following three policy recommendations were provided to ensure financing for ECCE: 1) increment of public expenditure on ECCE; 2) promotion of governance and capacity development; and 3) exploration of innovative financing mechanisms and partnerships.
This paper would describe teachers and principal opinion relating to “Teaching Pyramid Model and National Curriculum 2013” (TPM-Kurtilas) implementation in character building. The method is a qualitative approach. The TPM-Kurtilas implementation was held in Amal Keluarga and Bunda Balita kindergarten, that located in rural and downtown areas in Bandung. Collecting data are using interview, observation and teacher anecdotal records. The result figure out that in general, teachers, principals and students have a positive response for TPM-Kurtilas Implementations. They hope that TPM-Kurtilas program could be continued in their school. They considered that after TPM Kurtilas implementation, the most outstanding behavior is children become more independent, discipline, orderly and tidy. They argued that using poster was very helpful for teacher and children. Moreover, setting class design made children more comfortable and increased their learning motivation. In general, TPM-Kurtilas has positive responses in school and have functions to build character.
This presentation will introduce participants to a unique form of educational drama developed by Carmel O’Sullivan called ‘Social Drama’©. It offers an experiential approach to personal and social skills education for children and young people with special education and different learning abilities, and in particular, with Intellectual Disability (ID) and Autism Spectrum Disorder (ASD).

The presentation will explore the role of ‘Social Drama’ as an experiential, tailor-made approach to personal and social skills education for children and young people with an ID and/or ASD. The approach advocated is an integrative one, which builds on young people’s existing skills base and develops their areas of challenge through a fun, participative and creative arts based process.

This creative and successful teaching and learning ‘Social Drama’ approach has been developed with over 120 participants between the ages of 7 and 26 over the last 12 years as part of a collaborative research project between the School of Education, Trinity College Dublin and Aspire (The Asperger Syndrome Association of Ireland). It is more recently being used with young adults with special education and different learning abilities, and in particular, with an Intellectual Disability (ID).

Data will be presented from this longitudinal study which aimed to quantify and assess the effects of Social Drama on the core social deficits of Autism Spectrum Disorder: namely social functioning, language and communication, imagination and theory of mind. The programme started in 2004 and phase one was completed in 2010. Phase two is running currently. Data were gathered through a mixed methods approach, including video recording, interviews, targeted observations and standardised social functioning tasks. Participants were rated when they first joined the drama group against 33 different abilities and skills, and rated against the same criteria at the end.

As the data were non-normal, Wilcoxon Signed Rank tests were used to compare ratings of the participants’ skills at each time point. Tests revealed participants’ significantly improved on each skill, with all analyses yielding large effect sizes. Specifically, there was a large improvement in children’s general anxiety levels (z = 7.92, p<0.001, r = .62), body contact (z = 7.67, p<0.001, r = .61), imagination (z = 7.75, p<0.001, r = .61), self confidence (z = 7.71, p<0.001, r = .61) and problem solving ability (z = 7.63, p<0.001, r = .60).

This programme created a highly effective environment for practising social and communication skills, and the improvement of skills supports a degree of transferability into other social and educational contexts. Developing trust and understanding through the specially devised Social Drama approach was identified as the key to building bridges with peers and wider social contexts, and not behavioural modification through imitation or role-playing.
Session 22. Living and Women’s Role in Education

1. The Ethical Imperative of Interdisciplinary, Transnational, and Feminist Methodologies Leah K. Sicat (Independent Educator)

2. Role of Women Farmers in Improving Family Living Standard Imelda C. Montalbo (Cebu Normal University, Philippines)

3. Beautiful or Powerful: Representation of Women at the Lexico-Grammatical Level of Some Philippine Short Stories Marvin C. Casalan (University of Antique-Caluya, Philippines), Charisse O. Joting-Quiman (University of the Philippines-Diliman, Philippines), Arlyn A. Pagunsan (University of the Philippines-Los Baños-Open University, Philippines), Marmon A. Pagunsan (Local Government-Caluya, Antique, Philippines)

4. Significance of Primary Education on Fertility, Case Study on Uganda Li shumin (Kobe University, Japan)

5. Effects of Relaxation Technique, Aromatherapy and Sleep Hygiene Education Program on the Quality of Sleep among Selected Residents in Manila Boys Town Complex Jeeno Jay C. Frani (De La Salle Health Sciences Institute, Philippines)
The Ethical Imperative of Interdisciplinary, Transnational, and Feminist Methodologies

Leah K. Sicat
(Independent Educator, USA)

The purpose of this paper is to explore the importance of interdisciplinary and transnational approaches in cultivating humanity and global citizenship through teaching and learning. In this qualitative work, I explore how critical situations arising out of neoliberalism warrant creative decolonial undertakings and crossings. Borderlands (Anzaldua 1987) – “the place of contradictions” – are the spaces where two or more cultures edge each other. Borders carry the tension of being lines of protection and belonging and sites of state, racial, and gender-based violence. The Borderlands assume not only sites of epistemological violence where surveillance and dehumanization can occur but also of epistemological possibility where intellectual transgressions (hooks 1994) become necessary for freedom. Violence can manifest as forms of dehumanization by the oppressor and as processes of consciousness and codification of the oppressed (Freire 2000). It can also be (re)imagined, (re)lived, and the processes of codification, then, can lead to understanding the historical specificity and potential for agency within contexts. This paper draws parallels between the constraints of an academic discipline and the neoliberal border-surveillance of the United States. It insists on the necessity of decolonial feminist methodologies to interrogate how sites of epistemological violence where surveillance and dehumanization occur can also become sites of epistemological possibility where transgressions become necessary for freedom.

Pivoting from the analytic of the Borderlands, this paper seeks to expand notions of how transdisciplinary border-crossings inform the necessary, creative transgressions for interdisciplinary and transnational learning and scholarship. Transnational and decolonial feminist epistemologies and methodologies may be viewed as violent, transgressive, or illegitimate. However, when disciplinary boundaries that govern knowledge as nation-state borders perpetuate surveillance and violence, epistemological xenophobia holds the danger of foreclosing movement within and across disciplines. An archival analysis of an ethnography and oral history of Filipina/o migrants and expatriates living within South Korea, the Philippines, and the United States illustrates how research boundaries and borders leave little space for precisely the type of research that is most humanizing for contemporary border-crossing social subjects not at the center of the dominant research agenda. Suggesting that epistemological and methodological xenophobia holds the danger of foreclosing movement within and across disciplines, it grapples with the relationship between marginalized social subjects and knowledge production. Therefore, expanding notions of knowledge migrations and trans-disciplinary border-crossings informs the necessary, creative coalitions for trans-disciplinary and trans-national learning and scholarship.
Role of Women Farmers in Improving Family Living Standard

Angeline M. Pogoy¹, Imelda C. Montalbo¹,
Zosima A. Pañares², Brian A. Vasquez²

(Cebu Normal University¹ and University of the Visayas² Philippines)

This phenomenological study described and examined the lived experiences of 20 purposively selected women farmers in Lusaran, Cebu City, Philippines where farming is a major livelihood in the place. The naturalistic paradigm was used in the study with varied tools to cross-check their responses and information and reflections which were interpreted and deduced into different themes from their narrative accounts. Results revealed that women farmers were doing more farm work than their husbands. They engaged in small scale business and animal raising to augment their income to raise their living standards, send their children to school and to buy things for themselves. They were proud of their occupation. The multifunction roles of the women farmers made them stronger even in making decisions on family matters. They realized that they are capable of hard work, difficult tasks, and managing their resources for their family. The quality of a women farmers’ life is full of hardships, varied roles, and economically challenged journey towards their goals in life. Yet the women farmers faced these challenges with pride, satisfaction, contentment, enjoyment and most of all hope in fulfilling their dreams because this life is God given.
Beautiful or Powerful: Representation of Women
at the Lexico-Grammatical Level of Some Philippine Short Stories

Marvin C. Casalan (University of Antique-Caluya, Philippines)
Charisse O. Joting-Quiman (University of the Philippines-Diliman, Philippines)
Arlyn A. Pagunsan (University of the Philippines-Los Baños-Open University, Philippines)
Marmon A. Pagunsan (Local Government-Caluya, Antique, Philippines)

The study aimed to determine how women in the selected Philippine short stories in English are represented and how their image is constructed in a lexi-co-grammatical level of analysis. By employing the postulation of Sara Mill’s Feminist Stylistics framework as its theoretical basis, the study evaluated how women are represented as characters when the different linguistic devices, i.e., in the levels of word, phrase or sentence are used. In so doing, the study endeavored to discover if sexism abounds in Filipino short stories or to show the unfair treatment of women by ‘sexist’ language used by the Filipino authors. Based on the substantiation of the coded data, this research reveals that the selected short stories tend to be sexist and project images of women, which are subordinate to men through the choice of words and phrases used to describe women and the syntactical positions of women as reflected in most of the sentences of the stories.
Significance of Primary Education on Fertility, Case Study on Uganda

Li shumin
(Kobe University, Japan)

The United Nations’ recently revised “medium” projection shows world population exceeding 9 billion by 2045. In the “high” projection, which assumes high levels of fertility. In general case, there is a negative relation between primary enrollment rate and fertility, which means the higher primary enrollment rate contributes to lower fertility. However, Uganda is an exception case. Purpose of my research is to analysis, the impact of secondary education on fertility reduction, by case study on Uganda. A typical Uganda woman, gives birth to an average of seven children, far higher than other countries. There are many factors that push Uganda woman, to give birth too many children, including Low levels of schooling, low GDP or low household income, and large population in rural areas. However, the average primary enrollment rate (2000-2010), is high (97.9%). Therefore, on the paper, I tend to collect the data ((primary enrollment rate, secondary enrollment rate, literacy rate, GDP, population rate in rural areas, fertility rate).use parallel comparison as well as regression analysis methodology to analyze whether the more years of schooling can reduce the fertility rate in Uganda. The implication of results were discussed in terms of secondary education has the equal significant impact on the fertility reduction.
This quasi-experimental research design is focused on the use of relaxation techniques, aromatherapy and sleep hygiene education (RAS) Intervention to the sleep quality of selected residents in Manila boy’s town complex.

Two groups of respondents were included in the research: the experimental group, where relaxation techniques, aromatherapy and sleep hygiene education (RAS) was used to impact the sleep quality of selected Manila boys town complex and the control group where said intervention was not used.

Findings showed that among the control group, the sleep quality of respondents were high before and after the RAS intervention. On the other hand, the treatment group showed high sleep quality before the introduction of the intervention and very high after the introduction of the intervention. Furthermore, there was a significant difference between the quality of sleep among selected residents in Manila Boys Town Complex before and after RAS Intervention between those who were exposed and not exposed to the interventions.

In conclusion, the relaxation technique, aromatherapy and sleep hygiene education program (RAS) interventions are effective non-pharmacologic bio-behavioral nursing interventions to improve quality of sleep among selected residents in Manila Boys Town Complex.
1. Current Issues of English Proficiency of University Teachers in Lao PDR Yikun You & S. Banouvong (Seoul National University, Korea)

2. The L2 Instructor’s Role in Developing Learners’ Reading and Other Skills: Monitored Extensive Reading Rachid Bezzazi (National Taiwan Normal University, Taiwan)

3. How English Proficiency Strengthens Global Mobility for Next Generation in Taiwan Yulan Huang (Yuan Ze University, Taiwan)

4. Evaluating English Textbooks for Indonesian Students Based on Four-strand Principles Agni Kusti Kinasih & Atyaka Laksmita (Graduate Program of English Language Studies of Sanata Dharma University, Indonesia)
Current Issues of English Proficiency of University Teachers in Lao PDR

Yikun You, Saengdavanh Banouvong

(Seoul National University, Korea)

This paper introduces the current issues of English Proficiency of teachers in the 5 public universities of Laos. It discusses the about the needs, the reasons and the pros and cons to improve English proficiency of Lao university teachers. Based on literature review and database statistics, this study conducts 10 interviews with two groups of lecturers in Souphanouvong University (SU) of Laos. One group invites 5 teachers (lecturers) from English Education Department and General English Department; the other group invites lecturers with no English profession. The interview aims to know about whether Lao teachers think they need to improve their English proficiency and why. The paper is divided into four parts. First, it reviews the role of English language in quality assurance, capacity building, employability and internationalization in higher education in Laos; second, it presents empirical interview data of teachers’ responses; then, it discusses about both pros and cons of the need to improve teacher proficiency of Lao university teachers. In the third part, it will talk about pros from the following three aspects: 1) English learning and its relationship with Lao university teachers’ agency and global social structure; 2) current situation of post graduate education and research capacity in Laos 3) English as the fundamental communicative tools in international cooperation. In the last part, it considers the negative aspect and the reasons of lecturers’ unwillingness to improve their English proficiency. Implication of this study will elicit critical thinking towards improving English proficiency of teachers in developing countries and will benefit policy making of quality assurance for higher education.
Research on Extensive Reading (ER), using print and/or online books, has reached positive conclusions that the ER approach, print/on-line, is effective in developing L2 learners’ ability in terms of reading, listening, writing, speaking, and other areas of language. However, ER has mostly been examined in comparison to Intensive Reading (IR); this study endeavors to address a gap in literature by investigating ER in comparison with Monitored Extensive Reading (MER). That is, which approach, ER or MER, is more effective in developing L2 proficiency: four skills and other related language areas? The study will provide a research-based definition of ER and its principles and attempt to define MER –the consistent regular checking and marking of learners’ completed required reading assignments- and suggest certain principles for its implementation. For example, while reading extensively for pleasure, learners should also be guided to notice and pay attention to new words, phrases, and structures. Four freshman university non-English major intact classes, at an entry level, participated in this whole-semester study: 143 participants. Two classes, 70 students, were assigned to the ER program and the other two classes, 73 students, to the MER program. During the semester both groups did their reading outside the classroom, and all the participants were required to read a minimum number of words on a weekly basis. The participants were given the choice to use their preferred and/or convenient mode to read: print, online, or print and online books. The results favored the EMR group who outperformed the ER group in the reading comprehension post-test; essay writing post-test, vocabulary acquisition self-assessment, and willingness to continue reading extensively and independently. Based on these findings, the results may imply a need for more noticing and explicit attention to the reading material: content & structure. Also, although the current study was conducted in Taiwan, MER might be of interest to EFL instructors in some parts of Asia and other countries which tend to be test-oriented and favor IR.
How English Proficiency Strengthens Global Mobility for Next Generation in Taiwan

Yulan Huang

(Yuan Ze University, Taiwan)

Global Mobility has been assumed to promote national competition and as a task force to achieve in many countries. In Taiwan, it is increasing the numbers of college graduates who are looking for job vacancies overseas where they can find better pay than that of the domestic workplace. Therefore, to help students gain sufficient opportunities to work in foreign countries, many higher education institutions provide various global language training programs for students, especially the English language. The global language is a part of what Al Gore termed the “Global Mind” in his book The Future - the Six Drivers of Global Change, in which Gore emphasizes the emergence of “Earth Inc.” In 2013, the Taiwan Ministry of Education initiated the “White Paper on Manpower Cultivation”, which emphasizes that the six competences to strengthen students’ global mobility, employability, innovative ability, inter-discipline ability, ICT capability, and capability of citizenship. According to the latest research conducted by Taiwanese manpower companies, they found that around 80% of college graduates intend to work overseas, mainly for a higher salary and better working environment. This study explored how English proficiency enhances global mobility for college students in Taiwan. In addition to a comparison of English training programs in seven universities, quantitative and qualitative data have been collected for further analysis to determine how and to what extent students’ English proficiency influences their capability for global mobility either for working or studying abroad. The survey consisted of four aspects: the experiences of traveling abroad; the relationship between students’ English levels and overseas working intention; faculty and students’ satisfaction/dissatisfaction with current English training programs in their own universities; future plan for either career development or advanced study abroad after graduation. Basically, the findings provide a common understanding that the higher the student’s English level, the better their intention of global mobility. But surprisingly, this study found that the students’ English performances are relatively low, while they are also interested in working overseas. The findings provide useful information to enhancing the related programs for global mobility for young generation.
Evaluating English Textbooks for Indonesian Students Based on Four-strand Principles

Agni Kusti Kinash, Atyaka Laksmitarukmi
(Sanata Dharma University, Indonesia)

Most of Indonesian teachers are lack of creativity in developing their own materials and highly depend on textbooks (Leo, 2009). Therefore, in Indonesian’s educational system, textbooks are considered as the main component of the curriculum, which determines the content, methods, and procedures of teaching and learning in the classroom. Teachers should be responsible for making judgments about the worthiness of textbooks. They must be able to evaluate textbooks as the basis for adapting and modifying them to suit their students’ circumstances. In addition, an instrument is needed to evaluate the textbooks. This study has two purposes. First is to identify whether two English textbooks for the Indonesian Seventh Graders of Junior High School entitled BRIGHT: An English Course for Junior High School Students and The Bridge English Competence have fulfilled the criteria of a good textbook according to the four-strand principles (Nation, 2007) covering four aspects namely meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Second is to investigate how those criteria are fulfilled or not by the two textbooks. This study is a content analysis employing the following stages: extracting the set of four-strand principles to develop the criteria of a good English textbooks, developing an English textbook evaluation checklist, applying the checklist to evaluate the textbooks, analysing the textbooks fulfillment towards the criteria, drawing the percentage, and interpreting the findings. The data are gathered by evaluating the two English textbooks using the checklist. In the data analysis technique, for each aspect, the number of the criteria which are met is divided by the number of the whole criteria and is multiplied by 100%. For ensuring the credibility of the study, consensus is applied by involving the research supervisor as the reviewer in this evaluation process.
Session 24. Designing and Learning with Creativity

1. A Conceptual Model of Collective Creativity in a Science Classroom Oksu Hong (Korea Foundation for the Advancement of Science and Creativity, Korea), Jinwoong Song (Seoul National University, Korea)

2. Mental Imagery and Creativity: How Imageability of Words Affects Creativity JaeWon Kim, Sowon Hahn (Seoul National University, Korea)

3. The difference of gesture between scientists and middle school students in science discourse: Molecular movement and the state change of material Jihyeon Kim, Haeree Cho, Young Hoan Cho, Dae Hong Jeong (Seoul National University, Korea)

4. Learning Style of Thai Deaf Students in Higher Education Teerasak Srisurakul (Ratchasuda College, Mahidol University, Thailand)
A Conceptual Model of Collective Creativity in a Science Classroom

Oksu Hong (Korea Foundation for the Advancement of Science and Creativity, Korea),
Jinwoong Song (Seoul National University, Korea)

As the concept of collective creativity has been proposed, there has been growing interest from analyzing a creative individual to contextual influences on creativity in a group setting. Though creativity has been emphasized as one of the important objectives of science education, few attempts have been made to understand creativity of a science classroom considering its multi-dimensional contexts. The purpose of this research was to present a conceptual model to explain collective creativity in a science classroom from a contextual approach. By reviewing and analyzing five representative models explaining creativity from a contextual approach and two models explaining scientific creativity, the authors identified five key components associated with creativity of a science classroom: student characteristics; engagement in science class; science classroom environment; science teacher support; and creative behavior. Furthermore, the authors observed and analyzed a case of a science class of ‘physics experiments’ using the five components in order to demonstrate a conceptual model of collective creativity in a science classroom. The model can be useful to holistically check how much a science classroom is creative by considering not only a creative student but also a group of students participating in science class together with the support of the science teacher in the classroom environment. Moreover, the model can also be applied to explain creativity in the classroom of other subjects as well as science.
Mental Imagery and Creativity: How Imageability of Words Affects Creativity

JaeWon Kim, Sowon Hahn

(Seoul National University, Korea)

Many studies suggest some association between visual imagery and creativity. Creativity tests used in the studies that measure divergent thinking use more visual or imageable verbal stimuli relative to non-imageable verbal stimuli. Individuals classified as having low visual imagery ability may thus perform relatively poorly in such tests. In the study, 40 undergraduate students participated in a creative sentence generation task which consists of an equal number of imageable and non-imageable stimuli. Responses were rated for 3 dimensions of creativity: originality, elaboration, and appropriateness. Vividness of Visual Imagery Questionnaire (VVIQ) was used to evaluate visual imagery ability. Results indicated that students with low visual imagery ability performed significantly worse in questions that used imageable verbal stimuli. Such difference is not observed when more response time is provided or non-imageable verbal stimuli are used. These results provide evidence that the high proportion of visual or imageable verbal stimuli used in creativity tests may have put limits on studies regarding the relationship between visual imagery and creativity.
In science education, many educators place considerable value to hands-on activities and scientific discourses in the classroom. According to embodied cognition research, gesture plays an important role in constructing mental models and making model-based inferences. So gesture can be a source of diagnosing the mental models of students and it can help change naïve mental models of them. This study intends to compare the gesture production between experts and novices in explaining the scientific phenomena and explore the relationship between gesture and mental model in science education.

In the study, 10 experts and 10 novices were participated in the 2 tests and the follow-up interview. Before the interview, we conducted science knowledge test and self-efficacy test. Participants engaged in one-on-one clinical interviews with semi-structured questions about three different tasks. During the interview, the interviewer provided two video clips and one hands-on activity about the molecular movement and states change of material.

All gestures are classified by open coding and core data are selected to make the chart of classification about gesture use through constant comparison methods (CCM) with four researchers. From the video analysis, we found the 6 themes about the differences of gesture between experts and novices. Novices used gestures in their scientific talk and reasoning, however the gestures were not as grounded well as experts’.

The results revealed that gesture can strengthen our scientific thinking. We suggest that students use gesture as a tool to enhance their scientific understanding and reasoning. It is needed for teachers to understand gestures of students and provide proper feedback to student. This study can be a fundamental research for designing embodied learning environment in science education.
Learning Style of Thai Deaf Students in Higher Education

Teerasak Srisurakul

(Ratchasuda College, Mahidol University, Thailand)

The purpose of this study was to study the learning style of Thai deaf students in higher education, based on Honey Mumford’s learning styles theory. Participants in this study were 220 Thai deaf students attending institutions of higher education in Thailand. Data were collected through a 6-point scale questionnaire (level 0-5) with Item-Objective Congruence index (IOC) between 0.67 to 1.00 and Cronbach’s alpha coefficient of 0.953. The statistics used for the data analysis of the Learning Style were Mean (\(\bar{x}\)) and Standard Deviation (SD). Based on the study results, the learning style of Thai deaf students, in descending order, is as follows: the theorist (\(\bar{x}=3.17\)), the reflector (\(\bar{x}=2.96\)), the pragmatist (\(\bar{x}=2.86\)), and the activist (\(\bar{x}=2.68\)). The results of this study applied for learning management for Thai deaf students, enables teachers who needed to provide the right instruction for their students. Regarding the benefits gained from the instruction based on learning styles, the Thai deaf students are satisfied with learning and have more motivation to learn, leading to higher achievement.
Session 25. Challenges in Education

1. What’s the “Future” college student dreamed? -The study of college students’ expect by English learning for their future career expectation Tsai Cheng-Yu (Tamkang University, Taiwan)

2. Exploring the determinants of college students' drop out of Korean Universities YangsonKim & Inyoung Song (Korean Counsel for University Education, Korea)

3. Self-Presentation of Adolescents with Non-Suicidal Self-Injurious Behavior in Social Networking Sites in the Philippines: A Grounded Theory Kristoffer F. Data (De La Salle University-Dasmarias, Philippines)

4. Impact of Hidden Curriculum in Multilingual Education on Girl’s Education in Morocco Rio Nishihara (Kobe University, Japan)
What’s the “Future” college student dreamed? -The study of college students’ expect by English learning for their future career expectation

Tsai Cheng-Yu

(Tamkang University, Taiwan)

This study investigated the college students’ expect by English learning for their future career expectation. This study applied mixture quality and quantity methods, included semi-structured interview, semi-opened questionnaires (feedback sheet), and English topic writing essays’ content. There are 50 participants were invited from extend program school would participate in this study. The research data was collected and analyzed from above. The results reveal that the college students are satisfied with their English learning which is positive; they expect their English learning which can lead to their personal future professional career. The result also shows most of the students with changing their job of profession fields into new sections easily from these professional English curriculums in the future, before they graduate from this department as well as possible. This showed most of them have much higher expectation for these curriculums and motivation with these learning materials for their learning than before, then, they believe they can find out their ideal job in the future.
Exploring the determinants of college students' drop out of Korean universities

Yangson Kim, Inyoung Song
(Korean Council for University Education, Korea)

The purpose of this study is to explore the determinants of college students' drop-out in the institutional level. College students' academic drop-out or persistence is one of the key issues of Korean universities to secure fiscal soundness and to ensure competitiveness, especially after launching structure reforming led by the government to prevent university system from collapsing since the number of school-aged students have been decreased gradually. Nevertheless, this issue that requires to be analyzed on a university level, previous studies only have focused more on which individual characteristics influence college students' drop out, sex, age. Furthermore, coincidence between residence and institution location had significant effects on drop out in Korean university (Kim, 2006; Park, 2013). Also, the studies which had analyzed in the institutional level are only from private universities or only focus on stop-out rate as a part of drop-out (Im and Han, 2013, Lee et al, 2011). Therefore, this study analyzes the determinants of college students' drop-out rate including stop-out and transfer rate not the individual level but the institutional level. Moreover, consideration for both the institution and spatial environment, the employment rate of the area where the institution is located will be included. For the analysis, the main data of 4-years comprehensive university disclosed through the website of Higher Education in Korea (http://www.academyinfo.go.kr/) from 2008 to 2015 will be utilized and the panel data analysis will be conducted with unit of university.
Self-Presentation of Adolescents with Non-Suicidal Self-Injurious Behavior in Social Networking Sites in the Philippines: A Grounded Theory

Kristoffer F Data
(De La Salle University-Dasmarinas, Philippines)

The study sought to develop a theory to understand the self-presentation of adolescents with non-suicidal self-injurious behavior in social networking sites in the Philippines. It sought to scrutinize the lived experiences of these adolescents in order for them to be helped and understood.

The study utilized the grounded theory of approach by Glaser (1998), Strauss (2008), Corbin (2008), and Charmaz (2006). Ten participants were purposively selected based on theoretical sampling, on their willingness to be interviewed, and on the grant given by their parents. The ten participants consisted of two males and eight females from the cities of Imus, Dasmarinas, and Bacoor, Cavite, Philippines.

The theoretical framework that emerged from the participants’ data is Social Imitation Conflict which is to mean, learning and releasing of pain of adolescents. In the course of understanding the adolescents, there were six distinct, yet related categories of non-linear processes that occurred, namely: a) defining the grounds of adolescents with non-suicidal self-injurious behavior in social networking sites, b) establishing causal conditions, c) contextualizing conditions, d) determining intervening conditions, e) specifying strategies, and f) realizing outcomes.

In grounded terms, social imitation conflict is a new and creative grounded framework for self-presentation of adolescents with non-suicidal self-injurious behavior in social networking sites in the Philippines. Conflicts are the events that lead the adolescents to establish the causal conditions. They have conflicts in family, love affair, and friendship. These are the main reasons why these adolescents harm themselves. The interactions of the adolescents in their community demonstrate locus and time of where and when the interactions happen in the phenomenon. The phenomenon of the adolescents occurred in the context of their lives in the community. They cut through imitation from friends, media, and social networking sites. The characteristics of the adolescents and their families affect their interaction in the phenomenon. Specifying strategies in social imitation conflict categorizes the action of the adolescents in harming themselves using social networks. The main function of social imitation conflict is to satisfy their emotional needs.

Social imitation conflict explains the self-presentation of the adolescents with non-suicidal self-injurious behavior in social networking sites in the Philippines. The lived experiences of the adolescents within their families, in their community, and in their personal characteristics describe their grounds in social networking sites.

Major recommendations for this study are to strengthen the counseling program for adolescents with NSSI behavior, focusing on resiliency and ability to seek help through friends, teachers, family, community, etc; and to construct psycho educational programs, skills groups, and general awareness for teachers and parents, focusing on positive relationships and care system to respond to adolescents’ cue for help to combat a misrepresentation of NSSI as effective coping mechanisms/skills.
Impact of Hidden Curriculum in Multilingual Education on Girl’s Education in Morocco

Rio Nishihara
(Kobe University, Japan)

This study focuses on situation and challenges of girls’ attendance at secondary schools in Nepal, in one of a country where girl’s education has been most hindered in the world. In Nepal, today, tuition fees of all basic education from 1st to 8th grade are waived, and fees are waived for girls up to 10th grade. This has led to a successful increase in girls’ enrollment rate at basic education; Nevertheless, it was not the case at secondary schools, and the number still remains dramatically low among Asian countries. Girls’ pessimistic involvement in secondary education has kept women at low social status, and such women, when they become mothers, cannot provide their daughters with proper access to education. Although different background such as economic, social or cultural elements could be raised as mutual contribution to this vicious cycle, this paper raises two hypotheses. One is that not only direct costs but also indirect costs of girls’ schooling is a big factor since girls at this age could contribute largely as a labor force especially in farming areas. Another hypothesis is that early marriage and child birth is losing girls’ opportunities from schooling. This study will examine the correlation between such factors and enrollment from quantitative approach. Through this approach, negative correlation in two variables are expected to be measured. Since EFA (Education for All) was advocated, different international organizations and governments have prioritized increase in access and enrollment at primary education. However, this study will focus on secondary education as this age is a key stage for girls to acquire practical life skills or communication skills through education. While basic education is the most important entrance to the education life, only completing primary education is not a goal for girls to become socially and economically independent. In literature, it is rare to focus on girls’ enrollment at secondary education as many current studies prioritize more on basic education. Thus this study will analyze the factors that prevent teen girls in Nepal from schooling from demand side, and discover the firm bond between enrollment and those factors. The new findings from this study should contribute to the policy planning in increasing girls’ access to secondary education in Nepal and other countries.
Session 26. New visions for Education

1. Language Teaching and Learning for 21Century Adult Learners Diana Sham (HKUSPACE & CUHK, SCS, Hong Kong)

2. An Extended Vision of Literacy Instruction for the 21st Century Learners So Jung Kim, Clara Lee Brown (The University of Texas at El Paso, US)

3. Effect of Conflict on Rate of Return to Education: Case of Timor-Leste Takao Okamoto (Kobe University, Japan)

4. Effects of Vocational Education on Wage: Case of the Philippines Seonkyung Choi (Kobe University, Japan)

5. Creative Problem Solving Model in Business Education Training Using TRIZ Yunju Song (Seoul National University, Korea)
Language Teaching and Learning for the 21 Century Adult Learners

Diana P. L. Sham

(HKUSPACE & CUHK, SCS, Hong Kong)

In 21 century, English is the global language used for the international communication in business, academic, technology and politics under globalization. Meanwhile, China has played a more active role in international affairs in these two decades, and Chinese has become more important for the international trade, tourism, and development. Therefore, the more up-to-date andragogy (Knowles, 1980), which has been applied in the adult learning of different courses, such as computer learning (Knowles, 1984), online teaching and e-learning (Pappas, 2014), regarding teaching and learning both English and Chinese is needed. Although English is an inflecting language consisting alphabets whereas Chinese is a tonal language formed by logographs, the principles, teaching formats and learning methods of these two languages could be similar or even identical.

The aim of this research is an investigation of the principles and the characteristics of language teaching and learning of not only English and Chinese, but also further implication to other languages, for 21 century adult learners. Two classes of IELTS Preparation Course in CUHK, SCS and two Practical Chinese classes in HKUSPACE gave feedbacks and comments on the teaching materials as well as interactive methods in the questionnaires at the end of the courses. Thus, the results indicate that most students provided positive feedback and high recommendation to the courses as well as getting benefits from the courses. It can be concluded that creative teaching materials and interactive methods fulfill the students’ expectations and needs, and also support the principles of adult education suggested by the author of this paper: “Pragmatism, Practice, and Proficiency”. The courses facilitated the learning, examination results and work of the students, and enhanced the critical thinking and proficiency of the adult learners. Hopefully, the principles, the creative teaching materials and interactive methods could be further extended and implied to teaching and learning of other Asian languages such as Korean and Japanese, or European languages -- German or French etc., for the 21 century adult learners. (326words)
An Extended Vision of Literacy Instruction for 21st Century Learners

So Jung Kim (The University of Texas at El Paso, USA),
Clara Lee Brown (The University of Tennessee, Knoxville, USA)

The purpose of the study was to explore whether a critical literacy approach would help Korean preschool children’s critical thinking. Critical literacy enables students to challenge status-quo and critically participate in a democratic society (Freire & Macedo, 1987). With heightened emphasis on critical literacy pedagogies, attention to critical literacy for young children has rapidly increased because the assumption regarding developing young children’s literacy has been that preschool-age children cannot engage in critical reading (Vasquez & Felderman, 2012). Notwithstanding the importance of critical literacy for young children, there is a paucity of studies examining critical literacy for young children in preschool settings. Additionally, critical literacy for young children in Korean contexts is almost non-existent, perhaps, due to cultural practices in which young Korean children are not encouraged to express critical perspectives about the content of the texts (Kim, 2012). To fill the gap in the research and examine the impact of critical literacy on early childhood development, the following research question was posed: How does a critical literacy approach impact Korean children deconstructing texts and foster critical thinking? The researchers implemented critical literacy conversation in a childcare center in Korea for a semester. The participating children were read aloud children’s classic stories like 아기돼지삼형제 [Three Little Pigs]. During the critical literacy conversational time, the children were encouraged to share their ideas with the whole group and approach the stories from different perspectives. Twelve four-year-olds (6 girls and 6 boys) and their parents participated in the study. Data collections included (1) audio/video recordings, (2) observational field notes, (3) interviews, and (4) children’s artifacts. All of the data were transcribed and analyzed by Strauss and Corbin’s (1998) open axial-coding methods after multiple readings. First, meaningful segments were extracted from verbatim transcripts and assigned with 132 codes. Approached in a non-hierarchical manner, these codes were grouped into (1) challenging stereotypes, (2) deconstructing stories, and (3) recreating stories. Initial findings showed that, given the opportunities to speculate about different voices in the texts, the children deconstructed stories by challenging the author’s voice and questioning the status-quo. They critically interpreted stories from multiple perspectives. These findings clearly indicate that critical literacy for young children can be implemented as early as four years old and underscore the need for critical literacy in reading education from an early age. One of the significant aspects of this study is that it highlights the need for future research about critical literacy in East Asian settings where conformity to societal norms and opinions may be emphasized. In the 21st century, a newer literacy is necessary. That is, children need to think critically and independently from multiple perspectives. This study also shows, when teachers create supportive literary environments, young preschool children can develop a critical perspective and understand all kinds of differences in an increasing diverse society.
Effect of Conflict on Rate of Return to Education: Case of Timor-Leste

Takao Okamoto
(Kobe University, Japan)

This study examines the return to education in Timor-Leste. Education has become one of the most important component of peace building and reconstruction strategies in conflict-affected countries. However, there exist few studies which employ quantitative analysis on the influence of conflicts on rate of return to education. Therefore, this study examines casual effect of conflict on rate of returns to education in Timor-Leste. This research employs the dataset of the Timor-Leste Labour Force Survey 2010 (TLFS 2010). This dataset includes 4,665 households was interviewed, with 252,000 people surveyed, from all districts of Timor-Leste. The result shows that the conflict in Timor-Leste induced a reduction in the returns to education while creating a scarcity of qualified human resources.
Effects of Vocational Education on Wage: Case of the Philippines

Seonkyung, Choi
(Kobe University, Japan)

This study has focused on detecting the positive wage effects to the skilled workers, who received Vocational Education and Training (VET) after completing secondary education in the Philippines. Vocational Education and Training (VET), which creates skilled labor force through imparting practical skills is instrumental in providing employment opportunities to individuals as well as it enhances the productivity of firms. The Philippines is going to adopt K to 12 education program by restructuring the length of secondary education from 2 years to 4 years as well as will incorporate an option for formal Technical and Vocational education with a view to mitigating the shortage of skilled workers in the manufacturing sector along with developing middle-income level workers. In literature, it is rare to find studies that have examined the Wage Effect of Vocational education based on general education in the Philippines. Deploying the Mincerian Earnings Function, this study discovers the highest ROR (Rate of Return) for Vocational Education with elementary education. However, the ROR for vocational education after high school, which is affected by the duration of vocational education, can exceed the ROR of General Education. Moreover, the private sector manufacturing firms usually tend to offer good wages. Thus, if the government is successful in making vocational education more popular with its efforts, then a lot of workers who are currently working without pay can be absorbed in the private sector or work as self-employed which will ensure them wage. It is also expected to reduce underemployment and unemployment rates in the Philippines.
Creative problem solving model in business education training using TRIZ

Yunju Song

(Seoul national University, Korea)

The development of the TRIZ based design model to creative problem solving in business education training is introduced on this research. The ultimate goal is to help business education training well develop Human resources for preparing current phenomenon; market volatility. For achieving the purpose of this research the tasks is firstly to explore what the TRIZ is and the value of TRIZ in Creative Problem Solving. Second task is to explain its method before making the draft TRIZ based model. Then on the draft TRIZ based model this research is articulating the pros and cons with formative test from experts to improve creative problem solving, and next to revise and complement it finally to develop a complete form of the model. In conclusion, this research is reviewed, and limitations and future research directions are provided.
Session 27. Issues in Higher Education

1. “You should study yourself”: A case study of an adult immigrant college student Emily Suh (University of Nebraska-Lincoln, US)

2. Education and R&D Policy and Brain Drain in Korean Higher Education Youngjin Woo (Seoul National University, Korea)

3. Rates of Return to Higher Education by Regions and Gender in Thailand Cao Hui (Kobe University, Japan)

4. Effect of Problem-Based Learning Model Versus Expository Model and Motivation to Achieve for Student’s Physics Learning Result of Senior High School Prayekti (Open University of Indonesia, Indonesia)
“You should study yourself”: A case study of an adult immigrant college student

Emily Suh
(University of Nebraska-Lincoln, , USA)

The purpose of this single case study (Stake, 1995) was to examine the educational experience of an adult immigrant entering higher education through the American community college system. The case study examined aspects of the experience related to persistence, beliefs about higher education, previous educational experiences, and ability to access resources to facilitate entry into higher education. Results showed that, like other adult learners (Knowles, 1970), the learner was highly motivated by a desire to fulfill her multiple roles and that these roles shaped her perceptions about higher education and her ability to persist. The learner was encouraged to persist in spite of linguistic and cultural difficulties. A particular difficulty for the learner involved learning to navigate a foreign educational system. As a college graduate in Korea, the learner used her knowledge of Korean schooling and her knowledge of self as a student to inform her behaviors in an American community college with varying success. In contrast, she felt that while friendly, college staff and faculty had little understanding of her previous educational experience and that in America, she must work hard alone. Implications of the results were discussed in terms of their contributions to adult learning theory as well as how a revised theory inclusive of adult immigrants should inform educational practices within the American community college system which serves a large number of immigrant students in the 21st century.
Education and R&D Policy and Brain Drain in Korean Higher Education

Youngjin Woo
(Seoul National University, Korea)

This study focuses on the background with respect to much better quality of higher education in the capital city in Korea. This difference of higher education allows a great number of academically talented high school graduates to move from local areas. This suggests an evidence that local higher education does not play an important role in transforming the knowledge society in local areas. The purpose of this study is to examine the impacts of the education and R&D policy toward local university on brain drain using bivariate probit model. Academically talented high school graduates in local areas are actually made up of three types of brain drain patterns. The first type is the remained migrants who move from the domicile location to enter university in the capital city and then stay there to enter employment, the second type is the repeat migrants after graduation of the university to the areas except for the capital, and the last type is the late migrants who enter university in the no-capital city, and then move to the capital city in order to enter employment after graduation. The results show that brain drain for entering university is much more frequently based on the rho values estimated by bivariate probit model. We find that R&D activities in large scales of national university in local areas give a large contribution to decreases in brain drain for entering universities located in the capital city in Korea. On the contrary, R&D activities in private or small scales of universities do not alleviated outflows of academically talented high school graduates. This sheds light on the question how higher education governance and design will be developed in local areas for transforming the knowledge society.
Rates of Return to Higher Education by Regions and Gender in Thailand

Hui, Cao

(Kobe University, Japan)

This study focuses on analyzing the rates of return to higher vocational education and undergraduate education by regions and gender in Thailand. According to Thailand’s Education System, formal education in is divided into two levels: basic and higher education. Basic education includes pre-elementary, elementary, and secondary levels. Higher education includes higher vocational education (diploma) and undergraduate education (degree). In 2009, implementation of the 15-Year Free Education was initiated to stimulate the development of education. Under this new policy, students are provided with free education from kindergarten through grade 12, which means that parents bear no financial burden to send children to complete the whole basic education in Thailand. From the perspective of return on investment, rates of return to higher education should be considered more than basic education. Up to now, there have been a large volume of research focused on the rate of return to higher education in Thailand. Nevertheless, none of them separately analyzed the rate of return to higher education by school types, regions and gender. Thus, this study aims to find the differences in rate of return to higher vocational education and undergraduate education in each region and gender in Thailand by applying the concept of a Mincerian earning function. It is also expected that the results of the study can provide some references for girls and boys in different regions in selecting the type of higher education upon their graduation from grade 12 in Thailand.
Session 28. New Approaches to Learning

1. KakaoTalk as an Educational Tool Manthiriyappan Sureshkumar (The University of Suwon, Korea)

2. Motivated Strategies for Learning and Students’ Achievement in Biological Science using Self-Regulated Learning Maricel Gomez (Leyte Normal University, Philippines)

3. Employing Socio-Cultural Learning Theory to Transform Formative Assessment Practices with Google Docs James Wood (Seoul National University, Korea)

4. The book flood and natural, happy learning Scott Howell (Seoul National University, Korea)

5. Poor Decoders and Poor Comprehenders in Chinese: What do We Know about their Profile? Qiufeng Gao (Shenzhen university, China)
KakaoTalk as an Educational Tool

Manthiriyappan Sureshkumar
(The University of Suwon, Korea)

There has been explosive growth in the mobile phone market. Particularly smartphones have been profound impact on the way students learn. It is important to understand how emerging smartphone technology will aid as an instrument for education. This proposal shares ideas of using KakaoTalk as an educational tool. Particularly, KakaoTalk can be effectively used in English-mediated Science and Engineering class. KakaoTalk based smartphone technology is a potentially promising approach for both integrate formal and informal learning. Although smartphone aided education is still at a very early stage, it can be simple, flexible and adaptable environment friendly tool for 21st century learners.
College teaching is commonly done using a passive lecture format. Various researches comparing lecture and more active methods in relation to students’ performance presented mixed views on the effectiveness of the two methods. The use of active strategies among college students is said to promote higher achievement among students. This research aimed to investigate the effectiveness of self-regulating learning method, motivation and learning strategies in relation to students’ achievement in Biological Science. The study used a pretest-posttest design. One intact class with 39 students was used. The class was taught using self-regulated learning (SRL) method. The study was conducted with an observer. Teacher-made achievement test, course teaching manual, course reader and Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al. (1991) were used in the study. Results revealed that there is a significant difference in the mean pretest and post test scores of the students. SRL method increased students’ achievement in Biological Science. Results on MSLQ revealed no significant differences between the mean scores of students. MSLQ Motivation and Learning Strategy scales and achievement score showed no significant relationships. Students were all motivated and made use various strategies in their effort to learn lesson concepts. Results implied that active strategy in teaching should be used to sustain students’ motivation to learn.
Employing Sociocultural Learning Theory to Transform Formative Assessment Practices with Google Docs

James Wood
(UCL Institute of Education/Seoul National University, Korea)

Scholarly literature shows that international students at English-speaking universities tend to underperform compared to native students, that L2 academic writers tend to avoid ‘process writing’, write at the last minute, effect only ‘local’ changes after feedback, and tend to be resistant to engaging deeply in peer scaffolding activities. These may also be issues for non-native students in Korean EMI (English Medium of Instruction) university contexts. From the sociocultural perspective, writing can be seen as a social, distributed, mediated, and dialogic process (Rish et al., 2015), and learning is thought to be more effective when such elements are well supported in the process. This underlines the importance of effective formative assessment practices on higher education courses of all kinds. However, implementation of such approaches can be complex, unwieldy and time-consuming. This study investigated whether Google Docs and Drive can be used to effectively facilitate an open ‘sociocultural learning environment’ aiming to enhance learner engagement and improve peer scaffolding through enhanced social context. The paper is based on a doctoral study which took place on a 3-month pre-sessional academic writing course for Pre-Master’s students at King’s College London in 2015, and used mainly qualitative data taken from 16 questionnaires, 7 interviews and a focus group. Results show that using Google Docs to mediate sociocultural learning practices can have a strong positive effect on student perceptions of how effectively they are learning, time-on-task, motivation, criticality and autonomy. When used appropriately they can also provide a sense of audience, streamline feedback practices, stimulate the formation of on and offline learning communities, and increase student exposure to ‘model’ examples and additional ‘comprehensible input’ in the form of teacher and peer comments on other students’ work. They are also able to promote a dialogical approach to feedback that allows students to clarify their understanding of comments and discuss their work with the teacher or other students synchronously or asynchronously.
Second language learning has typically been not only unpleasant but ineffective. In their 1980 Fiji Book Flood study, Warwick Elley and Francis Mangubhai set out to test the benefits of reading against traditional behaviorist instruction for second language acquisition. Starting from the premise that disparities between native language (L1) and second language (L2) acquisition stem largely from differences in the environments in which the respective languages are learned—for example, that L1 learners focus on meaning while L2 learners focus on form—the researchers attempted to narrow the gap by introducing reading programs (i.e., book floods) into eight rural Fijian schools in place of their usual drill-based English classes. At the end of eight months, and again after a one-year follow up, the students in the book flood schools improved their English reading comprehension at nearly double the expected rate (with notable gains as well in grammar, vocabulary, listening, speaking, and writing), while the drill-based schools failed even to meet benchmark. Notably, the book flood students scored better on exams that tested the very grammar structures the drill-based students were explicitly learning in class. The one-year follow-up study yielded the further result that the book flood students outscored their drill-based peers not only in English but also in math, general studies, and even in the students’ native Fijian language, raising the possibility that high-interest reading improves not only target language ability but potentially general cognitive function and/or motivation and attitudes toward learning and school in general as well. Many studies since, conducted across a variety of cultures and speakers of different ages and from different native language backgrounds, have shown a clear advantage for reading-based language instruction over the exclusive use of behaviorist drill-based methods. But the issue is bigger than just language acquisition, even here in Korea where foreign language study consumes so much time and money and produces so much stress, and often with such poor results. The prevailing view in general is that learning is and must necessarily be hard work, with a focus on rote, decontextualized memorization; binary assessment that considers answers only right or wrong and admits no shades of gray; a standardized, teacher-led curriculum that pushes all students down the same path to the exclusion of their individual curiosity and abilities; and, perhaps most perversely, a ranking system obsessed not only with constantly labeling our children as being right or wrong, but also with labeling them as being absolutely better or worse than one another. Not only are these standard components of our education system ineffective and detrimental to our children’s psyches, they are ineffective in large part precisely because they are so detrimental, producing large numbers of students who are at once unhappy and unskilled. Fortunately, as with the book flood study, research and experience are teaching us that it doesn’t have to be this way. Although some elements of deep learning will always require hard work beyond what is immediately interesting or fun, the evidence is mounting that by paying attention to the psychological needs of learners, we can raise citizens who will be at the same time happier and more productive in the society they are preparing to join and shape.
Poor Decoders and Poor Comprehenders in Chinese

: What do We Know about their Profile?

Qiufeng Gao (Shenzhen university, China),
Lei Mo(South China Normal University, China)

Three groups of fifth-grade children were selected from a population sample (N = 312 ) to be either poor decoders (poor word decoding), poor comprehenders (poor comprehension but normal word decoding), or normal readers (normal comprehension and normal word decoding). By examining the three groups in the same study with varied cognitive and literacy predictors, including tasks representing word-level, sentence-level, text-level reading skills and working-memory cognitive ability of potential importance to understanding Chinese development and impairment, and examining them with both retrospective and clustering method, we could assess how distinctive and the predictors of each deficit are, and what subgroups could the two groups classify to. ANOVA analyses showed that (1) the poor comprehenders showed deficits on grammatical skills, text-level language skills and verbal working memory; (2) poor decoders showed deficits on all language skills except digit working memory. Logistic regression analyses revealed that (1) dyslexic readers were best distinguished from age-matched controls with tasks of orphologic awareness, syntactic knowledge, inference and integration; (2) poor comprehenders were best distinguished from age-matched controls with tasks of syntactic knowledge and comprehension monitoring. Implications of our results for identification and intervention of these important subgroups are discussed.
Session 29. Diversity in Education

1. Biography of Intercultural Education in the Master of Arts in Korean Studies program at Chulalongkorn University of Thailand  Sun Zhonghua (Chulalongkorn University, Thailand)

2. Conflicts and Intercultural Competence of Korean Minority Students in Japan : Case Study of Korean Students Attending to Korean Ethnic School in Japan  Young-hee Han (Waseda University, Japan)

3. The Impact of School Factor-related Incentives on Pupil’s Absenteeism in Ugandan Public Primary Schools  Jaeik Lee (Kobe University, Japan)

4. An Exploration into Open Development Practices in Two East African Countries  Bethel Ghebru (Hankuk University of Foreign Studies, Seoul National University, Korea)

The purpose of the study was trying to apply the autoethnography approach to describe my experience of learning Korean Studies in Thailand which is the only high level Korean Studies education program in Thailand. Occasionally as the first Chinese candidate and the sole international student in this program, with both Thai and Korean language capacity and four years full time teaching experience with Confucius Institute at Khon Kaen University of Thailand, I survive in the dual cultural environment and obtain new transcultural skills.

Using social-culturalism and BEST approach, this paper includes the developmental history of this MA in Korean Studies program (Background); how I play a role with intercultural coordinator identity in between the Thai and Korean cultures (Emotion), how to adapt and balance two foreign cultures as well as how this program shape me with a multicultural social background. (Action), and even how I resile from cultural shock (Thinking). Consequently, I focus on my personal trajectory towards learning via this joint program in both Thai and Korean top universities, and by using the autobiography as a critical tool, I aware that how can make this sort of joint program promote for more international students and how can this conclusion apply for more multicultural education programs.
Conflicts and Intercultural Competence of Korean Minority Students in Japan:
Case Study of Korean Students Attending to Korean Ethnic School in Japan

Young-hee Han
(Waseda University, Japan)

The purpose of this study is to examine intercultural identity and competence of Korean minority students in Japan. This paper aims to deepen our understanding of how Asian minorities living by Confucianism and Collectivism develop intercultural identity and competence in East Asian region by analyzing Korean minority students in Japan. Particularly, it demonstrates how Asian minority students having intercultural identity develop intercultural competence, examining Korean ethnic school’s curricula and language learning activities in Tokyo. This paper presents how Korean minority students attending Korea ethnic schools develop intercultural identity and competence, integrating themselves into the Japanese society in a harmony.

The writer hire two theories to design the research. Firstly, the author agrees with a popular idea that language competence and cultural identity is interdependent. Learning two languages have effects on intercultural competence of an individual who experiences two cultures since language has been noted as one of the most prominent factors in the competency of a culture (Fishman, 1997). Secondly, the Development Model of Intercultural Sensitivity is employed to understand how Korean minority students evolve intercultural identity and develop conflict management skills (Bennett, 1986).

This research has three stages. First, it reviews the official documents published by the Japanese government and academia describing the lives and status of Korean minority in Japan. Then, the researcher describes how the Korean minority groups called Mindan and Chongryon have developed their intercultural identity and competence by participating their social and cultural events. To deeply understand the lives of Korean minority, the author conduct semi constructed interviews with other participants. Lastly, the researcher would visit two Korean ethnic schools and observe their social class and language learning activities.

This research suggests how Japan and Korea can build mutual understanding and sustainable cooperation for the economic development. The study gives us an insight how East Asian countries build mutual understanding and develop intercultural competence to embrace otherness. Findings of this paper also provide valuable knowledge of how Asian minorities integrate themselves into main culture to live in a harmony and peace within a society. Moreover, it implies what extend two Koreas have developed their own social values and norms in their schooling since the Korean Civil War, analyzing the school curricula and learning activities of the two Korean ethnic schools in Japan.
The Impact of School Factor-related Incentives on Pupil’s Absenteeism in Ugandan Public Primary Schools

Jaeik Lee
(Kobe University, Japan)

This study is an empirical analysis on pupil’s absenteeism in Uganda public primary schools, assessing the impact of major school factor-related incentives on pupil’s absenteeism. School factor-related incentives are divided into four categories: School feeding, whether each of the sample schools has a school library, electricity, and safe-water source. Even if some researchers have analyzed the impact of school-related factors, they put more effort on finding change in nourishment (Jacoby, 2002; Ahmed, 2004; Afridi, 2005). However, they did not examine the effect of other incentives that schools might have. Besides, no studies have investigated the impact of school factor-related incentives in Uganda. It employs the data collected by an international Non-Governmental Organization Uwezo in 2012. The dataset includes 2,279 public primary schools and 34,667 households where 81,650 children aged 6 – 16 were assessed. Thus, the sampling size of the data used in this study is one of the biggest in the Uganda research history. Therefore, it is appropriate that this data typifies the universal Ugandan primary education; the outcome of this analysis will engender proper policies at national level on primary public schools and contribute to the academic development in Uganda.
An Exploration into Open Development Practices in Two East African Countries

Bethel Ghebru

(Seoul National University, Korea)

The main purpose of this study is first to determine the core concepts of open development theory that set the theoretical open development model. Then the expected outcomes will be pointed out and discussed. This study will take two examples of development projects or emerging innovative entrepreneurial enterprises at work in the East African developing countries of Kenya and Ethiopia and try to examine whether they fit the open development model. The projects under evaluation will be assessed based on the theoretically expected results whether they are successful in benefiting communities in the prescribed way. The study will attempt to examine whether the projects under examination can lead to development processes and outcomes that are derived by local ideas, networked and transformative. For this, stories of participants of the projects about the impact of the network on everyday lives, transactions and lifestyles and how it changed behaviors or actions over time will be analyzed. Relevant literature and archival documents will also be reviewed and examined along with the exploration of any applicable data that comes across through the stories of practitioners and other parties involved.
A Comparative Study on the Changes of College Evaluation Systems in South Korea and the U.S.

Jungmi Lee (KEDI, Korea),
Eunyoung Kim (Seton Hall University, USA)

The purpose of this study is to comparatively look at the recent changes to the college evaluation systems in both South Korea and the US, to provide higher education constituents with policy implications. More specifically, this study examines the college evaluation mechanism, and rating criteria, and analyzes data collected from the “Evaluation for Korean College Restructuring” program and initiatives for college rating in the United States. The U.S. Department of Education (DOE) has attempted to develop a new college ratings system (the so-called Postsecondary Institution Ratings System: PIRS), with the goal of incentivizing financial aid in 2018. After two years of effort to create a government rating system, the U.S. DOE recently introduced the College Scorecard for prospective students and their families to compare colleges. However, the College Scorecard does not actually attempt to rate schools within a grading system; rather, it provides future college students and their parents with information about annual costs of attendance, graduation rates, and salaries after graduation. By comparing the U.S. college rating system and the policy initiatives for restructuring Korean higher education, this study provides insight into the potential strategies to improve college evaluation systems.

1. Cooperation between university and industry for lifelong learning: an case study of USA, Tristan Johnson (Northeastern University, US)

2. A Future Oriented Consulting Model for Korean Higher Education Restructuring Project: an Application of Strategic foresight Process, Sung Jae Park (Korean Educational Development Institute, Korea)

3. Improving Tolerance of Youth: Implications for Global Citizenship Education in Korea, Tae-Jun, Kim& In Young Park (Korean Educational Development Institute, Korea)

4. The Development of Assessment Tool in Self-Evaluating the Management of Elementary School, Kim Hanna (Korean Educational Development Institute, Korea)
Cooperation between Academia and Industry for Lifelong Learning

: Case Study in the US

Tristan Johnson

(Northeastern University, US)

There are many factors and needs driving improvements in lifelong learning. As various nations seek to build economics strength, there is a greater demand for strong ties between academia and industry. For many years, Northeastern University College of Engineering has been focusing on and delivering nationally recognized cooperative educational programs. In addition to the well-known co-op program, the university is carrying out other initiatives include industry partnerships for degree offerings and industry projects. With these collaborative efforts, students are able to build a solid path for career development and ultimately enhance the economic value of their work efforts.
A Future-oriented Consulting Model for Korean Higher Education Restructuring Project: an Application of Strategic Foresight Process

Sung Jae Park
(Korean Educational Development Institute, Korea)

The higher education restructuring project is nationally implemented that i) evaluates universities by index that was opened previously ii) stops financial support, reduces an enrollment quota and executes consulting for restructuring by putting educationists, for those with poor results from the evaluation iii) universities submit their self-restructuring plan on the basis of the consulting results iv) government reviews the output of each university’s restructuring plan which implemented to the next year on the basis of the self-restructuring plan, classifies if those universities are possible for revival or not, and decides the resumption of the financial support. Those having difficulties for revival will be on the step for M&A or switch of function, shutdowns, etc., after higher education restructuring bill passes the National Assembly.

To be successful in Higher education restructuring, the policy goal, ‘decreasing the number, increasing the quality’, should be achieved. For this purpose, policy tools (university evaluation and consulting) should function well and especially, consulting for the universities that have poor results from the evaluation should equip with effective system. Thus, this study is to find out the consulting model which leads effectively to improve the quality of education and reduce the scale of enrollment quota in university. For this purpose, it is discussed the existing consulting process which is mixed with administrative actions to introduce strategic foresight models on the process to obtain a customized consulting model. The reasons are i) The existing consulting procedure considers only the decreased population scale in future as a future variation which is estimated by the National Statistical Office, Statistics Korea, and ii) Foresight and analyzing procedure about variable factors in future society are omitted in the existing consulting procedure.

Under this research purpose, the study set the research questions as follows. First, how does the changes in educational condition followed by population decrease affect governmental higher education policy? Second, how is the higher education restructuring project processed (ex. Concept, model, method, procedure)? Third, for higher education restructuring project to be future oriented, how can strategic foresight models based on future studies be applied to the existing consulting process and what can we expect from that?

This study is based on the qualitative research, such as literature reviews, expert interviews, and participant observations to reach the research purpose shown above and to answer the research questions. It is used preceding research analysis, governmental higher education restructuring guideline, and opened data about university evaluation. Moreover, it utilizes data released by the National Statistics Office, Statistics Korea, and simulation data by National Assembly Research Service for statistics on future population changes.
Since the world is drastically into globalized, there is a focus growing on ways to bring sustainable development in education field and understanding of worldwide problems from holistic perspectives (Hett, 1993; Kim, Park, & Cho, 2010). Along with, an increase of international migration and worldwide exchange among socioeconomic corporations brought a question of how to bring positive attitudes toward members from different groups. As a result, new concept of “global citizenship” recently arose and positioned as one of the important domain for young adults. With this global trend, there have been government’s efforts to promote welfare for immigrants and fosters desegregation in Korean society. Also a number of programs related citizenship education have been implemented to Korean young adults to improve their tolerant attitudes toward immigrants as well.

Despite these efforts, there are still the issue of efficiency and effectiveness of these programs which have yet to be fixed comparing to other nations that are similar circumstances. Indeed, several studies demonstrated that there is difference exists between Korea and other countries in regard of tolerance level. For instance, WVS (World Values Survey) revealed that overall tolerance level of Korean adults and adolescents are comparatively lower than those of other countries. In a similar vein, Global Creativity Index (GCI) is another worldwide measure that more closely examined on the concept of tolerance. In this study, three indexes - technology, talent and tolerance were used to explain the concept of global creativity, which is one of primary factors that can foster citizens to work as a global citizen (Florida, Mellander, & King, 2015). In this study, nations that rank highly on the GCI are regarded as equal society where members from different groups can communicate regardless of gaps in cultural and social backgrounds. For example, New Zealand takes the high spot on the overall GCI, up from its third place rank, especially with the very high score in tolerance and balance with other two components. On the other hand, Korea takes the first place in technology among countries, however round out the top 50 in talent and even out of 70 in case of tolerance. This result empirically demonstrates the seriousness of low tolerance level of Korean youth as well as the importance of finding ways to improve their attitudes toward different group members.

Based on these results from previous studies, this study aimed to examine tolerance level of Korean youth on global citizenship and mechanisms to improve it in the context of Korean traditional value, ‘Cheong’. In case of Korea where collectivism is rooted and Confucianism ideas, Cheong has been considered one of traditional values needed for individuals to form harmonious relations with other groups.

This study is organized into two major parts. The first part presents comparison of civic competencies and their effects on tolerance level between Korean and New Zealand youth using ICCS 2009 data. The second part is to examine to what and which mechanisms are needed to develop tolerant level of Korean youth by focusing on the concept of Cheong.

The results of the first part showed that there were significant differences of civic competence components (Knowledge, Attitude and Behaviors) on tolerance between Korea and New Zealand. In the second part, it was revealed that there was significant difference between two criteria of values: Fairness and Cheong. Furthermore, the perspective taking of Cheong value positively affected on global citizenship of Korean youth. Based on these results, future directions of global citizenship education in Korea were discussed.
The Development of Assessment Tool
in Self-Evaluating the Management of Elementary School

Hanna Kim
(Korean Educational Development Institute, Korea)

This study aims to develop an elementary school self-Assessment Tool applicable to the school fields appropriately for the purpose and nature of elementary school and understand the validity and reliability. To this end, this study first identified the areas of elementary school self-assessment Tool was classified into four sub-categories: school culture and school management, elementary school's educational course, educational outcome and satisfaction, and school's self-evaluation and operation through literature review, consideration of previous studies, and expert consultation, conceptualized the areas.

Then conducted the 1st, 2nd, and 3rd delphi survey for developing the items and questions for elementary school self-evaluation tool and drew area-specific evaluation items and questions. Based on this, this study conducted a preliminary review of 170 elementary school teachers in Seoul and capital area and then conducted a main survey of 601 teachers and made item quality analysis, reliability analysis, and exploratory and confirmatory factor analysis and as a result, item quality, reliability, and validity all appeared good. Through such a process, the elementary school self-Assessment Tool finally included four evaluation areas, sixteen evaluation items, and eighty nine evaluation questions.

The development of elementary school self-Assessment Tool is very significant to all including student, parent, teacher, and principal. The utilization of the elementary school self-Assessment Tool developed in this study and implementation of the self-evaluation at the school level is expected to play an important role in developing and improving the school itself and helping students develop their basic fundamentals and sound personality at the elementary schools, where students’ basic growth is achieved. At this same time, it is also expected to improve cooperation and confidential relationship between principal, teacher, and parent in helping to take care of students’ holistic and integrative growth. In such a sense, the elementary school self-Assessment Tool will be an important starting point for effective school operation.

1. A Study on the Futuristic Traits of the Achievement Standards in the 2015 National Curriculum Seung-mi Lee (Korea Institute for Curriculum and Evaluation, Korea)

2. Directions of Curriculum Amendment Focused on the Integrated Curriculum and ‘Safe Life’ Curriculum for Elementary School Students Misook Lee (Korea Institute for Curriculum and Evaluation, Korea)

3. Study of Cultural Literacy for the Enhancement of Key Competencies to Prepare For Future Society - Basis on Subject Matter Curriculum Youngmi Lee (Korea Institute for Curriculum and Evaluation, Korea)


5. Directions of Teacher Education in Korea for Future Society-Focusing on the Teacher Learning Community Youngsun Kwak & Jongyun Kim (Korea Institute for Curriculum & Evaluation, Korea)

6. Examining the Perceptions of Classroom Assessments from Students, Teachers and Parents Across Different School-Levels in Korea Hyekyung Jung, Jimin Cho, Miyoung Hong, & Ji Hyun Park (Korea institution for Curriculum and Evaluation, Korea)
A study on the futuristic traits of the achievement standards in the 2015 national curriculum

Seung-mi Lee

(Korea Institute for Curriculum and Evaluation, Korea)

The 2015 revised national curriculum introduced big ideas as a medium of organizing content and core-competencies as the source of the skills in each subject, which focused on the new directions of the subject curricula in the 2015 revised national curriculum. The organization of achievement standards could be an important bridgehead between general guidelines and subject-curricula, and between the national curriculum and school-based curricula. This study analyzed the possibility and limitation of the achievement standards to find an improved direction to be realized in the futuristic traits of Korea's national curriculum.
Directions of curriculum amendment focused on the integrated curriculum and ‘safe life’ curriculum for elementary school students

Misook Lee
(Korea Institute for Curriculum and Evaluation, Korea)

Major features of curriculum amendment of integrated curriculum are deeply related to competencies and skills to be prepared for future society. The important competencies related to integrated subject-matters at elementary level were identified as competency for community, self management competency, communication skills, thinking skills for creativity and fusion, knowledge and information processing competency, aesthetic sensibility competency. Agreement about those competencies was made regarding the results of on-line survey to elementary school teachers and lots of discussions with research team members. The categories of the framework of educational contents were refined keeping the 8 themes of 2009 revised curricular of integrated subjects. One of the fundamental reasons of such maintenance is due to the adoption of ‘safe life’ curriculum and the increasement of class hours of elementary school teachers.

The contents of ‘safe life’ curriculum were developed on the basis of 7 standards of safety education which were provided to schools in February of 2015. The competencies of ‘safe life’ are identified as self management competency, competency for community and knowledge and information processing competency. ‘Safe life’ is included in the domain of creative and experiential activities for first graders and second graders and it is also necessary to pay continuous attention to integrate the categories of ‘moral life’, ‘intelligent life’ and ‘pleasant life’.
The ability to adapt to future culture can also be seen as a universal skill that needs to be cultivated to experience cultural context with the necessary prerequisites of future’s society. To understand future culture as an experience in cultural context, cultural literacy is needed for students as a cumulative skill. In order to help students cultivate this cumulative skill, there is a dire need to provide an educational environment that focuses on culture education. Whether 2015 revision of education curriculum will shine light on the dynamics of Korea’s future society, students need to obtain cultural literacy for the enhancement of key competencies, which are necessary prerequisites of today’s society. It will be restructured so that students can grow as cultured individuals in the future through school education. With the objective of educating students to adapt to future culture in mind, the students first need to study the common contents of connectivity between culture and curriculums such as language (Korean, literature), social sciences, and music.

The purpose of this study is to provide a foundation for establishing strategy of instructional contents based on the enhancement of cultural literacy as a core competency. In order to contribute to the cultivation of cultured individuals who can adapt to the changes in society, culture needs to have a flexible hierarchy. It will be discussed here the interactions and relationship between culture and curriculums such as language (Korean, literature), social sciences, and music.

Using instructional contents of connectivity between culture and curriculums as cultural literacy can be expected from cultivation of life-long education, which is what future education is fundamentally trying to provide to the students.
The purpose of the study is to analyze characteristics of reading achievements between Korean and U.S students by comparing PISA 2012 DRA results with PISA 2009 DRA results. In addition, this study seeks to contribute to the future direction for better reading education in Korea and the U.S. From PISA 2009, OECD PISA employed an innovative domain, Digital Reading Assessment (DRA) as well as in PISA 2012 to examine how well 15-year-old students have attained their digital reading competencies associated with digital devices such as the computer, tablet PC, smartphone and others. By conducting a comparative analysis on results of the two counties regarding the rate of correct answers by sub-elements of the reading framework, we examine relative strengths and weakness in terms of digital reading competencies. Implications of the results are discussed in terms of assessment and intervention to enhance digital reading comprehension competencies of secondary students in Korea and U.S.
Directions of teacher education in Korea for future society-focusing on the teacher learning community

Youngsun Kwak, Jongyun Kim
(Korea Institute for Curriculum and Evaluation, Korea)

Teachers’ learning communities enable the school curriculum diversified and specialized, and act as a mechanism that develops individual teachers’ professionalism. For all their importance, it’s hard and requires a lot of time and effort to establish and maintain teachers’ learning communities. Recently, some ‘Innovation Schools’ in Seoul and Gyeonggi-do areas have established teachers’ learning communities at the school level through cross-curricular instructional communities where teachers discuss and consult their classes. As a result of case studies of teachers’ learning communities in Korea, we developed Korean version of PLC. We called it Korean Teachers’ Learning Communities (KTLC) and discussed about the base, developmental stages, and current status of KTLC. For example, unlike existing subject-based instructional consulting at the secondary school, cross-curricular instructional communities develop activity sheets and plans together with various subject teachers at the same school before holding the class for all. In this research, based on case studies, we explored the characteristics of cross-curricular instructional communities. In cross-curricular instructional communities, teachers figure out students’ responses in advance, conduct pilot classes based on discussion results, and aim to develop interactive activity sheets and instruction where students learn collaboratively. Discussed in the conclusion are future directions of cross-curricular instructional communities including final decision makers in the community, opportunity to reflect one’s own subject teaching, improvement of teachers’ perspectives to observe classes, and so on.
Examining the perceptions of student assessments from students, teachers and school leaders across different school-levels in Korea

Hyekyung Jung, Jimin Cho, Miyoung Hong, Ji Hyun Park

(Korea Institution for Curriculum and Evaluation, Korea)

This study examines the policies and practices of student assessment in Korea and investigates how students, teachers and school leaders perceive the roles, policies and practices of formative and summative assessments at school. This study pays special attention to how and to what extent the assessment results were used as feedback to learners and instructional materials across different school-levels. Finally, the study aims to address the issues and challenges of enhancing the quality and instructional roles of student assessment unique to the context of Korea. Key data are collected by in-depth interviews and survey questionnaires. Study findings include that secondary students pointed out the usefulness of national-level assessment for feedback on student outcomes, whereas national assessment was no longer conducted at the elementary level. Secondary students tend to relatively have a negative point of view on classroom assessment compared to elementary students, mainly due to the burdensome workload. Furthermore, there was apparent discrepancy in terms of the use of student assessment results as feedback among school leaders, teachers and students; students addressed the lack of the details in feedback, whereas teachers thought they provided sufficient information to students. Finally, this study acknowledged that teacher professional development is needed to be more emphasized for effective implementation of school-level student assessment.
Institution Session 3. Korean Society for Creativity Education: Research on Creativity in South Korea 1

1. K-DHA Model and Program Development to Improve Creativity of All Koreans Kyunghwa Lee (Soongsil University)

2. The Effect of an Afterschool STEAM Program on Creativity: a Preliminary Study in a High School Yun Kyoung Kim & Seon-Young Lee (Seoul National University)

3. A Study on Creativity of Koreans in Central Asia Soonjoo Lee (Hanbat National University)

4. Relationships among Sophisticated Epistemological Beliefs and Implicit Theories, and Cognitive Processes of Creativity Myung Sook Lee (Daegu National University of Education)

5. Intelligence and Openness as Predictors of Creativity Yousun Kwon, Donggun An, Jungmin Pyo & Heehyun Lee (Chungkang College of Cultural Industries, Seoul National University, Yongmoon Graduate School of Counseling Psychology, Korean Educational Development Institute)
K-DHA Model and Program Development to Improve Creativity of All Koreans

Lee Kyunghwa
(Soongsil University, Korea)

As emphasize the importance of creativity in education and corporate field around the world, therefore it needed to develop the well-designed systematic model and program to improve creativity based on the previous researches and useful creative thinking skills according to developmental stages. Therefore, we developed K-DHA model and program based on quick TRIZ and designing thinking process that can enhance the creativity from elementary students to adults of Korea.

The concept of creativity has defined by various scholars. Lee (2002) suggested that creativity is an integrated concept of creative thinking ability and creative personality. And Lee (2015) developed ‘SMASCH 6-6-6 Model’ for development of K-DHA (development of human creativity) program to improve creativity of all Koreans. This model is consisted of three domains of subject matters, creativity and core competency. And each domain involves 6 different sub variables.

K-DHA program based on ‘SMASCH 6-6-6 Model’ is consisted of 4 developmental steps (elementary low and high, middle, adult) and 3 levels (lower, intermediate, advanced). And the focus of each step program was differentiated, the elementary step focused on pleasant creativity, secondary was collaborative creativity and adult was practical creativity. Therefore, these programs were developed based on ‘Quick TRIZ’ principle and ‘Design Thinking Process’ in order to practice the systematic thinking and collaborative activity to develop the creativity, confluence thinking and core competency. Each step of DHA program was included eight themes (more than two sessions) and each step consists of three levels, so total 24 programs and more than 48 hours were developed per each step. On / off line DHA teacher training program also developed and DHA was applied to elementary and secondary schools and identified the effectiveness of programs. We hope the DHA program will be used widely to enhance the creativity of the entire Korean people.
The Effect of an Afterschool STEAM Program on Creativity:

a Preliminary Study in Vocational High School

Yun Kyoung Kim, Seon-Young Lee

(Seoul National University, Korea)

This preliminary study investigated changes in Korean vocational high school students’ creativity level after participating in an afterschool STEAM program, entitled Jump out Yourself. This program was developed to improve students’ creative thinking and problem solving skills (abilities). 15 vocational high school students participated in a 10-week afterschool STEAM program composed of English, Science and Art education. This study employed a non-experimental, one-group, pre- and post-intervention study design using a 30-item paper-and-pencil creativity assessment tool (test) (n =11). Paired sample t-tests from pre- to post intervention revealed statistically significant differences in science creativity (p < .001). In order for an in-depth evaluation of the program, open-ended questionnaires and interviews were conducted. Results indicated that participants showed a growing awareness that each of them has creative potential.
A Study on Creativity of Koreans in Central Asia

Soonjoo Lee

(Hanbat National University, Korea)

The research focuses on exploring the creativity of Koreans living in Central Asia in 21st century and differently demonstrated characteristics of creativity according to gender, generation and ethnicity. Based on that, it proceeds a basic research about in what way the study should heads for in order to develop their creativity and how to foster certain characteristic. Along with this critical point of view, the study investigates how differently the development aspects of creativity is demonstrated according to gender, generation and ethnicity. In this way, the study discovers the way to foster the creativity and its potential considering previously mentioned three traits. Furthermore, by implementing educational program considering participants’ psychological-cultural features, the research investigates the ways to develop their acquired creativity further. As a result of the research, the cases of Koreans in Central Asia do not manifest the sexual differences in creativity according to gender. On the other hand, it confirms that generational and ethnic differences in creativity surely exist.
The purpose of this study sought to explore the relationships among sophisticated epistemic knowledge and implicit beliefs and cognitive processes of creativity of college students. A total of 709 college students (freshmen, sophomore, and junior) of D University in Korea participated in this study. Correlation analyses and test of structural model fit were executed by using SPSS 23.0 and AMOS 22.0. The results of this study were as follows.

First, the results of Pearson correlation analyses showed that there were statistically significant positive correlations among sophisticated epistemic knowledge (nature and source) and cognitive processes of creativity (flow, analogical, idea generation, incubation, imagery, manipulation) with range of $r = .182^{**}-.390^{**}$, positive correlations between enhancement belief of creativity and sophisticated epistemic knowledge ($r = .140^{**}-.175^{**}$) and negative correlations between fixed belief of creativity and sophisticated epistemic knowledge ($r = -.086^{*}-.201^{**}$), and also cognitive processes of creativity showed positive correlations with enhancement belief of creativity ($r = .307^{**}-.421^{**}$) and negative correlations with fixed belief of creativity ($r = -.079^{*}-.199^{**}$). Second, the result of the path and model fit tests showed that all the model fit indices of $\chi^2 = 3.427$ (p<.001), TLI = .940, CFI = .956, RMSEA = .078 were met the acceptable model fit criteria, and shown to be a suitable model structure. The significance and implications of this study were suggested.
Intelligence and Openness as Predictors of Creativity

Yousun Kwon a, Donggun Anb, Jungmin Pyo c & Heehyun Lee d

aChungkang College of Cultural Industries
bSeoul National University
cYongmoon Graduate School of Counselling Psychology
dKorean Educational Development Institute

The purpose of this study was to examine the effects of intelligence and openness to intellect on creativity. A sample of 296 college students completed two tasks of creative metaphor generation, measures of fluid intelligence, crystalized intelligence, and long-term storage and retrieval, and a measure of openness to intellect. Results indicated that the three lower-order intelligence factors accounted for 21.4% of the variance in the creativity scores, and the effects of fluid intelligence ($\beta = .364, p < .001$) and crystallized intelligence ($\beta = .251, p < .01$) were significant. A higher-order intelligence factor ($\beta = .534, p < .001$) composed of the lower-order factors accounted for 28.5% of the variance in the creativity scores. When openness to intellect was added to the model, 36.4% of the variance in the creativity scores was accounted for, and the effects of the higher-order intelligence factor ($\beta = .492, p < .05$) and openness to intellect ($\beta = .348, p < .01$) were significant. Implications and future directions were discussed.
Institution Session 3. Korean Society for Creativity Education: Research on Creativity in South Korea

6. How Parents’ Economic Status and Parenting Style Affect Their Child’s Creativity Juhyun Hah & Chanmun Jeong (Konyang University, Korea & University of Minnesota, US)

7. The Impact of College Students’ Class Curricular Activity and Non-Curricular Activity on Their Creative Competence Nooree Kim & Hyo Won Kim (Gwangju University, Songwon University, Korea)

8. The Structural Relationship among Creative Learning Efficacy, Self-Regulated Learning Ability, and Subjective Happiness Aekyung Yang & Myung Sook Lee (Han Seo University, Daegu National University of Education, Korea)

9. The Effects of the Creative Teaching Method on the Music Memory Utilizing Mental Imagery Eunhee Park & Juhyun Hah (Konyang University, Korea)

10. The Effects of Performance Art Activities on Young Children's Creativity Hyun Chul Cho & Eun Ji Lee (Kunsan University, Korea)

11. The Analysis of Difference between Creative Ability and Creative Self-reporting Choon-sung Park & Jin-hee Kim (Sangji Youngseo College, Soongsil University, Korea)
How parents’ economic status and parenting style affect their child’s creativity

Juhyun Hah (Konyang University, Korea)
Chanmun Jeong (University of Minnesota, USA)

The purpose of this study is to investigate the reason of separate effects of parent’s economic status & parenting style on their child’s creativity. The research problems are as follows; first, regarding parent with a creative child, how was economic status and parenting style like and how did it affect the creativity? Second, regarding parent with a normal (general-level creativity) child, how did economic status and parenting style affect the child’s creative thinking and personality? Methods of the study were literature review and qualitative analysis. As a result, first, regarding creative individuals, they tend to suffer from poverty when they were young and the parent’s parenting style was either authoritative or autonomous. However, it is noteworthy that the creative individuals utilized external stimulus such as parent’s economic status or parenting style to focus on their work and achievements. Second, regarding child in ordinary income household, the more the parent was affective and nurtured with achievement-focused style, the more the creativity was low. However, regarding child in low income household, creativity seemed higher when the parent was more affective and nurtures with achievement-focused style. Therefore, it is hard to conclude that the income level of the household nor the parent’s parenting style affects the child’s creativity unilaterally, but what is critical to creativity is how the child perceives parent’s economic status or parenting style.
The Impact of college students' Class Curricular Activity and Non-curricular activity on their Creative Competence.

Nooree Kim (Gwangju University, Korea)
Hyo Won Kim (Songwon University, Korea)

The purpose of this study is to explore learners' class variables both within and outside influencing improvement of creative competence which is one of the core competence of college students. Even though creative competence is developed not only under teaching-learning process, but they are also developed from college students' activities outside of school, studies relating to creative competence have been performed focusing on general learner's characteristics so that they have lacked in finding out relationships of actual college life.

Therefore, this study verified structural relation about what impact class curricular activity and non-curricular activity variables have on creative competence by setting interaction between students, interaction between professor-learners, thinking improvement in class, class participation, and class attitude as curricular activity variables, while setting self-improvement, active cooperative learning, and international activity as non-curricular activity variables. As a result, this study shows that active cooperative learning is the most influential factor on creative competence. Finally, This study shows implication on creative competence on the basis of the study findings.
The purpose of this study was to investigate the structural relationship among creative learning efficacy, self-regulated learning ability, and subjective happiness of aeronautics major students. A total of 300 college students (freshmen through senior) of H University in Chungchung, Korea participated in this study. Correlations and test of structural model fit were performed by using SPSS 23.0 and AMOS 22.0. The results of this study were as follows.

First, the results of the comparison across the grade level showed that there were increasing tendencies of scores of creative learning efficacy, self-regulated learning ability, and subjective happiness measures. Second, the results of Pearson correlation analysis showed that there were statistically significant correlations among creative learning efficacy, self-regulated learning ability, and subjective happiness of aeronautics major students.

Third, the result of the path and model fit tests showed that all the model fit indices of $\chi^2$, TLI, CFI, RMSEA were met the acceptable criteria, and shown to be a suitable model structure. The significance and implications of this study were provided.
The Effects of the Creative Teaching Method on the Music Memory Utilizing Mental Imagery

Eunhee Park, Juhyun Hah
(Konyang University, Korea)

The purpose of this research is to examine the creative teaching method, combined with pictures and discussions, used in a college music class, and the substantial effects of it on music memory, compared to the traditional lecture method. The experiment group is formed of 100 students who attend the music class as their elective class at a university located in Chungnam province, Korea. The research procedure began with a preliminary group homogeneity test to measure music memory, esthetics factor and empathy, then was followed by an experiment using different types of teaching methods. Experiment group 1 was instructed to do mental imagery and draw the mental images on paper after listening to a piece of music. Experiment group 2 was instructed to do mental imagery as well, but was told to discuss and share their mental images after listening to the same piece of music. The controlled group, on the other hand, listened to a lecture after listening to same music.

The results of this experiment are as follows: First, the group homogeneity test was conducted before the experiment showed that music memory varied among groups. The results of the experiments showed that the covariance, the mental imagery teaching method, was significantly effective. Both experiment group 1 and group 2 showed significantly better results of memorizing and understanding the music than the control group. No significant statistic difference appeared between the methods of drawing pictures and group discussion. When a qualitative study was applied, both group 1 and the control group showed external description of music, but group 2 that used the discussion method showed internal description of music slightly better than group 1 which applied the picture method. The results suggest that a student-centered and creative teaching method applying mental imagery can allow students to not only understand and learn about music more effectively but also find interest music compared to when students learn through instructor-centered, lecturing teaching method.
The Effects of performance arts activities on young children’s creativity

Hyun Chul Cho, Eun Ji Lee
(Kunsan University, Korea)

Young children start their own arts by touching and gripping things around them, which are to be imitated and revised continuously mostly by their hands performing each one’s own art. This study tried to promote the children’s performance arts activities and find out the effects of these activities on their creativity. 12 preschool children were selected for the experimental group and the other 12 for the control group in a kindergarten in Kunsan city. From a week after being tested by Jeon Kyung Won(2014)’s standardized K-CCTYC(Korean Comprehensive Creativity Test for Young Children (March 24, 2015) to January 27, 2016, a total of 23 performance arts sessions were allowed to the experimental group once a week, while the control group were given standardized art program based on Nouri-curriculum. Each class was composed by 3 groups of 4 members. The performance arts group children were motivated to perform their own arts by a series of activities including dancing together, exploring their and friends’ body parts and discussing their uses and value, expressing their emotions using their body movements, making up their own games and drawing on puzzle board. The same creativity tests as the pretest were administered to both groups right after the 13th session (post-test) and the completion of 23 sessions of performance arts activities(follow up test). A series of ANCOVAs of the post-test results showed significant differences both of fluency, flexibility, and originality factors of creativity and of language and figure areas of creativity between experimental and control groups. Then another series of ANCOVAs of the follow up test results showed significant differences of both of all the creativity factors including imagination and of all the creativity areas including physical movement.
The Analysis of Difference between Creative Ability and Creative Self-Reporting

Choon-sung, Park (Sangji Youngseo College, Korea)

Jin-hee Kim (Soongsil University, Korea).

This study were designed the comparative method creative measurements outcome. One critical issue examined in this study is whether self-reports, ability test of creativity are similar or differ. For this used data from a total of 7313 people(middle or high school students). The results of this study are as follows: First, in the correlation, there were significant difference between self-reports and ability-test. But significant relation between self-reports. Second, the results indicated that there were a significant gender difference among creativity variables. We found that students’ self-assessment of the creativity did not predict creativity ability.
Poster Session

1. The Analysis of Cognitive Profiles or Reading Comprehension with Cognitive Diagnostic Model for Students with Learning Disabilities  
   Jaeho Lee & Dong-il Kim (Seoul National University, Korea)

2. An Analysis of the Effects of Academic Stress on Middle School Students’ Academic Achievement: A Test of the Mediating Effects of Academic Efficacy  
   Na Young Kim, Yoon Hee Son, Sang Min Byeon (Seoul National University, Korea)

   Selina Makgopela (Hiroshima University, Japan)

4. Sensitivity to Human Rights among College Students in Korea  
   Hye-Sook Park (Honam University, Korea)

5. Effects of cognitive reappraisal about stigma on professional help seeking  
   Eun Joo Lee, Kay Hyon Kim (Seoul National University, Korea)

6. Compensatory teaching practice under automatic promotion policy: A case of two selected schools in Khomas Region Namibia  
   Evangelista Christine Shikampeni (International Christian University, Japan)

7. ICT Adoption in Teacher Training in Zanzibar- Tanzania: Application of the Unified Theory of Acceptance and Use of Technology  
   Asha Juma Kombo (International Christian University, Japan)

8. Challenges with Disabled Students to Access Higher Education: A Case Study in the Far-Western Region of Nepal  
   Bhatt Bhuwan Shnkar (International Christian University, Japan)

9. A Study on Validation of a Reading Comprehension Test as a Curriculum-Based Measurement for Basic Academic Skills Assessment  
   Dongil Kim, Seyoung Jang, Hee ju Kim, Hee jin Lim (Seoul National University, Korea), Hyejung, Koh (Suwon Women’s University, Korea), Jaeho Lee (National Center for Mental Health, Korea)

10. Design and implementation of discussion-based flipped classroom in a dental school class  
    Hyoseon Choi, Bo Young Park, Jihyun Lee, Jungjoon Ihm, Miyeon Shin, & Sangho Roh (Seoul National University, Korea)

11. A Latent Profile Analysis of Middle School Students’ Personality-Cognition Competencies  
    Doing-il Kim (Seoul National University, Korea), Soyoung Park (The University of Texas at Austin, US), Changmin Keum, Isaac Kim (Seoul National University, Korea)

12. The Effect of Smart Media Addiction Preventive (SMAP) Program for Adolescent  
    Dongil Kim, Changmin Keum, Seungho Lee (Seoul National University, Korea)

13. A Study Examining Validation of the Vocabulary Measurement  
    Dongil Kim, Yeji An, Mijee Lee, Hyeyun Gladys Shin, Jinyoung Hwang, Sungjin Aha (Seoul National University, Korea)
The analysis of cognitive profiles or reading comprehension with cognitive diagnostic model for students with learning disabilities

Jaeho Lee (National Center for Mental Health, Korea)
Dong-il Kim (Seoul National University, Korea)

Most researches about reading learning disabilities have focused on early literacy skills. Instruction of reading strategies and reading measurement tools have been developed for phonological awareness and decoding. In spite of current research trend, the comprehension of the reading contents is “the essence of reading,” and the analysis of cognitive profiles can provide information on the levels of reading comprehension theory for students with reading comprehension difficulties. Especially in school setting, the skills of reading comprehension becomes important as the school grade rises because the reading skills are basics of diverse subjects, and new knowledge can be learned based on the reading competence and the accumulated learning outcomes determine one’s academic achievement. The purposes of this study are as follows. First, (a) to examine how cognitive profiles of students with reading comprehension difficulties can be suggested. And the other purpose was (b) to investigate the characteristics of cognitive profiles of the students with reading comprehension difficulties. The participants of this study were 1,000 students in the 6th grade. The students were used to examine reading comprehension questions since October to November in 2015. The fusion model of cognitive diagnostic model was used to analyze the data with R project CDM packages. Especially according to Harber(1970), reading comprehension is assumed to be categorized into literal comprehension, inferential comprehension and evaluative comprehension. The Q-matrix was developed by agreement of subject professionals and statistical methods and had validity through parameter estimates based on cognitive diagnostic model. Finally, the Q-matrix of seven reading comprehension attributes is more appropriate model. So, we proposed the educational implication and suggestions with alternative assessments and more research on cognitive hierarchy for reading comprehension should be promoted. The cognitive research for students with learning disabilities using a diagnostic model will be able to expect a large effect on improving teaching and learning methods as well as diagnostic.
An Analysis of the Effects of Academic Stress on Middle School Students' Academic Achievement: A Test of the Mediating Effects of Academic Efficacy

Na young Kim, Yoon Hee Son, Sang Min Byeon

(Seoul National University, Korea)

The purpose of this study was to investigate the structural relationship between middle school students’ academic stress and their academic achievement through mediating effects of academic efficacy. The data came from middle school third graders (N=4051) and middle school teachers (N=684) of the Gyeonggi Education Panel Study (GEPS), a written survey carried out by the Gyeonggi Office of Education in 2014. The multilevel Structural Equation Modeling (SEM) was applied to identify the effect of student-level and school-level variables on students’ academic achievement. Student-level variables in the analysis were academic stress and academic efficacy as independent variables and mediating variables respectively, including SES and students’ math achievement measured in the previous year as covariates. School-level variables included teachers’ school satisfaction, efficacy, inspiration, school climate perceived by teachers, innovative schools, school average math achievement and SES.

The Results of this study were as follows: First, at the student level, students’ academic stress reported to be a significant predictor of academic achievement. Second, students’ academic efficacy had a mediating effect on the relationship between their academic stress and math achievement. Third, teachers with higher efficacy and school satisfaction turned out to significantly affect students’ academic achievement at the school-level. Based on these findings, meaningful relationships were found between students’ academic stress and their academic achievement through mediating effect of academic efficacy. The results of this study also provide the significant effect of teachers’ characteristics on students’ academic achievement and educational implications to foster teachers’ efficacy and school satisfaction.
Support Services for Students with Disabilities in Technical Vocational Education and Training (TVET) Colleges in South Africa

Makgopela M.T. Selina, Norimune Kawai

(Hiroshima University, Japan)

Education is one of the basic human rights for all citizens in the Republic of South Africa. The Bill of Rights indicates that the state has the responsibility to facilitate accessibility to vocational and tertiary education. South Africa ratified the Convention on the Right of People with Disabilities in 2007. The transformation of education in the country took place after the democratic election in 1994. Even after democracy, access, retention, and success of students with disabilities in Technical Vocational Education and Training Colleges are very low whilst the country has the target of 2% towards employment of people with disabilities.

Access, retention and success of students with disabilities in TVET Colleges is very low because of lack of appropriate support services. There is lack of support services (in terms of resources) offered to students with disabilities to access and succeed in their studies to be able to become economically active. There is lack of appropriate policies and programmes in place to protect the rights of people with disabilities in the higher education sector towards acquiring skills and training to become economically active and live sustainable livelihoods. Education is considered to be one of the vehicles to get out of poverty.

The study aims to assess/investigate if students with disabilities in the TVET Colleges are offered support services to access and succeed in the college and find out if there are policies, resources and programmes in place to support students with disabilities towards affording them an equal opportunity to access education and succeed like their peers.

Quantitative and qualitative research methods were considered for the study. Questionnaires surveys and focus group data collection methods were utilised. Four themes emerged during qualitative data analysis; support prior entry, support on entry, support on course and support on exit.
Sensitivity to Human Rights among College Students in Korea

Hye-Sook Park
(Honam University, Korea)

This study explores the effect on undergraduate students' sensitivity towards human rights of gender, year-in-school, experience of discrimination, and degree of exposure to human rights-related education/co-curricular activities. A sample of 619 college students attending a local university in Korea participated in the survey on human rights sensitivity. After asking the demographic characteristics of participants, the survey consisted of questions from the "Psychological Scale for Human Rights Sensitivity" constructed by Moon and his colleagues (2002). The scale employed 10 episodes/vignettes, each of which was composed of three sets of questions designed to demonstrate, first, an ability to perceive a situation as related to human rights; second, an ability to perceive the probable results associated with the situation; and third, an ability to take personal responsibility if confronted with the situation. The survey was partially validated for use by college students. The coefficient alpha of each scale was in acceptable ranges from 0.624 to 0.767. ANOVA and regression analysis however indicated significant variations by gender and year-in-school. On two episodes related to the right of senior citizens to pursue happiness and to the privacy of psychotic patients' medical records, females showed a higher level of human-rights sensitivity, while male students showed higher sensitivity on a judge's internal conflict regarding an impending decision on released/discharged prisoners with crime records. In addition, seniors showed statistically significantly higher scores than freshmen in an episode related to senior person's right to pursue happiness. The study will conclude with suggestions on how to enhance college students’ sensitivity to human rights.
Effects of cognitive reappraisal about stigma on professional help seeking

Eun Joo Lee, Kay Hyon Kim

(Seoul National University, Korea)

Although counseling and psychotherapy has been proven to be effective, findings from empirical studies suggest that negative attitudes toward seeking professional help have been increased and many people are hesitant to seek counseling. In order to increase accessibility to counseling and understand help-seeking behaviors, researchers have investigated factors that are associated with help-seeking behaviors and identified two types of factors: avoidance factors and approach factors. Stigma attached to seeking professional help is one of the major avoidance factors. Therefore, interventions for reducing stigma is greatly needed. A number of empirical studies outside Korea have developed stigma reduction interventions, tested them with a variety of strategies at multiple levels, and confirmed the effectiveness of the interventions. In particular, existing literature has confirmed the existence of two types of stigma attached with seeking professional help: social stigma and self-stigma. A recent study on the relationship between these two stigma suggests that self-stigma develops from social stigma. Therefore, it is expected that interventions designed to interrupt this stigma formation process at an individual level can help reduce self-stigma despite perceptions of social stigma. In Korea, a few studies have examined on intervention to reduce the help-seeking stigma while many studies investigated the relationships among factors on help-seeking behaviors.

In a review study that examines stigma reduction strategies across levels, interventions at the intrapersonal level consist of (or include) treatment, counseling, cognitive behavioral therapy, empowerment, group counseling, self-help groups, advocacy and support groups. Among strategies for assessing and diminishing self-stigma related to mental illness, cognitive therapy has been reported to be an effective intervention for helping people deal with the consequences of self-stigma. In addition, cognitive behavioral intervention is a structured approach to identify and modify negative beliefs and interpretations.

Therefore, the purpose of this study is to examine the effects of stigma reduction intervention by influencing cognitive reappraisal about stigma on seeking professional help. In this study, cognitive reappraisal on the perceived stigma was adopted as stigma reduction intervention.

The research question for this study is as follows: How does it affect cognitive reappraisal about the perceived stigma on professional help seeking?

Participants were recruited from a university. A total sample of 296 undergraduate students (Men: 134; Women: 162) were used for data analysis. Participants were divided into two groups by their scores of beliefs about emotion scale. Then, a participant in each group was randomly assigned to either the intervention group or the placebo control group. Specifically, one group received the stigma reduction intervention with cognitive reappraisal on the perceived stigma and the other group, the placebo control group, was instructed to simply recognize and focus on the perceived stigma. As a results, the four types of experiment groups are as follows:
intervention group receiving cognitive reappraisal on stigma with high negative beliefs about emotion, intervention group receiving cognitive reappraisal with low negative beliefs about emotion, placebo control group with high negative beliefs about emotion, placebo control group with low negative beliefs about emotion.

A scenario was used as an experimental stimulus for examining the effect on the stigma reduction and improvement of professional help seeking. The content of scenario is designed to measure perceptions of counseling and worry about the negative perceptions for seeking professional help. Contents of the stimulus (scenario) and experimental process were all identical to both intervention and placebo groups.

The procedure for the experiment and data collection was as follows: First, participants responded to the scale to measure the beliefs about emotions. Then, participants read the experimental stimuli scenario and completed the pre-test. Next, they were randomly assigned to and received either intervention or placebo. Finally, participants completed the post-test.

Data was analyzed through t-test, correlation analysis, and ANCOVA.

After the groups were found to be homogeneous in terms of the measured characteristics, the effect between cognitive reappraisal intervention and placebo was compared.

The results show that compared to placebo, cognitive reappraisal intervention about the stigma led reduction of social stigma and self-stigma and improvement of attitudes towards seeking professional help and intentions. The positive correlation exists between beliefs about emotions and social stigma. The positive correlation between beliefs about emotions and self-stigma was found. The negative correlation among beliefs about emotions and attitudes and intentions toward professional help seeking was noted. Interaction beliefs about emotion and stigma reduction intervention was not statistically significant.

Understanding of the effect of cognitive reappraisal about stigma can be effectively used to contribute to future development of stigma reduction interventions and can ultimately promote to reduce “service gap.”
Compensatory Teaching Practice under Automatic Promotion Policy: A Case of two Primary Schools in Khomas Region Namibia

Evangelista Christine Shikampeni

(International Christian University, Japan)

The purpose of the is to investigate and examine how compensatory teaching is taking place under the automatic promotion policy in selected primary schools in Namibia, with a particular focus on learning and labeling in compensatory teaching classes and perceptions of different educational stakeholders of compensatory teaching classes and how they perceive learners attending these classes. This will be a case study which will include 20 students in grade 5 attending compensatory classes, their parents, 8 compensatory teachers, 2 principals and 2 advisory teachers at two primary schools. Interviews, class observations, questionnaires and documents will be used to collect and triangulate the data. The participant’s perceptions will give insight into their thoughts and beliefs about the practice. Research findings will be analyzed and will be discussed after going to the field in July 2016. The results will be analyzed in alliance with the learning and labeling theory to see if there is any negative label attached to learners who are taking compensatory teaching lessons and if learning takes place in these classes.
ICT Adoption in Teacher Training in Zanzibar- Tanzania:

Application of the Unified Theory of Acceptance and Use of Technology

Asha Juma Kombo

(International Christian University, Japan)

The purpose of this study is to investigate the factors promoting or hindering instructors’ ICT adoption in teacher training universities in Zanzibar- Tanzania. To identify the factors influencing ICT adoption of Zanzibar teachers, the research applies the four determinants, performance expectancy, effort expectancy, social influence, and facilitating condition of the Unified Theory of Acceptance and Use of Technology (UTAUT) and one new incentive factor which expect to suit in Zanzibar teacher training context. Specific research questions include:
1) how do policy makers and instructors perceive ICT adoption in teaching and learning? 2) What are the factors promoting the ICT adoption in Zanzibar teacher training universities? 3) What are the challenges hindering the instructors’ ICT adoption in Zanzibar teacher training universities?

Two-hundred sixty four instructors from three teacher training universities in Zanzibar and seven policy makers from the Ministry of Education will be the participants of this survey study. Both quantitative (via a questionnaire developed based on the UTAUT with minor modifications) and qualitative (via in-depth interviews) data will be collected between June and July, 2016 and analyzed to answer the aforementioned research questions. My presentation at ICER will include the background of the research, research purpose and questions, methodology, key findings of the survey and interviews, and discussions.
Challenges with Disabled Students to Access Higher Education: A Case Study in the Far-Western Region of Nepal

Bhuwan Shankar Bhatt
(International Christian University, Japan)

Introduction

A quality education is about society changing to accommodate differences and to combat discrimination related to people with disabilities. It requires that disabling barriers should eliminate, and personal needs relating to impairment are met, thus making possible the full involvement of people with disabilities and enabling them to benefit from services on an equal basis with others.

Disability is the missing feature of the human being, in this regard, WHO (Aug.11.2012) has defined disability as, "Disability is an umbrella term, covering impairments, activities limitations, and pathetic restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting, or an interaction between features of a person's body and features of the society in which he/she lives."

Background of the Study


Theoretical Framework

Theories and approaches could be the road map for any new research. Thus, to plan the goal of this study, Capability theory, pioneered by Amartya Sen and Martha Nussbaum will be interpreted.

Objectives of Research

-To explore the challenges to access to higher education for disabled students, to examine the government policy for inclusive education in university level, to find out the solutions that are believed to tack
le the challenges, to suggest policy implications those are considered for enhancement of disability and inclusive educations.

**Research Design, Method and Sampling**

This research will be high schools, University College, and community-based, case study, which will be carried out in the far-western region Nepal. Data from the district education head office, University College, and higher secondary schools are utilized to find out the numbers of the disabled students studying.

**Significance of the study**

In a nutshell, after completion of the project, it is believed to have its great importance to make equality in the society by creating ease ways to cope with the challenges to access higher education to the person with the disability.
A Study on Validation of a Reading Comprehension Test as a Curriculum-Based Measurement for Basic Academic Skills Assessment

Dongil Kim, Seyoung Jang, Hee ju Kim, Hee jin Lim (Seoul National University, Korea),
Hyejung Koh (Suwon Women’s University, Korea),
Jaeho Lee (National Center for Mental Health, Korea)

The purpose of this study is to verify the reliability and validity of the reading comprehension test items developed as a part of the Basic Academic Skills Assessment (BASA) which is a type of curriculum-based measurement, and confirm the constructs of reading comprehension. In this study, three constructs - literal comprehension, inferential comprehension, and evaluative comprehension - were extracted from a 2009 national Korean textbook by analyzing goals related to reading comprehension, and confirmed these constructs by verifying the content validity. The test was administered to 524 elementary 6th graders in Seoul, Gyeonggi, and Daegu. The result shows that inter-item consistency is high (Cronbach's alpha = .80) and criterion-related validity with BASA Maze is adequate. Also confirmatory factor analysis shows that the three-factor model is adequate. Therefore, the BASA reading comprehension test is expected to be useful for diagnosing and monitoring student’s reading comprehension in various educational settings.
The purpose of this study is to make recommendations to faculty members who are interested in designing a course of flipped learning for pre-dent students. In particular, with respect to instructional design, the present study aims to suggest a pedagogical framework of course design and activities in flipped classroom. *Biodiversity and Global Environments* is a compulsory course for all undergraduate students majoring pre-dent at SNU. There are 82 undergraduates in the course. Our course teaching team applied the four dimensions for blended learning to design a dental course. There were four learning activities to balance the following paired dimensions: 1) watching video clips or reading materials (structured, individual, distance, and teacher-directed), 2) group discussions or debates (unstructured, group, face-to-face, and learner centered), 3) Quizzes and exams (structured, individual, face-to-face, and teacher directed), and 4) Using SNS (unstructured, group, distance, and learner centered). By way of a pilot course, the present study shows two implications. First, a theory-based flipped learning approach suggests for a pedagogical framework of a dental course. Next, learning activities including learning resources, mini-lectures, and discussions are to be more tightly integrated as the core of course designs in order to improve learners’ experiences.
A Latent Profile Analysis of Middle School Students’ Personality-Cognition Competencies

Doing-il Kim (Seoul National University, Korea)

Soyoung Park (The University of Texas at Austin, US)

Changmin Keum, Isaac Kim (Seoul National University, Korea)

The purpose of this study is to identify the latent groups in accordance with the response pattern of individual personality and cognition competencies in order to present a comprehensive perspective on each group. In this research, to determine the relationship between the personality and cognition competencies of middle school students, latent profile analysis is implemented with 1,409 middle school students using variables of individual character, social character, learning strategy, linguistic comprehension, number and logic, and space perception as indicators. Based on Information Criteria (AIC, BIC, SABIC, LMR-LRT, BLRT, Entropy), four latent groups were identified: ‘low personality – average cognition’ group, ‘average personality – low cognition’ group, ‘average character - average cognition’ group, ‘high personality – average cognition’ group. Results suggest that there are groups that do not match two types of competencies while there are other groups that match the cross-competencies. From this study, new perspectives on personality and cognition competencies can further be analyzed. Finally, implications for practice, interventions and limitation are discussed.
The Effect of Smart Media Addiction Preventive (SMAP) Program for Adolescent

Dongil Kim, Changmin Keum, Seungho Lee

(Seoul National University, Korea)

Seoul Internet Prevention Counseling Center which is also known as I Will Center has been conducting Smart Media Addiction Preventive (SMAP) program for wide range of students from elementary to high school since 2007. The study will be focusing on the practical change adolescents experience through SMAP as well as the effect of the prevention. Subjects of 1,000 students who are attending school in Seoul participated in SMAP and survey was done to the subjects. The study will be examining the preventive effect of the program as well as the sub-factors of the program which elicits the effect. We will also conduct a focus group interview on program developers to discuss the most effective way to deliver the program. Therefore, this research will provide practical and basic information needed to improve the SMAP. The study also has its significance that it will provide future guidance for the revision of the SMAP.
Validation of Curriculum-based Measurement on Vocabulary in Korea

Dongil Kim, Yeji An, Mijee Lee, Hyeyun Gladys Shin, Jiyoung Hwang, Sungjin Ahn

(Seoul National University, Korea)

This paper aimed to develop and validate curriculum-based measurement for vocabulary acquisition for elementary school students. The test was developed through following orders: review of 2009 Revised Korean Language National Curriculum, vocabulary selections, frequency analysis, and item development. Teachers and related professionals involved in ensuring validity of these items. Developed vocabulary acquisition curriculum-based test consists of 42 initial test items. Then, exploratory and confirmatory factor analysis have been implemented with the sample of 119 third-grade elementary school students in Seoul, South Korea. As a result of reliability analysis, Cronbach coefficients alpha ranged from .808~.824. Construct validity was analyzed using AMOS 8.0. The result supported the three factors in the vocabulary acquisition curriculum-based test with adequate model fit (TLI = .806; CFI = .840; RMSEA = .087). Based on these results, limitations and implications for further studies were also discussed.